

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

Week of *May 25, 2020*



This week honors Memorial Day with a family project about **gratitude and sacrifice**. To keep the learning going on the holiday, invite your child to help you prepare a family meal!

Your child will continue exploring the **science of plants** with stories, songs, and experiments. They'll also have the chance to review math and phonics concepts with games of all kinds, including cards, riddles, and tongue twisters.

## 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

#### Physical Activity: Family Meal

This Memorial Day holiday, incorporate learning into your daily family life. Helping in the kitchen offers your child opportunities for physical and math development!



### TUESDAY

#### Literacy Activity: Helping Out

This short story about a growing garden teaches science concepts in addition to literacy!

### WEDNESDAY

#### Science Activity: Celery Stem Experiment

This colorful experiment will show your child first-hand how plants drink water.

### THURSDAY

#### Math Activity: Building Tens Card Game

Review addition and mental math in this card game all about tens.

### FRIDAY

#### Phonics Activity: Back to Back: Reviewing the *ck* Combination

These riddles and tongue twisters offer a refresher on reading the letters *ck*.

### 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 theme for this week focuses on a unique way to celebrate Memorial Day through the theme "**All the Feels...**"





## Getting Ready for the Week: Materials to Gather

### Monday

- ▣ Ingredients and materials to prepare a meal of your choice

### Tuesday

- ▣ [Helping Out story](#)

### Wednesday

- ▣ Bunch of celery (the leafier the better)
- ▣ Food coloring
- ▣ Jars or large cups
- ▣ Water

### Thursday

- ▣ Deck of playing cards

### Friday

- ▣ Paper
- ▣ Pencil

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





**MONDAY**

### Physical Activity: Family Meal

This Memorial Day holiday, incorporate learning into your daily family life. Helping in the kitchen offers your child opportunities for physical and math development!



**Length of activity:**  
20–30 minutes\*

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

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



**Level of Prep Required: Low**



**What you need:**

- Ingredients and materials to prepare a meal of your choice

### What your child is learning:

- Small muscle coordination and control in hands and arms
- Listening and following directions
- Measuring and counting

**What you do:** Include your child in your Memorial Day activities by having them help in the kitchen! Always start and end by washing hands, of course, then give your child age-appropriate jobs to do.

Many kindergarteners can complete tasks like mashing, sprinkling, mixing, spreading, cutting with a butter knife, squeezing, tearing, scooping, stirring, whisking, wrapping, weighing, and dipping independently. With help, they can assist with pouring and cracking eggs. These activities aren't just helpful to you, they also build children's coordination and ability to use their hands—it's a win win! Measuring and counting are parts of the kindergarten curriculum, so include your child in these steps of the cooking process to get some math practice.

Offer your child encouragement throughout the process to boost their confidence. After the meal, have your child help with clean up, giving them specific jobs to complete. Thank your child for helping.

**If your child is ready:** Make this activity more academic by talking about the nutrition behind the foods you are preparing. Vegetable dishes give your body vitamins it needs, proteins help muscles grow strong, and carbohydrates like bread and pasta give you energy. And, of course, we eat some foods simply because they just taste good, and that's okay too!



## TUESDAY

### Literacy Activity: Helping Out

This short story about a growing garden teaches science concepts in addition to literacy!



**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:**

- [Helping Out story](#)

### What your child is learning:

- Listening to and understanding stories
- Singing along with simple songs
- Drawing connections between stories and life
- What plants need to live

**What you do:** Tell your child that you'll be reading a story about some friends who help a garden get what it needs to grow. Ask if they can think of some things that plants need to grow. Then, teach them this song called "The Plant Song", which can help them remember.

