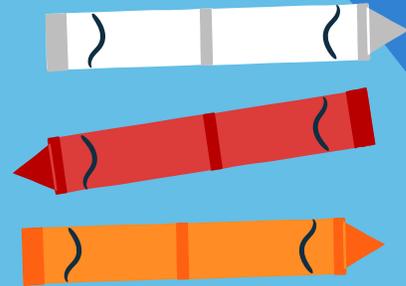


# At Home Learning Guide for Prekindergarteners (4 years old)

## Week of May 11, 2020



This week your child is exploring the world of **plants and gardening**. Even though many of us aren't in our centers right now, there are lots of ways you can bring the fun of plants and gardens to life at home.

What are some of the different stages of the plant life cycle? This week starts with a fun way to explore this very question through **Physical Development** in a game of Seed, Sprout, Flower. The movement fun continues later in the week as your child explores their **Creative Expression** by singing and moving along to two different garden songs.

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 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)



**Seed, Sprout, Flower** Your child explores creative movement while getting some exercise in a game of plant poses.

#### Phonics Adventures (Learning Adventures)



**Syllables and Words in a Song** Enjoy a fun, silly song with your child as they clap syllables and words.

### TUESDAY

#### Get the Wheels Turning (Cognitive Development)



**Plant Observations** Your child puts their knowledge of plants to good use as they make scientific observations!

#### 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!

### WEDNESDAY

#### Cooking Academy (Learning Adventures)



**Parts of a Plant We Eat** Lettuce, carrots, and tomatoes are more than just tasty ingredients in a salad—they're also different parts of a plant you can eat!

#### 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

#### Express Yourself! (Creative Expression)



**Garden Songs** You and your child sing and dance to some catchy garden tunes.

#### 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 adorable rhyming 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

No materials needed.

#### Tuesday

- Crayons, markers, or colored pencils
- Paper
- Pencil
- Plants to observe, indoors or outdoors
- Video recording device (optional)

#### 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

- Foods served during mealtime

#### 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

### For Music Explorers Activity:

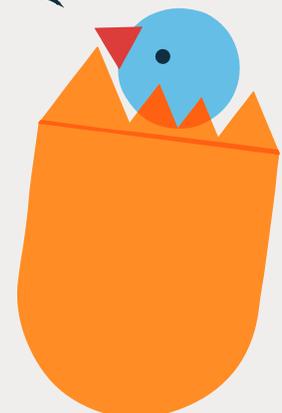
- Musical instrument, like a maraca, bell, or clapper\*
- [Video link](#) to the storybook and song “One Little Chickie,” lyrics by Barbara Wilson Clay and Jane Gillman, Music by Jane Gillman, illustrated by Krista Martenson

## Friday

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

*\* Don't have a musical instrument handy, homemade or otherwise? No problem! A lidded container with beads, dry rice, or small pebbles inside will do! You can also learn how to make a simple homemade shaker [here](#).*

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



# At Home Learning Guide – Prekindergarteners

Week of May 11, 2020



**MONDAY**

## Get the Wiggles Out: Seed, Sprout, Flower

Your child explores creative movement while getting some exercise in a game of plant poses.



**Length of activity:**  
10–15 minutes\*

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

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



**Level of Prep Required:** N/A



**What you need:**  
Just your creativity!

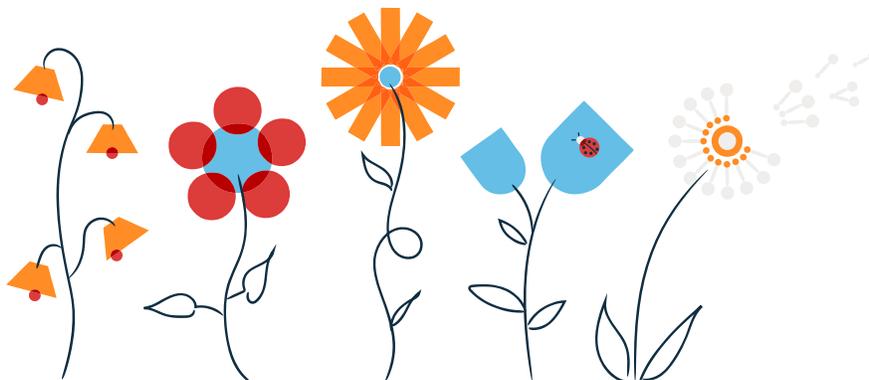


### What your child is learning:

- How to maintain balance during movement experiences
- How the body moves in different directions and at different levels
- How to move creatively

