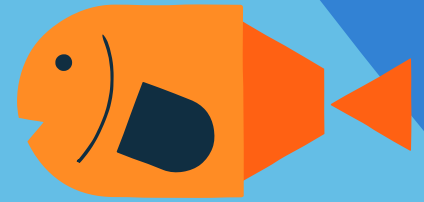


# At-Home Learning Guide for Prekindergarteners (4 years old)



Week of June 1, 2020

This week in our centers, prekindergarten children would typically be exploring **water**. Whether your child is returning to a center or continuing to learn from home, there are many ways you and your child can explore the amazing world of water together.

This week begins with understanding the **different ways we use water**. From brushing our teeth, to cooking meals, to cleaning, water is an important part of everyone's daily life. The week continues this focus through songs and games. There's a water-themed memory game and, to end the week, an experiment on surface tension, which will set the stage for next week's explorations.

In our centers, children also learn about water as a **resource**, and the importance of **water conservation**. At-home learning provides a great opportunity for you to bring the concept of water conservation into your home and learn some conservation practices your family can use on an ongoing basis. You and your child can practice water conservation at home by turning off the water while you brush your teeth or using unfinished drinking water to water plants instead of pouring it down the drain.

## Developmental Domains

We built our curriculum around six domains that are important to the whole child. Interested in learning more? Click [here](#).



**KinderCare**  
LEARNING CENTERS

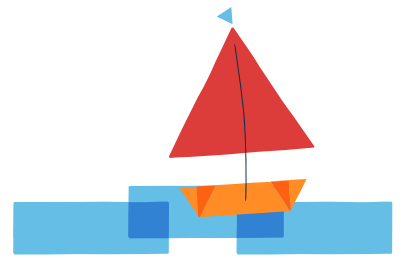


## Learning Adventures

are small-group enrichment programs in our centers designed to give children 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 dig deeper into areas that may interest your child!

# This Week's Theme:

# Water



## 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

#### Let's Chat (Language and Literacy)

**Uses for Water** What would we do without water? Put your thinking caps on and consider all the ways you use water.

#### Phonics Adventures (Learning Adventures)

**Wigs Read Aloud with Letter and Word Family Review** Review the sounds of six letters and the *ig* word family, then read along as Pig and friends try on wigs!



### TUESDAY

#### Express Yourself! (Creative Expression)

**"This Is the Way"** Your child uses what they've learned about how they use water to create new verses for a song.

#### Cooking Academy (Learning Adventures)

**Snack Inspiration** Snack time! You and your child will select some tasty, healthy snacks to prepare together!



### WEDNESDAY

#### Get the Wiggles Out (Physical Development and Wellness)

**Simon Says Splash!** You and your child play a fun game of Simon Says using actions related to water.

#### STEM Innovators (Learning Adventures)

**Coding Hopscotch** What does the game of Hopscotch have to do with coding and talking to robots? Your child will find out!



### THURSDAY

#### Growing Flexible Brains (Executive Function)

**Water Memory Game** This matching game puts your child's memory to the test as they work to find two cards with the same picture.

#### Music Explorers (Learning Adventures)

**Ten Little Puddles Singable Story** Invite your child to sing along while counting puddles and matching numbers from 1 to 10!



### FRIDAY

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

**Surface Tension** Your child experiments with surface tension using basic kitchen items!

#### Virtual Field Trip

**Niagara Falls and Yellowstone National Park** Check out the webcams to see these amazing natural waterworks!



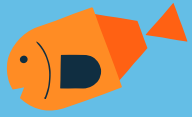
## EVERYDAY LEARNING EXPERIENCES

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 **Flexible Mindsets**.



