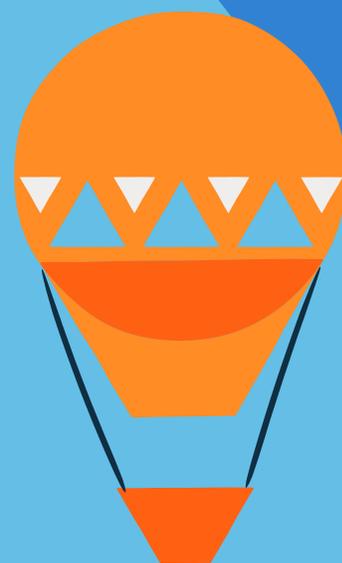
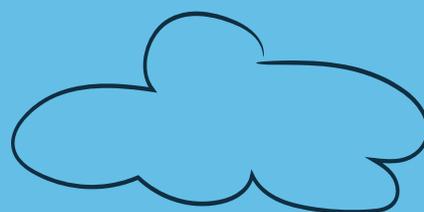


# At Home Learning Guide for Kindergarteners (5–6 years old)

Week of *May 4, 2020*



Your kindergartener will be a **poet** before they know it! This week starts a unit on all things poetry with a poem about the world of dreams. Keep it up throughout the week with the five daily poems included in this guide or share your own favorites with your child.

During the week, your child will cement their **addition and subtraction skills** with a pretend shopping trip and an obstacle course featuring math challenges. And, you'll continue working your way through the **phonics alphabet** with a lesson on the letter *X*.

## 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

#### Literacy Activity: "The Land of Nod"

Get your child excited to learn all about poetry with this dreamy poem by Robert Louis Stevenson.



### TUESDAY

#### Math Activity: Dollar Store

Practice addition and subtraction number sentences with a pretend shopping game.

### WEDNESDAY

#### Physical Activity: Obstacle Course

Math and clean-up come together in this physical challenge that exercises your child's brain along with their muscles.

### THURSDAY

#### Science Activity: Mammals and Reptiles and Birds, Oh My!

How are animals different from each other? Learn about what makes mammals, birds, fish, and reptiles unique.

### FRIDAY

#### Phonics Activity: X Marks the Spot

Learn about the letter X, and then review new and old words with a word hunt game.

### EVERYDAY LEARNING EXPERIENCES

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

## FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Just released: Our [Stay-at-Home Story: A KinderCare Family Project!](#) Every family has a unique mix of skills, interests, and passions that can be used to create a representation of your life during the COVID-19 pandemic—your living history!





## Getting Ready for the Week: Materials to Gather

### Monday:

- [“The Land of Nod” poem](#)

### Tuesday

- Ten fake “dollars” (can be from a board game, or cut a sheet of paper into ten rectangular pieces and write \$1 on each)
- Multiple sets of five small items to be “for sale” in a pretend dollar store
- Paper
- Pencil

### Wednesday:

- Large, sturdy items to use to create an obstacle course, such as tables, empty boxes, and hula hoops
- Sidewalk chalk, masking tape, or small signs to indicate obstacle course path
- Optional: smaller items from around the house to use in throwing and balancing challenges
- Optional: index cards

### Thursday

- Pictures of different types of animals (use your child’s drawings from last week’s activity, pictures in a book, or you can look at pictures together on your device)

### Friday:

- Index cards or other small sheets of paper
- Paper
- Pencil
- Optional: plastic eggs

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



### MONDAY

#### Literacy Activity: “The Land of Nod”

Get your child excited to learn all about poetry with this dreamy poem by Robert Louis Stevenson.



**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:**

- [“The Land of Nod” poem](#)

#### What your child is learning:

- Understanding what makes a poem a poem
- Listening to and appreciating poetry
- Identifying rhymes

**What you do:** Begin by talking with your child about dreams. What dreams do they have? Are their dreams ever fun or scary? Encourage them to talk about dreams in general, such as where dreams come from, how long dreams last, and why we remember some dreams and not others. You can share examples of your own dreams and thoughts about dreams as well. Tell them that an author, Robert Louis Stevenson, wrote a poem about dreams called “The Land of Nod.” Read them [“The Land of Nod.”](#)

When you’re finished reading the poem, ask what they think the land of Nod is and explain that Robert Louis Stevenson was talking about the world of dreams. Ask what is in their land of Nod—do they eat or hear music? What do they see?

Next, ask if they notice anything different about poetry compared to other types of stories. For example, poems are often shorter than stories. They don’t always have a beginning, middle, and end. They usually rhyme and have rhythm.