**What you do:** Ask your child to think back to what they already learned about the life cycle of plants, and ask them if they can name some of the stages of the plant life cycle. Then explain that this game uses three of those stages: seed, sprout, and flower. Ask them to think about how they can make their body look small like a seed. How can they make their body look like a sprout? What about big like a flower? When your child has selected one pose for each of these stages, tell them that you will call out a stage and they will get into that pose. Call out the stages in random order, giving time to strike a pose. As they become more familiar with the game, speed things up by calling out the different stages more quickly.

**If your child is ready:** Have them help create different ways to play the game, like choosing different types of plants to pose as, like tree, bush, flower. Or different conditions a flower might be exposed to, like sunny, rainy, windy.



HOME

# At Home Learning Guide – Prekindergarteners

Week of May 11, 2020



**MONDAY**

(continued)

## Phonics Adventures: Syllables and Words in a Song

Enjoy a fun, silly song with your child as they clap syllables and words.



**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:**  
Your rhyming skills!



### What your child is learning:

- To identify words and the syllables within them
- How to identify rhyming words
- To begin to read words
- To identify patterns among words in a song

**What you do:** Show your child the song on the [next page](#), “When We Go Out at Night to Sit.” Slowly read each line and ask your child to look for patterns they see or hear in the words. For example, they may notice that several of the words rhyme or that some of the words start with the same letter.

Next, stand with your child. Point to the word sky and say, “Sky” while you clap one time. Then, point to the word starlit and say, “Starlit” while you clap on each syllable. Repeat this with both words, inviting your child to join you in clapping. Ask your child why they think you clapped only once for the word sky but twice for starlit. After hearing their ideas, share that the word sky has one part, or syllable, to clap for, while the word starlit has two syllables: star and lit.

Read through each line of the song, encouraging your child to clap with you for each word or syllable. You can also mix it up and use different movements to represent each word or syllable, like stomping, patting your head, or toe tapping.

Next, sing the song a few times together and encourage your child to come up with movements you can both do as you sing each line.



## “When We Go Out at Night to Sit”

When we go out at night to sit,

The sky will be starlit.

While we sit we can knit,

A scarf we hope will fit,

When we go out at night to sit.



If your child is interested in a challenge, count how many words are in the song verse. Write that number down on a piece of paper, then clap to count each syllable as you say the verse. Write that number down, too, and ask your child to compare the two numbers. Were there more words or more syllables in the verse? Why were there more syllables than words?

### Questions to ask:

- How many claps will we do for the word starlit? How about hope?
- What movement could we do while singing each line of the song?
- What other ways could we count the syllables, besides clapping?
- Which words rhyme? What do the rhyming words have in common?
- Which words start with the same letter?



# At Home Learning Guide – Prekindergarteners

Week of May 11, 2020



**TUESDAY**

## Get the Wheels Turning: Plant Observations

Your child puts their knowledge of plants to good use as they make scientific observations!



### Length of activity:

15–20 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:

- Crayons, markers, or colored pencils
- Paper
- Pencil
- Plants to observe, indoors or outdoors
- Video recording device (optional)



### What your child is learning:

- How to make observations and comparisons
- How to record information using words or pictures
- How to recall information from prior experiences and relate those ideas to current experiences

**What you do:** Find a spot outdoors where your child can make observations. If an outdoor space isn't available, use a houseplant! If you and your child did the time-lapse video of a seed sprouting or the Eat It, Then Regrow It! activities in previous weeks, you can use the plants from these activities.

Show your child the area or plants you've selected for their observations. Encourage them to make observations about the plant using what they've learned in other activities. What parts of the plant can they see? What part of the plant life cycle is the plant in? Invite them to create drawings of their observations.