## Getting Ready for the Week: Materials to Gather

### Monday

- Clear container with lid
- Paper
- Pen or pencil
- Water

#### For Phonics Adventures Activity:

- [Video link](#) to the book *Wigs* by Lyssa Horvath, illustrated by Krista Martenson
- Scrap paper
- Pencil

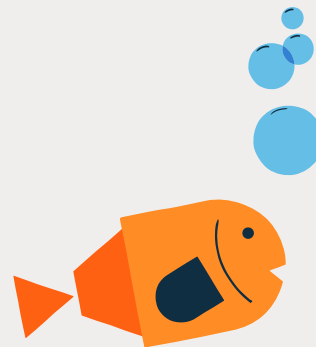
### Tuesday

#### For Cooking Academy Activity:

- Reusable snack containers
- Snack Inspiration [recipe card](#)

Ingredients and kitchen tools:

- Will vary depending on chosen snacks



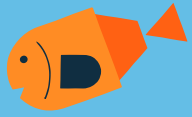
### Wednesday

#### For the STEM Innovators activity:

- [Coding Hopscotch video](#)
- [Hopscotch Coding Cards \(8 pages\)\\*](#)
- Scissors (for adult use)

*\* Note: If you aren't able to print the Hopscotch Coding Cards, you can make some by copying the symbols on paper and cutting them out.*





## Thursday

- ❑ Scissors (for adult use only)
- ❑ [Water Memory Game cards](#)
- ❑ Crayons, markers or colored pencils (if a printer is not available)
- ❑ Index cards (8, if a printer is not available)

### For the Music Explorers activity:

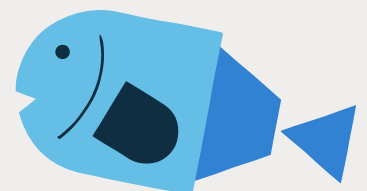
- ❑ [Puddle sheet](#)
- ❑ Scissors (for adult use)
- ❑ Marker
- ❑ [Video link](#) to storybook and song *Ten Little Puddles*, lyrics by KinderCare Education, music by Jane Gillman, illustrations by Krista Martenson

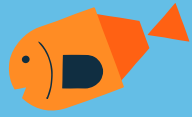
*\* Note: If you aren't able to print the Puddle sheet, no worries! You can draw puddle shapes on blue or gray construction paper (white or any other color will work, if that's what you have), then cut out the puddle shapes and number them as described in the activity.*

## Friday:

- ❑ Small bowl
- ❑ Liquid measuring cup
- ❑ Water
- ❑ Pepper in a shaker
- ❑ Small plate
- ❑ Liquid dish soap
- ❑ Towel, to help with spills

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





## MONDAY

### Let's Chat: Uses for Water

What would we do without water? Put your thinking caps on and consider all the ways you use water.



**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:**

- Clear container with lid
- Paper
- Pen or pencil
- Water



**What your child is learning:**

- How to communicate and share ideas and experiences with others
- How to recall information from prior experiences and relate those ideas to current experiences
- Ways we use water every day

**What you do:** Fill the container with water and secure the lid. Show the container of water to your child and ask what is in the container. Then ask them to think about the different ways they use water. To encourage their thinking, ask questions that prompt them to think about how they use water. For example, "What do you use to wash your hands?" Or "What do you do in the bathroom that uses water?" Talk with them about all the different ways you use water including bathing, washing hands, flushing the toilet, brushing their teeth, drinking water, cooking with it, washing dishes, washing clothes, and watering plants.

During the conversation, create a list of the most common ways your child uses water on a sheet of paper. Invite your child to add a tally mark next to each item on the list when they use water in that way. At the end of the day, help them count the number of tally marks next to each item.

**If your child is ready:** Create a tracking sheet to see how often they use water in each way on the list each day of the week. Revisit the list at the end of each day, count the number of tally marks next to each item, and compare that day's usage to previous days. If interested, you can create a different sheet for each family member to record their water usage and compare usage among family members as well.

# At-Home Learning Guide – Prekindergarteners

## Week of June 1, 2020



**MONDAY**  
(continued)

### Phonics Adventures: *Wigs* Read Aloud with Letter and Word Family Review

Review the sounds of six letters and the *ig* word family, then read along as Pig and friends try on wigs!