Then read the poem again. This time, stop before the last word of the second line of each rhyming pair, such as stay and Nod in the first four lines. Ask them to listen for the rhyme. Can they guess the next word?

**If your child is ready:** May is poetry month in KinderCare Kindergarten classes, where children hear a poem every day and learn about different types of poetry! If you want to read a poem a day, we’ve included [five suggestions](#) to get you started—but feel free to mix it up with a favorite poem of your own or a poem from your favorite book of children’s poetry.



**TUESDAY**

## Math Activity: Dollar Store

Practice addition and subtraction number sentences with a pretend shopping game.



**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:** Medium



### What you need:

- Ten fake “dollars” (can be from a board game, or cut a sheet of paper into ten rectangular pieces and write \$1 on each)
- Multiple sets of five small items to be “for sale” in a pretend dollar store
- Paper
- Pencil

### What your child is learning:

- Doing simple addition and subtraction with objects
- Practicing using plus (+), minus (-), and equals signs (=)
- One-to-one correspondence with items and dollars

**What you do:** Create a pretend dollar store with your child. Have your child help you find things around the house to be “for sale” in your dollar store. Look for sets of objects where you can have five items of the same type for sale. Here’s an example of the types of items you might include in your dollar store:

- Small stuffed animals
- Spoons
- Crayons
- T-shirts
- Books

Put each of these items in its own separate section of the dollar store. For example, you might have a basket containing all the stuffed animals, or you might put all the books in one stack and all the t-shirts in another.

Now, play a pretend game where you send your child to the dollar store to buy some items. Explain that a dollar store is a store where every item in the store costs a dollar to buy. For example, each spoon costs a dollar and each crayon costs a dollar. Tell your child that they will have ten pretend dollars to use at the store and give them the stack of game money. But, before they go, they will need to figure out how many items they’re going to buy and how much change they’ll have left over.



## TUESDAY

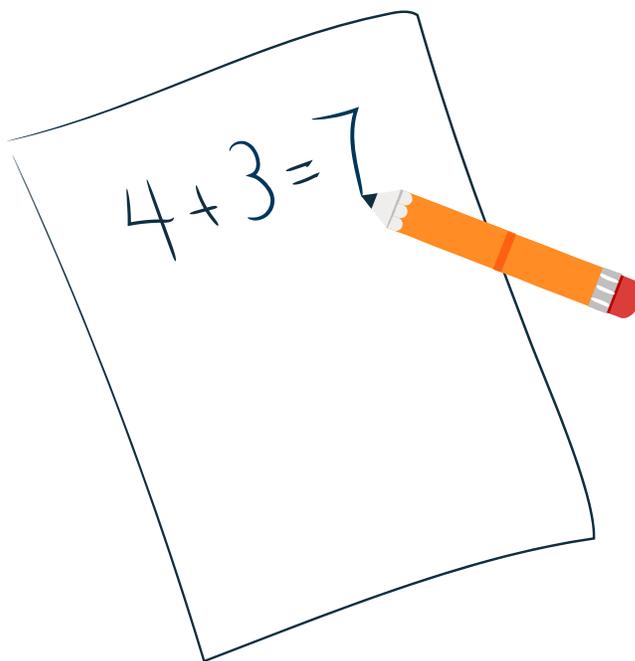
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Next, ask them to buy two types of items, in quantities up to five. For example, you could ask your child to buy four crayons and three books. Using a sheet of paper, practice writing and solving the addition number sentence together to figure out how many total items they will be buying. For the previous example this would be  $4 + 3 = 7$ . This is how much money they will be spending!

Then, practice subtraction from ten. If they have ten dollars and are spending seven dollars, how many dollars will they have left over? Ask them to write out and solve the subtraction sentence. For the previous example this would be  $10 - 7 = 3$ .

Invite your child to pick out and pay for the items to check their work. When they're done, restock the dollar store and play again with different numbers and items.

**If your child is ready:** If your child is having a hard time with the subtraction and dollars part of this activity, you can simplify the subtraction part of the game by asking them to get some items and then put some back. For example, if you send them for five t-shirts but then they put two back, how many t-shirts will they buy? For more of a challenge, include more items and give your child more fake money. Do they have enough money to buy everything you've asked for?





## WEDNESDAY

### Physical Activity: Obstacle Course

Math and clean-up come together in this physical challenge that exercises your child's brain along with their muscles.