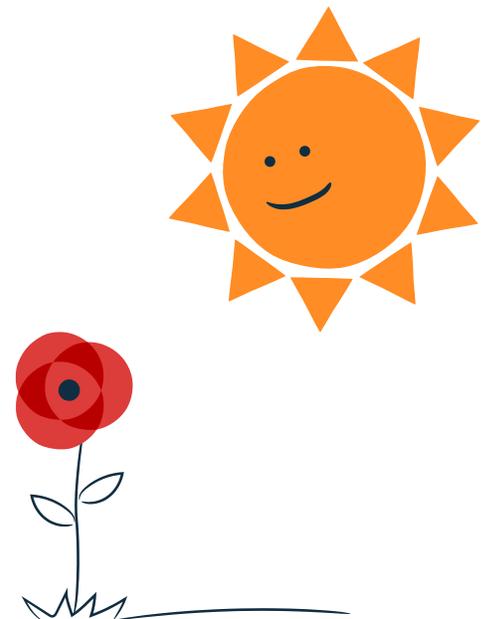
#### "The Plant Song"

*(Sung to the tune of "London Bridge is Falling Down")*

Plants need air to breathe each day,  
Breathe each day, breathe each day.  
Plants need air to breathe each day,  
Plants need air.

Plants need water when they're dry,  
When they're dry, when they're dry.  
Plants need water when they're dry,  
Plants need water.

Plants need sun to grow each day,  
Grow each day, grow each day.  
Plants need sun to grow each day,  
Plants need sun.



Then read [Helping Out](#). When you're done, talk with your child about the story. What do they think happened after the garden was watered? Did the plants have everything they needed to live?

**If your child is ready:** Ask them to illustrate the story!



### Helping Out

Eugene, Gerty, and Snug all shared Mrs. Wiggins’s garden. They also shared the garden with Harold. Harold had short, stubby whiskers and small, spiked quills all over his body. His nose was pointy, his eyes were like two black buttons, and he knew hundreds of tall tales about animals, wild and tame. Harold was a hedgehog, and not much bigger than a mouse. Harold was very old, and he didn’t come out of his burrow very often these days. But Eugene and his friends invited him to share one of his stories.

On this particular morning, before the sun became too hot, old Harold perched under a pumpkin leaf in the garden. He called to Eugene, “Gather your friends and I will tell you the tall tale about Babe, a big blue ox.” Eugene hurried to find Gerty and Snug. All three friends settled against the stems of the pumpkin plant, eager to hear the story.

It was a very, very long story—longer than any story Harold had ever told. Harold paused often during the telling—staring off toward the field behind the garden. Gerty, being curious, wanted asked a lot of questions. It was hard for a kindergartner like Gerty not to ask questions! After all, she was almost in first grade!

When the story was over, Harold bowed low and said Goodbye to his audience. Before he could leave, Eugene suggested they all have a mid-morning snack in the garden. Mrs. Wiggins was kind, and did not mind sharing what grew in the garden with them. As they walked to a spot in the garden with the very best potato greens, they noticed the greens did not look as crisp as usual.

“What’s wrong with the potato greens?” asked Eugene.

Gerty took a bite and said, “They don’t taste fresh and crisp, they’re soft and difficult to chew.”

Harold looked at the greens, paused, and told a story about when he was a young hedgehog and there was a summer with very little rain. “The plants didn’t have any water. They were weak, and the leaves wilted, just like these potato greens.”

“What happened next?” Asked Gerty. Harold explained that without any water, plants eventually died and there was very little food to eat. Eugene started to worry. He didn’t want the plants in Mrs. Wiggins’s garden to die.

“How can we help the Mrs. Wiggins’s plants?” He asked his friends. They all sat and thought about how they could help.

“We can carry water from the pond.” Suggested Gerty. They thought about it, and how much work it would be to carry enough water to water the whole garden.

Then Eugene had an idea. “There is a water hose in the garden shed, and there is a water spigot by Mrs. Wiggins’s hammock. We can connect the hose to the spigot and use it to water the garden!” They all agreed that this was a good plan, but they knew they could not do it alone.

The group set off through to garden to seek the help of Ivan the possum, Sally the rabbit, and Henry the snake. As they came upon each of them, they explained their plan. All of the animals agreed to help and together they headed back to the garden shed.

Snug, Harold, and Ivan held one of the hose while Gertrude, Eugene, Sally, and Henry worked together to drag the other end of the hose to the spigot. It took teamwork to connect the hose to the spigot and turn on the water, but when they did, they heard faint shouts of joy from their friends at the other end of the hose.