**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:**

- [Video link](#) to the book *Wigs* by Lyssa Horvath, illustrated by Krista Martenson
- Scrap paper
- Pencil



### What your child is learning:

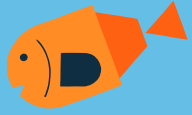
- Word family *ig* and /ig/ as the ending sound in consonant/vowel/consonant words
- How to build words using a word family
- How to read words
- The names and shapes of uppercase and lowercase *B*, *G*, *I*, *J*, *P*, and *W*.
- How to say the /b/, /g/, /i/, /j/, /p/, and /w/ sounds and hear them in words

**What you do:** Give your child a pencil and piece of paper. Invite them to write the letter *B* on the paper. If needed, write the letter yourself and ask your child to copy or trace it. Then, ask your child about the sound letter *B* makes, /b/. What is something that starts with the /b/ sound? Look around together to locate something that starts with /b/, or just see what words come to mind. Repeat this with letters *G*, *I*, *J*, *P*, and *W*.

Next, write *ig* on paper. Explain that when the letters *i* and *g* are put together, they make the /ig/ sound. The /ig/ sound is made up of two smaller sounds, /i/ and /g/. Show your child how to blend the two sounds together by sweeping your finger under the letters from left to right and saying /iiigg/.

Explain that *ig* is a *word family*. "Word families are groups of words that have the same ending sound, like the ending *ig*." Tell your child the book they're going to hear has lots of words from the *ig* word family. Play the [video](#) and invite your child to watch along as the book is read aloud. After viewing, help your child recall the different words they heard.

You can mute the audio while you play the video and read the book aloud. If your child is ready, they can do the reading!



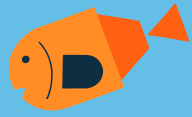
## MONDAY

(continued)

### Conversation starters:

- What sound do you hear at the beginning of the word \_\_\_\_\_?
- What sound does letter \_ make? What letter makes the /\_\_\_/ sound?
- What was Pig doing in the story?
- What is happening in each illustration?
- How do the illustrations make you feel?
- What word did you hear in the story that begins with the /\_\_\_/ sound?
- What are the *ig* words you saw and heard?
- What other things do we have around our home that start with each of these letters?





**TUESDAY**

## Express Yourself!: “This Is the Way”

Your child uses what they’ve learned about how they use water to create new verses for a song.



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

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

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



**Level of Prep Required:** Low



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



### What your child is learning:

- How to use creative movement to share ideas or information
- How to use information from prior experiences and relate those ideas to current experiences
- Ways that we use water

**What you do:** Familiarize yourself with the song, “This is the Way.” Remind your child that yesterday you talked about different ways to use water. Tell them that today you’ll sing a song about different ways to use water. Sing the verse to them once and then a second time, inviting them to join you. Then ask them to recall some of the other ways they use water and insert them into the song creating new verses.

**If your child is ready:** Invite your child to create movements to go along with the verses. For example, mimicking brushing their teeth, washing their hands, or drinking water. Invite your child to share the verses and movements they’ve created with other family members, encouraging them to join in.

### “This Is the Way”

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

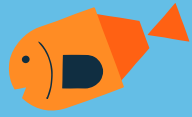
This is the way we wash our clothes,  
Wash our clothes, wash our clothes,  
This is the way we wash our clothes,  
So early in the morning.

### Additional verses:

This is the way we brush our teeth...  
This is the way we wash our hands...  
This is the way drink some water...  
This is the way we water the plants...  
This is the way we wash the dishes...







## TUESDAY

(continued)

### Cooking Academy: Snack Inspiration

Snack time! You and your child will select some tasty, healthy snacks to prepare together!

**Note:** This activity is the same as one in the Preschool At Home Activities Guide; however, it is also fun for children at this age. An older child may ask more complex questions or be able to help in different ways than younger children. This is a great multi-age activity!