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

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

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



**Level of Prep Required:** High



### What you need:

- Large, sturdy items to use to create an obstacle course, such as tables, empty boxes, and hula hoops
- Sidewalk chalk, masking tape, or small signs to indicate obstacle course path
- Optional: smaller items from around the house to use in throwing and balancing challenges
- Optional: index cards

### What your child is learning:

- Big muscle movements like climbing and hopping
- Throwing accurately
- Balancing

**What you do:** Set up an obstacle course in your home, yard, or with sidewalk chalk in your driveway or sidewalk. Ask your child to help you make the course! Include about five to ten different challenges or obstacles. Be sure to set the course away from sharp corners or breakable objects. See the next page for course suggestions.



## WEDNESDAY

(continued)

### Obstacle course suggestions:

- Include challenges that have them going over, under, and through, such as climbing under a table or over an ottoman.
- Have children use different types of movement to get from challenge to challenge—for example, running, jumping, skipping, crawling, or scooting.
- Pre-make a stack of math problems on index cards for your child to draw from, like  $1 + 5 =$  or  $7 - 3 =$  . Have them draw a card, solve the number sentence, and jump that many times for one of your challenges. Include some counters to use while solving the number sentence.
- If you have stairs in your house or yard, have them go up and back down the stairs.
- If your obstacle course is inside, have one challenge be finding a belonging that isn't in its correct spot and putting it away.
- Include any exercise equipment you have at home, such as hula hoops, jump ropes, or trampolines.
- Repeat the Around the World activity from [April 20th](#) and have children complete a certain number of baskets before moving on.
- Include a balance game: have children balance a book or bean bag on their head or a ball in a spoon while they walk from one point to another.
- Either make your obstacle course in a straight line from beginning to end, or use masking tape, sidewalk chalk, or numbered signs to show the path children should take as they move through the course.

When your obstacle course is finished, time your child as they go through the course. Once they've gone through it once, see if they can beat their time in a second round.

**If your child is ready:** Make the obstacle course more challenging by including more obstacles and making the challenges more difficult. Some ways to increase the difficulty of challenges include using a blindfold for balancing challenges, putting the target farther away for throwing games, asking children to hop instead of run, or using bigger numbers in math problem challenges.



**THURSDAY**

## Science Activity: Mammals and Reptiles and Birds, Oh My!

How are animals different from each other? Learn about what makes mammals, birds, fish, and reptiles.



**Length of activity:**  
30 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:

- Pictures of different types of animals (use your child's drawings from last week's [activity](#), pictures in a book, or you can look at pictures together on your device)

### What your child is learning:

- Characteristics of different animal groups
- How living things meet basic needs such as breathing and having babies

**What you do:** If you completed last week's [activity](#), get out your child's drawings and ask what they remember from the activity. What are some of the things that animals have in common? All animals eat and move, but different animals have different body parts. Tell your child that we group animals in different ways, depending on what body parts they have like fur or lungs, where they live, and how they are born.

Explain that most animals can be sorted into four basic groups.

- Mammals
- Birds
- Reptiles
- Fish

Ask whether your child has heard of any of these before. Ask what they already know about them? For example, what makes a bird different from a fish? Most children will be familiar with birds and fish, but some may not have heard the word mammal or reptile before. Explain the animal groups using the following information as a guide. Ask if they can think of any animals that fit into the group after each description.

**Mammals** are animals that are covered with hair or fur. Baby mammals develop inside their mother's body and are born instead of hatching from an egg. Mammals mostly live on land, but some live in the water like whales or dolphins. Mammals need air to breathe and breathe using lungs. Even underwater mammals have to come to the surface of the ocean to breathe air!



## THURSDAY

(continued)

**Birds** are animals that have feathers. Baby birds are hatched from eggs. They live on the land instead of in the water. Like mammals, birds need air to breathe and breathe using lungs. Most birds can fly, but not all of them! For example, penguins and ostriches are birds that can't fly.

**Reptiles** are animals that have scales instead of fur or feathers. Baby reptiles are hatched from eggs. They can live on land or in water, but reptiles that live in water need to use their lungs to breathe air like mammals and birds.

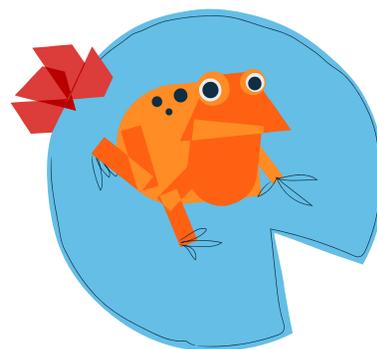
**Fish** live entirely in the water and can breathe underwater using gills instead of lungs. Most fish have scales over their bodies and lay eggs.

Look at your pictures of animals, either using your child's drawings from last week or the pictures you've prepared for the lesson. Ask the following questions about the animal: does it have fur, feathers, or scales? Does it lay eggs? Does it live on land or in the water? Use your answers to sort the animal into its group.