**The End.**



## WEDNESDAY

### Science Activity: Celery Stem Experiment

This colorful experiment will show your child first-hand how plants drink water.



**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:**

- Bunch of celery (the leafier the better)
- Food coloring
- Jars or large cups
- Water

#### What your child is learning:

- Experimenting and observing to learn about science
- How plants absorb water

**What you do:** If you did yesterday's activity where you learned The Plant Song, practice singing it again. Today's activity will be about how plants drink water.

Tell your child that today you'll be doing an experiment to see how plants drink water. Show your child the stalk of celery and let them examine it. Explain that a stalk of celery is the part of the plant that grows above the ground. Its roots grow beneath the ground. Look at the leaves of the celery and remind them that the part of the celery we usually eat is the stem of the plant.

Break off a rib and give it to your child. Point out the veins that run throughout the celery rib. You can see where the veins begin at the bottom, then trace them the entire length of the rib!

Next, put water in your jars and add drops of food coloring to create multiple containers with different colored water. Make as many or as few containers as you want. We've found that this works best with at least two jars, and blue food coloring shows up best! Put a rib of celery in each jar.

Check on the celery ribs at the end of the day and watch them over the next few days. Invite your child to share their observations of what happens as the food coloring moves up the piece of celery into the leaves. You can also carefully remove the celery rib from the jar and look at the bottom. You'll see that the veins of the plant are more brightly colored and have absorbed more of the food coloring. This is because the plant uses the veins to transport water from the roots into the leaves! Explain that all plants have channels in their stems to transport water and other nutrients from the roots to the rest of the plant.

**If your child is ready:** To make this a true experiment, you can also put one celery rib in a jar of water without any food coloring in it. This is called a control. Explain that scientists use controls when they do experiments to see what happens naturally without anything added. In this case, you've added food coloring to some jars of water, and the control jar will show you what the celery stalks look like without food coloring. Invite your child to observe the differences between the control jar and experiment jars. Do they think water is still going into the celery in the control jar?



**THURSDAY**

## Math Activity: Building Tens Card Game

Review addition and mental math in this card game all about tens.



**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:**

- Deck of playing cards

### What your child is learning:

- Adding numbers to ten in their head
- Taking turns

**What you do:** Take the face cards out of a deck of cards (but keep the aces!) Deal the deck into two equal piles. One of these piles will be your draw pile, and one of these piles will be your child's draw pile.

Each player should deal four cards face-up in front of them. These are your hand. The goal of the game is to use the cards in your hand to add up to the number ten. If a player has a combination of cards that equals ten, they get a point. The first player to reach five points wins the game.

Take turns playing. On a player's turn, there are two possible moves. If the player has a combination of cards in their hand that equals ten, they can take those cards off the table and deal new cards in their place. They score one point, and their turn is over. If the player does not have a combination of cards in their hand that equals ten, they can choose one card to take off the table. This card goes at the bottom of their draw pile. They then replace the card with a new card from their draw pile and end their turn. Aces equal 1, and 10s can be scored by themselves.

If both players are stuck, they can agree to trade cards with each other. Each player counts out the top three cards of their draw pile and swaps them with the other player. Both players put the new cards on the top of their draw pile.

This game can be played with more than two players. If playing with more than two players, we recommend adding a second deck of cards.

**If your child is ready:** Most games will start with combinations of two cards (for instance, an eight and a two). For children with more advanced mental addition skills, you can help them spot more complicated combinations of cards that add to ten (for instance, two fours and a two).



## FRIDAY

### Phonics Activity: Back to Back: Reviewing the ck Combination

These riddles and tongue twisters offer a refresher on reading the letters ck.



**Length of activity:**  
20–30 minutes\*

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

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



**Level of Prep Required:** Low



**What you need:**

- Paper
- Pencil



#### What your child is learning:

- Reviewing the letter *ck* combination
- Recognizing the sound /k/ in spoken words

**What you do:** Begin by saying, “Listen carefully as I say these words: *clock*, (pause) *back*.” Emphasize the sound of /k/. Ask your child if both words end in the same sound. Now say the words in the blue box one at a time, and ask them to clap once if the word ends with the sound of /k/.