**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:** High



**What you need:**

- [Snack Inspiration recipe card](#)
- Reusable snack containers
- Ingredients and kitchen tools will vary depending on snacks



**What your child is learning:**

- Literacy and math skills like following instructions, measurement, and fractions
- Food safety
- Cooking-related vocabulary
- Comparing and contrasting skills

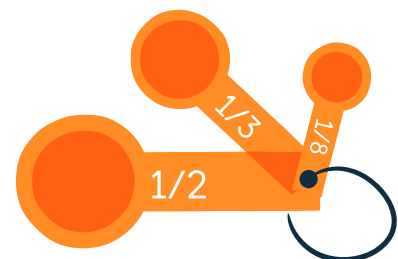
**What you do:** Look at the list of snacks on the [recipe card](#) with your child and select 2 or 3 that you would like to make. Tell your child you'll work together to prepare the healthy snacks you've selected.

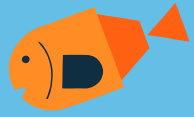
Show your child the recipe and invite them to help read it for the snacks you'll be preparing. Show your child each ingredient and ask them to identify each one. Ask questions and talk with your child about their observations of the types of foods represented in each snack.

Prepare the snacks as needed, involving your child in the preparation, when appropriate.

**Conversation starters:**

- Which snack did you enjoy preparing the most?
- Which food group does each ingredient belong to?
- Which snack do you think you'll like eating the most?





## Snack Inspiration recipe card

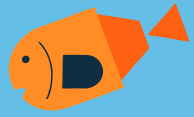
**REUSE IT, REDUCE IT!**

**SNACK INSPIRATION**

Select 2 or 3 healthful snacks from list:

- Whole-wheat  with , , and sliced 
- Cherry  and mini 
- Red and green  (halved) with 
-  with  and 
-  with  and 
- Whole-wheat  with  and 
-  and  with  for dipping and a 
-  with  and 
-  with  and  strips
- Snack mix ( , , , , and  )

Prepare the snacks and put them in bento-style snack boxes.



## WEDNESDAY

### Get the Wiggles Out: Simon Says Splash!

You and your child play a fun game of Simon Says using actions related to water.



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

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

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



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



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

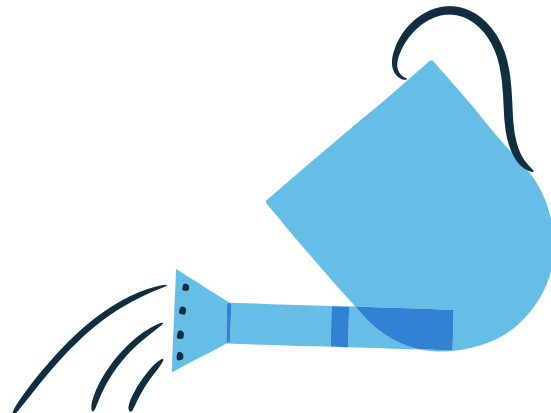


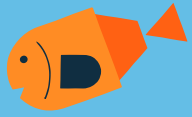
#### What your child is learning:

- To participate in physical development activities
- To follow directions in a movement game
- How to use creative movement to share ideas or information

**What you do:** Invite your child to play a game of Simon Says. Ask them to share some of the things they've learned about how we use water. What are some of the ways we use water indoors? What are some of the ways we use water outdoors? What are some ways we use water to play or have fun? To play the game, tell your child you'll give them a task to pretend to do using "Simon says," and then they can create a movement to show them doing that task. Here are some examples of tasks you can use. Simon Says: - Brush your teeth. - Wash your hands. - Water the plants. - Splash in the pool.

**If your child is ready:** Invite them to be "Simon" and call out a task for you to pretend to do.





### WEDNESDAY (continued)

### STEM Innovators: Coding Hopscotch

What does the game of Hopscotch have to do with coding and talking to robots? You and your child will find out!



**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:** High



### What you need:

- [Coding Hopscotch video](#)
- [Hopscotch Coding Cards \(8 pages\)\\*](#)
- Scissors (for adult use)

\* Note: If you aren't able to print the Hopscotch Coding Cards, you can make some by copying the symbols on paper and cutting them out..