If they're still interested, you can repeat this sorting activity with other animals. For example, use the list of animals your child created last week to try sorting other animals into their groups. Or, pull out a book with pictures of lots of different kinds of animals and ask these three questions to sort animals. If you don't know the answer to some of these questions, look it up together!

**If your child is ready:** As you talk through different animals, you might find some that don't fit the four groups we've highlighted here. Your child might ask about an insect. If so, here's a quick insect cheat sheet! **Insects** don't have fur, feathers or scales. Instead they have a hard outer coating on their body called an exoskeleton. Insects lay eggs and can live on land or water. Insects breathe air, but instead of using lungs they breathe through tiny holes all over their body!

You may also find an amphibian, like a frog. **Amphibians** don't have fur, feathers or scales. Instead, they have smooth, sticky skin covering their bodies. Their skin is so thin they can breathe air and drink water through it! Amphibians lay eggs in water. They often live on land, but they need to be near water to survive.





## FRIDAY

### Phonics Activity: X Marks the Spot

Learn about the letter X, and then review new and old words with a word hunt game.



**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:** Medium



**What you need:**

- Index cards or other small, distinctive sheets of paper
- Paper
- Pencil
- Optional: plastic eggs

#### What your child is learning:

- Recognizing uppercase X and lowercase x
- Matching the /ks/ sound with the letter x
- Reading words that end in x
- Review of previous phonics activities

**What you do:** To prepare for the word hunt portion of this activity, write the following words on individual index cards or some other distinctive sheet of paper, like colorful cardstock. Without your child looking, hide the cards around their learning space. If you have plastic eggs left from an egg hunt, you could also hide words on slips of paper inside the eggs.

- |         |        |       |
|---------|--------|-------|
| - Quack | - Beep | - Fox |
| - Quit  | - Jeep | - Box |
| - Quick | - Deep | - Six |

When you're ready to begin the activity, write an uppercase X and lowercase x 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 letters. They look a lot alike—the capital letter is just taller!

Talk about the sound the letter x makes, /ks/. Tell your child that there aren't a lot of words that start with the letter x, so we will be learning to look for x at the end of words. Then, write the words *tax*, *fix*, and *box* on the paper. Show your child how to blend the sounds by sweeping your finger under the letters from left to right and lengthening the sounds, like /ttaakkss/. Practice reading each of the three words together.



## FRIDAY

(continued)

Then, tell your child it's time for a word hunt! Tell them that you've hidden words on pieces of paper or inside eggs around the room, and it will be their job to find the words and sort them into groups. Show them an example of the type of paper or egg they will be looking for. Explain any other rules for the hunt, such as: words are hidden in the living room only, or words will be hidden at child height or lower. Then let the search begin!

Once your child has found the words, read the words aloud with your child and see if they can sort them into groups. Which ones have the letter *x* in them? Which ones are part of the *-eep* word family? Which ones start with *qu*?

**If your child is ready:** Include more words and word groups to make this activity more challenging. You could add *ax*, *keep*, and *quiet*. You could also include popcorn words *she*, *went*, and *see* and ask children to sort which words are popcorn words. Click [here](#) for a review of words from the week of April 13th.





## Everyday Learning Experiences

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

**1** This week focused on the difference between mammals, fish, birds, and reptiles. As you go through your week, pay attention to the **animals you see** in life, in stories, and in media. Can you figure out what kind of animal group they are in?



**2** You can find poetry everywhere! In addition to the five poems included in this guide, many children's books have poems in them, and you can find poetry for children on the internet. **Point out poems** when you see them and listen for the rhymes.

**3** Even after the obstacle course has been taken down, the fun doesn't have to end. If you live in a neighborhood with sidewalks, have your child try setting up an elaborate **hopscotch course** for other neighbors to try.

**4** In this week's phonics activity, we moved to reviewing words from previous activities. Ask your child if they can **sound out** the short words you see in daily life, for more practice.



## Poems

### The Land of Nod

By Robert Louis Stevenson

From breakfast on through all the day  
At home among my friends I stay;  
But every night I go abroad  
Afar into the land of Nod.

All by myself I have to go,  
With none to tell me what to do –  
All alone beside the streams  
And up the mountain-sides of dreams.

The strangest things are there for me,  
Both things to eat and things to see,  
And many frightening sights abroad  
Till morning in the land of Nod.

Try as I like to find the way,  
I never can get back by day,  
Nor can remember plain and clear  
The curious music that I hear.