If a video recording device is available, record your child making their observations, inviting them to hold the device and/or select which parts of the plants to show.

**If your child is ready:** Encourage them to create a list of three to four "I wonder" statements that they'd like to answer through further observation of the same plant over the coming weeks. For example, "I wonder what color the flowers on this plant will be." Or "I wonder if this plant has flowers." Revisit these statements with your child during future observations.

# At Home Learning Guide – Prekindergarteners

Week of May 11, 2020



**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:

- [Apple Smoothies and Apple Peel Tea recipe card](#)

#### 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?
- How many apple halves make up one whole apple? How many  $\frac{1}{4}$  pieces are in one whole apple?
- 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?
- How did we use the apple differently in the smoothie and tea? (blended versus steeped or infused)

# At Home Learning Guide – Prekindergarteners

Week of May 11, 2020



**WEDNESDAY**

## Cooking Academy: Parts of a Plant We Eat

Lettuce, carrots, and tomatoes are more than just tasty ingredients in a salad—they are also different parts of a plant that you can eat!



**Length of activity:**  
N/A

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



**Level of Prep Required:** Low



**What you need:**  
Foods served during  
mealtime



### What your child is learning:

- Plant-related vocabulary
- Where food comes from
- How to apply what they have learned to real-world situations

**What you do:** Invite your child to join you as you prepare a meal. Talk with them about the parts of a plant they've learned about over the past couple weeks: root, stem, leaf, flower, and fruit. Invite your child to observe the ingredients you're using. What ingredients do they see that come from plants? What part of the plant do the ingredients come from? Ask your child to share observations about the different ingredients, including what it looks, smells, feels, and tastes like. If you're cooking any of these ingredients, encourage your child to make new observations and comparisons between before and after cooking.

## Examples of Edible Parts of Plants

### Root:

Carrot  
Beet  
Turnip  
Radish

### Stem:

Celery  
Broccoli stems  
Asparagus  
Rhubarb

### Leaf:

Lettuce  
Cabbage  
Spinach  
Kale

### Flower:

Squash blossoms  
Lavender  
Chive blossoms  
Broccoli florets

### Fruit:

Apple  
Orange  
Tomato  
Pepper

**If your child is ready:** Remind your child about the life cycle of a plant and share the [image of the plant life cycle](#) shown in the [At Home Learning Guide: Week of April 27, 2020](#). Ask your child to think about what part of the plant life cycle the ingredients are in. Are there other ingredients that you can eat that come from other parts of the plant life cycle? For example, seeds you can eat include beans, peas, sunflower seed, chia seeds, and sesame seeds. Sprouts you can eat include bean sprouts, alfalfa sprouts, clover sprouts, and pea shoots.



## 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!](#)

**Note:** This is a great multi-age activity! While it's similar to an activity in the Preschool At Home Activities Guide, it's also developmentally appropriate for this age group. An older child may experience the activity with more advanced questions, skills, and observations.



**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.



### WEDNESDAY

(continued)

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.

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

#### Express Yourself!: Garden Songs

You and your child sing and dance to some catchy garden tunes.



**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:**  
Your singing voice!

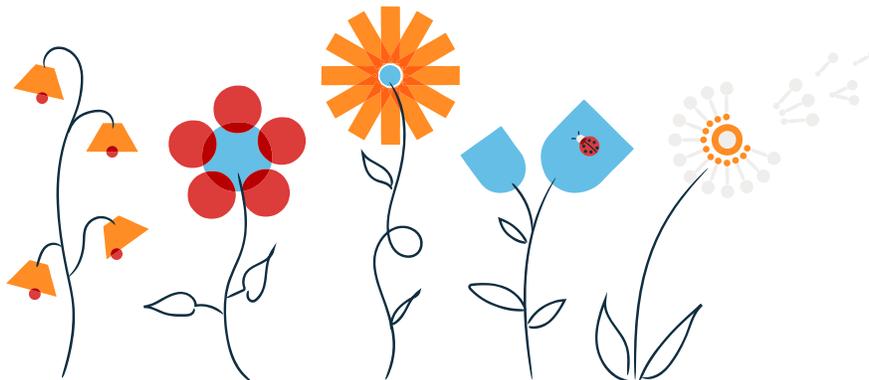


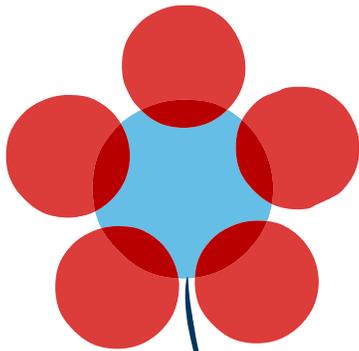
#### What your child is learning:

- 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 songs on the [next page](#). Invite your child to join you in singing the songs, with you singing them 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.

**If your child is ready:** Invite them to create additional verses to one or both songs, or to create their own songs about gardens or gardening.





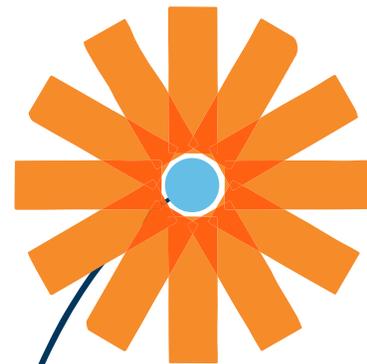
## **“This Is the Way We Plant the Seeds”**

*(sung to the tune of “Mulberry Bush”)*

This is the way we rake the leaves,  
Rake the leaves, rake the leaves,  
This is the way we rake the leaves,  
So early in the morning.

### **Additional verses:**

This is the way we pull the weeds...  
This is the way we shovel the dirt...  
This is the way we plant the seeds...  
This is the way we water the garden...



## **“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.

# At Home Learning Guide – Prekindergarteners

Week of May 11, 2020



**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: Low**



**What you need:**

- Musical instrument, like a maraca, bell, or clapper\*
- [Video link](#) to the storybook and song "One Little Chickie"

\* Don't have a musical instrument handy, homemade or otherwise? No problem! A lidded container with beads, dry rice, or small pebbles inside will do! You can also learn how to make a simple homemade shaker [here](#).

**Note:** This is a great multi-age activity! It's similar to an activity in the Preschool At Home Activities Guide but, it's also developmentally appropriate at this age group. An older child may experience the singable storybook with more drama, more details, and more advanced skills.



**What your child is learning:**

- To identify rhyming words in a song
- Hand-eye coordination to play an instrument
- To notice small differences in illustrations and text

**What you do:** Tell your child that some songs tell stories, and you have a song that has a storybook to go with it. The story is a rhyming one that starts with one little chickie and grows to five little chickies by the end. Explain that your child will watch the video and listen for words that rhyme. Talk about some examples of words that rhyme, such as cat and hat or bed and head. Explain that rhyming words have the same ending sounds.

Play the [video](#), encouraging your child to listen for words that rhyme. 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.

Give your child the musical instrument and play the video a second time, having them play the instrument each time they hear a word that rhymes with a previous word. If your child is interested, pause the video at the end of each page and point to the rhyming words, pointing out the similarities and differences in how the words are spelled. You can also ask your child to look closely at the little chickies and describe what makes them similar and different from each other.



## THURSDAY

(continued)

### Questions to ask:

- Who were the characters in the story?
- What happened to the number of chickies as the story went along?
- What was different about each chickie?
- What were the chickies doing?
- What did the chickies do after they ate?
- What were some of the rhyming words you heard?
- 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've 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 help, 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. Alternatively, change roles and have your child hide the item in the box and you ask the questions!

**If your child is ready:** Tell them they can only ask *yes* or *no* questions. For example, they can't ask "What color is the fruit or vegetable?" but they can ask "Is the fruit or vegetable green?"