Write the word *back* on a piece of paper and remind them that when *c* and *k* are together in a word the two letters work together to make the sound of /k/. Underline the *ck* in *back* as you say /k/.

Now, play this riddle game with your child. You'll read each the riddle and see if they can guess the answer. Each answer has the sound of /k/ in it! When they guess the answer, write the word down on your paper and point out the *ck* letter combination.

- It's big, it has big wheels, and it makes deliveries. **(Truck)**
- It's how you feel when you have a fever. **(Sick)**
- It lays eggs. **(Chicken)**
- It's a coin worth five centers. **(Nickel)**
- It's green and can be sweet or dill. **(Pickle)**
- It's a bird that loves to swim in ponds. **(Duck)** The sound it makes also ends in *ck*!
- You wear these on your feet under your shoes. **(Socks)**

Truck  
Deck  
Window  
Sack  
Barn  
Light  
Sick  
Sock  
Trick  
House  
Red  
Luck

Finally, write the following tongue twister on a new sheet of paper and read it aloud:

***Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?***

Point to the words as you read them. Explain that we call this kind of writing a tongue twister because it's difficult to say—it “twists” our tongues. Ask your child to find and underline all the *ck* combinations in each line. Then practice saying the tongue twister together. How fast can they say it?

**If your child is ready:** Have your child come up with some riddles on their own—can they give you clues for a word with the /k/ sound in it?



## Everyday Learning Experiences

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

Monday's meal preparing activity doesn't have to end with the Memorial Day holiday! Cooking time and chore time are great opportunities for **learning every day**. Helping out gives your child the opportunity to practice practical skills, like listening and following directions, using their hands, and counting, that can help support learning academic skills too.

This week's activities talk about what **plants need to live**—air, water, and sunlight. Look at the plants in your house, in your yard, or around your neighborhood. Can you see how they will get their sun and water?

Take *Building Tens* beyond the card game by seeing if you can spot other groups of numbers that **add to ten** in your daily life. For example, if you are on a walk, look at license plates to see if you can spot the license plates with numbers that add to ten. Another example: Thursday is the 28th—2 and 8 make 10.

For extended phonics practice, keep an eye out for *ck* words in books you read with your child and any other writing you encounter throughout the week. You could even **keep a list** of the *ck* words you find—have your child practice copying the word to the list when you find a new one!



## 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 five themes of your family project. This week, we invite your family to explore the theme **All the Feels** ...

### Discuss this!

For this week's *Our Stay-at-Home Story* theme, **All the Feels**, reflect on what the words "memorial," "remembrance," and "gratitude" mean. How can your family show gratitude for our veterans and service members, our nation's greatest heroes? How can you honor those who've devoted their lives to keeping others safe?

That includes people in our communities like doctors and nurses protecting us during this pandemic. Think about how you can represent an attitude of gratitude in your chosen family project and maybe even find a way to share that thanks with the everyday heroes in your lives!

## All the Feels

For many, **Memorial Day** marks the unofficial start of summer. And while it's certainly a great time to celebrate family with a barbeque or picnic, it's also important that children understand the significance this day holds for our nation and military families. Above all, today is about **honoring** and **remembering** those who've dedicated their lives to keeping our country safe.

The true meaning of Memorial Day might be a heavy concept for young children to process, especially today. The simplest way to convey its meaning is to focus on the word "memorial." Take time to pause as a family and give **thanks**. As you do, share with your children that you're honoring those who keep us safe. Today, we remember all they've done for us and our country. And especially today, that includes the brave men and women seeing us through this pandemic.

## A History Lesson for School-Age Kids

Did you know... traditionally, the first Memorial Day was celebrated on May 30, 1868, at Arlington National Cemetery. But there is evidence that the first celebration was in 1865 at the Charleston racetrack, organized by a group of freed slaves. Read more about it [here](#).





**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?