### Monkey Manners

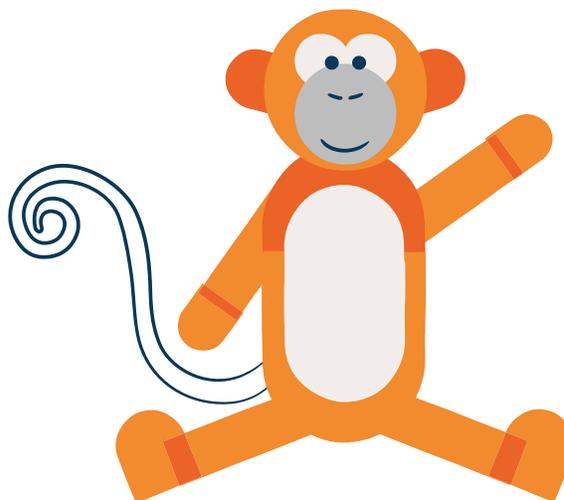
There's a monkey in my milk mug,  
There's a peacock on my plate,  
A frog is dangling from my fork,  
And none of them will wait...

Until my family's seated  
And ready to be served.  
The animals don't care at all  
That dinner is disturbed.

The monkey's doing cannonballs,  
The peacock somersaults.  
My mom will never take my word  
That nothing is my fault!

She'll say that I have not yet learned  
Good manners at the table.  
And Uncle Joe will ask me,  
"Did you grow up in a stable?"

So if the monkey visits you,  
Your food to pick and flick,  
Keep your napkin handy,  
So you can clean up quick!





## Two Little Apples

One little kitten hiding in the straw,  
One little kitten with a snow white paw.  
“Here kitty, kitty,” I called quietly.  
Mew,” said kitty as she came to me.

Two little apples hanging on a tree,  
Two little apples smiling at me.  
I shook that tree as hard as I could.  
Down came the apples – Mm! Mm! Good!

Three little hatchlings sitting in a nest.  
Mouths wide open for the food they like the best.  
I placed the can of worms close by the tree,  
So busy mother robin could feed her babies three.

Four little butterflies with wings of orange and black,  
Fluttered all around me from my front to my back.  
One of the butterflies has landed on my nose!  
I hope it knows to fly away before a sneeze blows.

Five little friends of mine have come to play with me.  
I’ll share my yard with them—there’s so much to see!  
A kitten, two apples, and three baby birds,  
And four Monarch butterflies too beautiful for words.

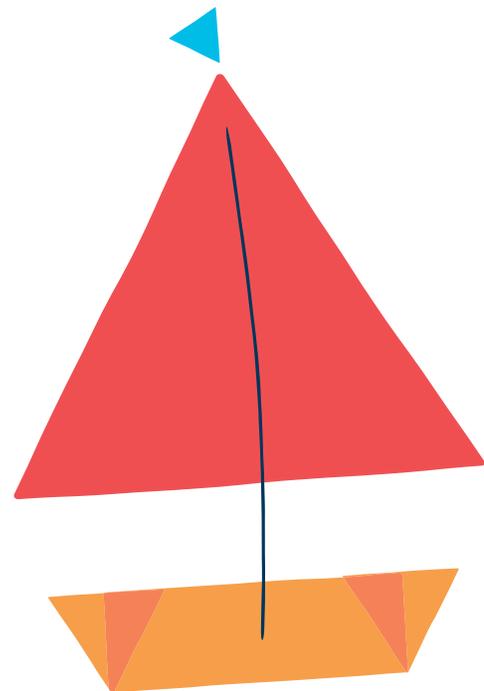
## I Saw a Ship A-Sailing

I saw a ship a-sailing,  
A-sailing on the sea;  
And, oh it was all laden,  
With pretty things for me!

There were oranges in the cabin,  
And apples in the hold;  
The sails were made of silk,  
And the masts were made of gold.

The four-and-twenty sailors  
That stood between the decks,  
Were four-and-twenty white mice  
With bows about their necks.

The captain was a duck,  
With a sash upon his back;  
And when the ship began to move,  
The captain said, “Quack! Quack!”





## Mary Had a Little Lamb

By Sarah Josepha Hale

Mary had a little lamb,  
Its fleece was white as snow;  
And everywhere that Mary went,  
The lamb was sure to go.

He followed her to school one day –  
That was against the rule;  
It made the children laugh and play,  
To see a lamb at school.

So the teacher turned him out,  
But still he lingered near,  
And waited patiently about,  
Till Mary did appear.

Then he ran to her, and laid  
His head upon her arm,  
As if he said, "I'm not afraid –  
You'll keep me from all harm."

"What makes the lamb love Mary so?"  
The eager children cry.  
"Oh, Mary loves the lamb, you know,"  
The teacher did reply.