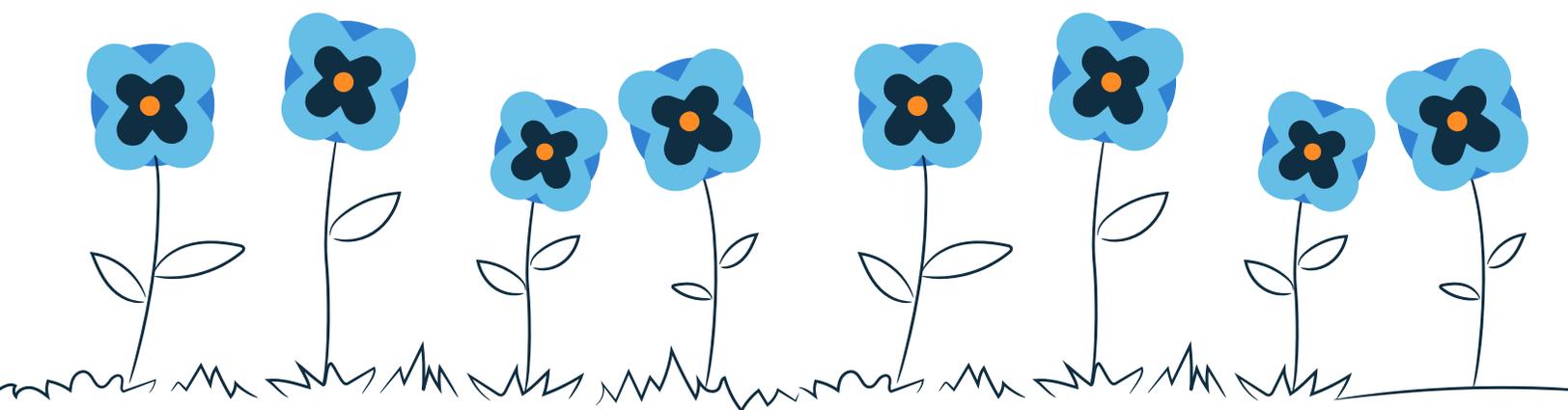
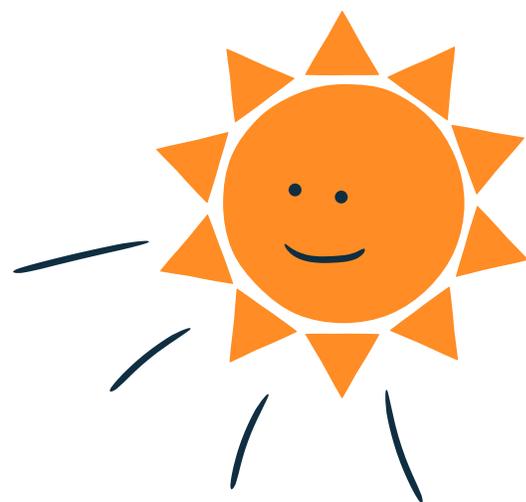


### FRIDAY

(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!

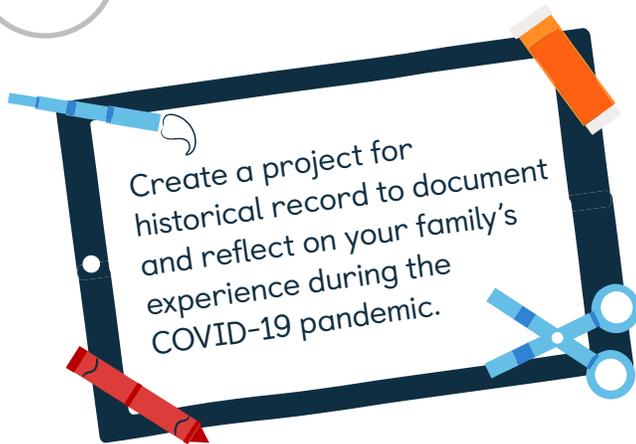
This week invites your child to **make observations** in a variety of situations in relation to plants and gardening. You can encourage your child to make observations throughout the day in relation to any activity by asking them questions and encouraging them to ask questions and make “I wonder...”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

Use **mealtimes** to talk with your child about the foods they are eating, including what they are made of, where they come from, how you’ve cooked or prepared them, and how they help provide your child with the nutrients they need to grow healthy and strong will help your child build a healthy understanding of the importance of food and food sources.

Songs like “Plant a Seed” and “This Is the Way We Plant the Seeds” are fun opportunities for your child to **dance and explore movement**. Look for times throughout the day to encourage your child to continue this exploration, such as by singing songs together, during songs on favorite television show, or listening to music throughout the day.



## 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*.

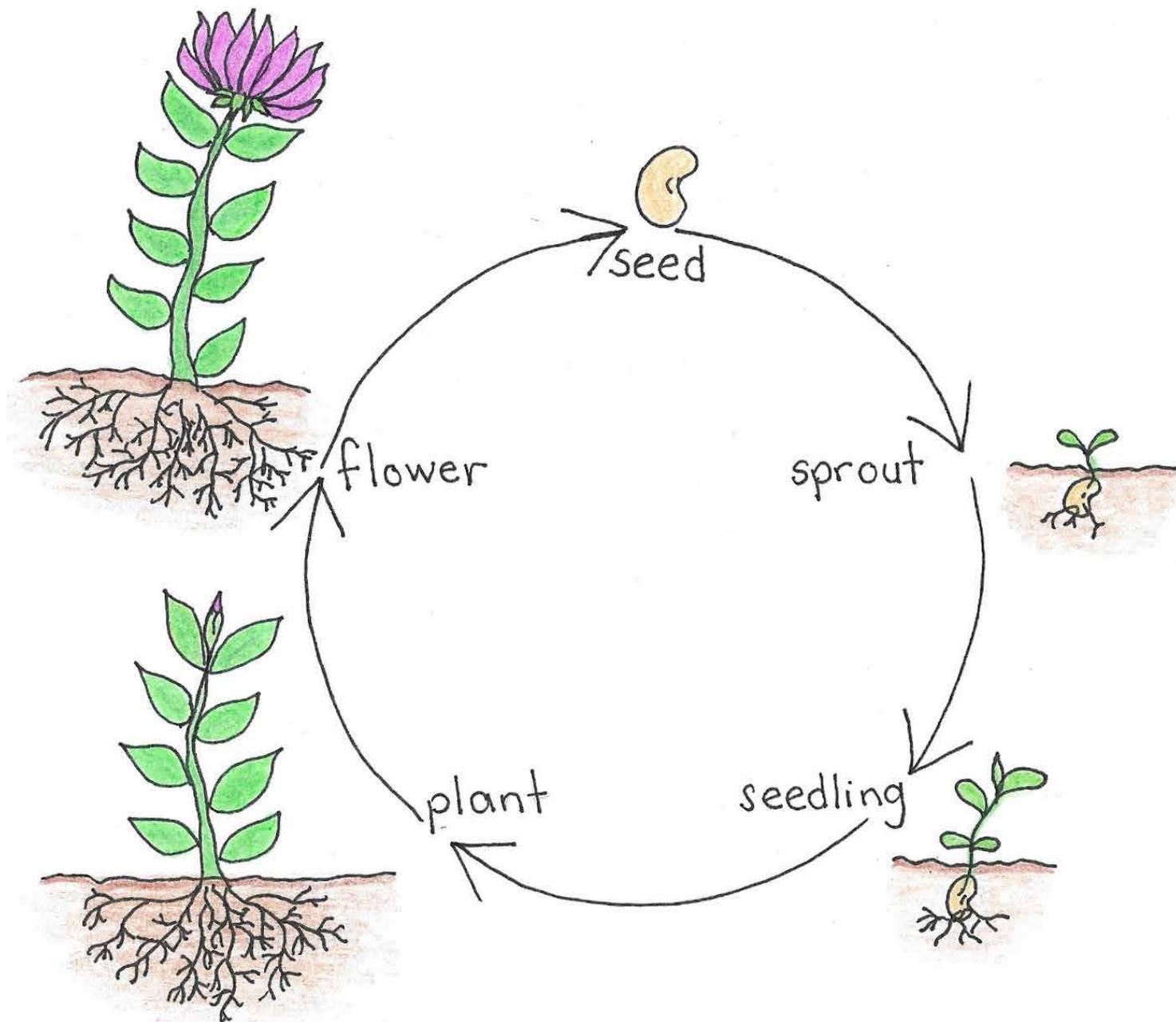
*Try this!*

### 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.



## Plant Life Cycle





## 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.