### What your child is learning:

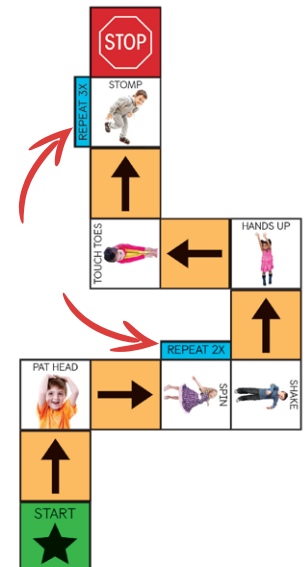
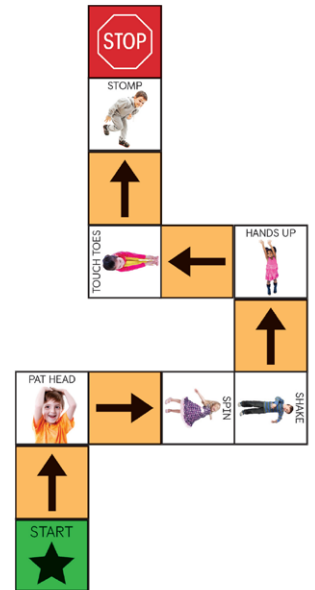
- Basic movement symbols used to program robots
- To copy, extend, and create patterns
- That written symbols communicate meaning

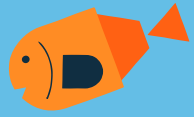
**What you do:** Watch the [Coding Hopscotch video](#) for an overview of this activity. Then print and cut out the Hopscotch Coding Cards (see above for suggestions if you are not able to print). Set the Repeat and End Repeat cards aside for now.

Talk with your child about robots. How do robots know what to do? Explain that people who work with robots tell them what to do by using coding language. Coding languages use commands to tell robots what to do. A set of commands is called a *code*.

Show your child the Hopscotch Coding Cards. Look at each card together and talk about what it means. Explain that you're going to play hopscotch using these cards. Show your child how to create a simple sequence (or set of coding commands) by placing the cards on the floor. A sequence always begins with the Start card and ends with the Stop card. (See the example above right.)

Follow the sequence together with your child until they get the hang of it. Talk about how you could tell a person to repeat an action in the sequence more than once. Show your child the Repeat cards and explain that the numeral tells how many times to repeat the action, and the X stands for "times." This means that a Repeat card with 4X on it means that the command repeats four times. Have your child add a Repeat card to any of the actions they want a person to repeat. (See the example below right.)





## WEDNESDAY

(continued)

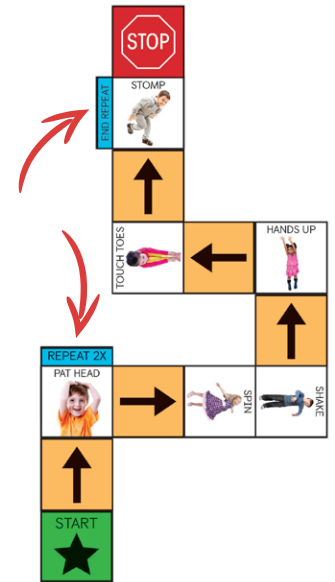
Follow the sequence together with the Repeat cards added. Show your child the End Repeat card and explain that you can use the Repeat and End Repeat cards to select a set of actions to be repeated two, three, or four times. Have your child add a Repeat and End Repeat card to the sequence. (See the example to the right.)

Follow the sequence together with the Repeat and End Repeat cards added.

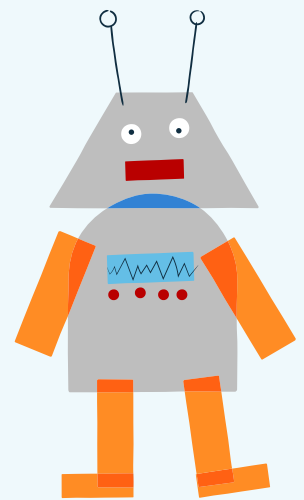
Encourage your child to create new sequences for you and other family members to follow.

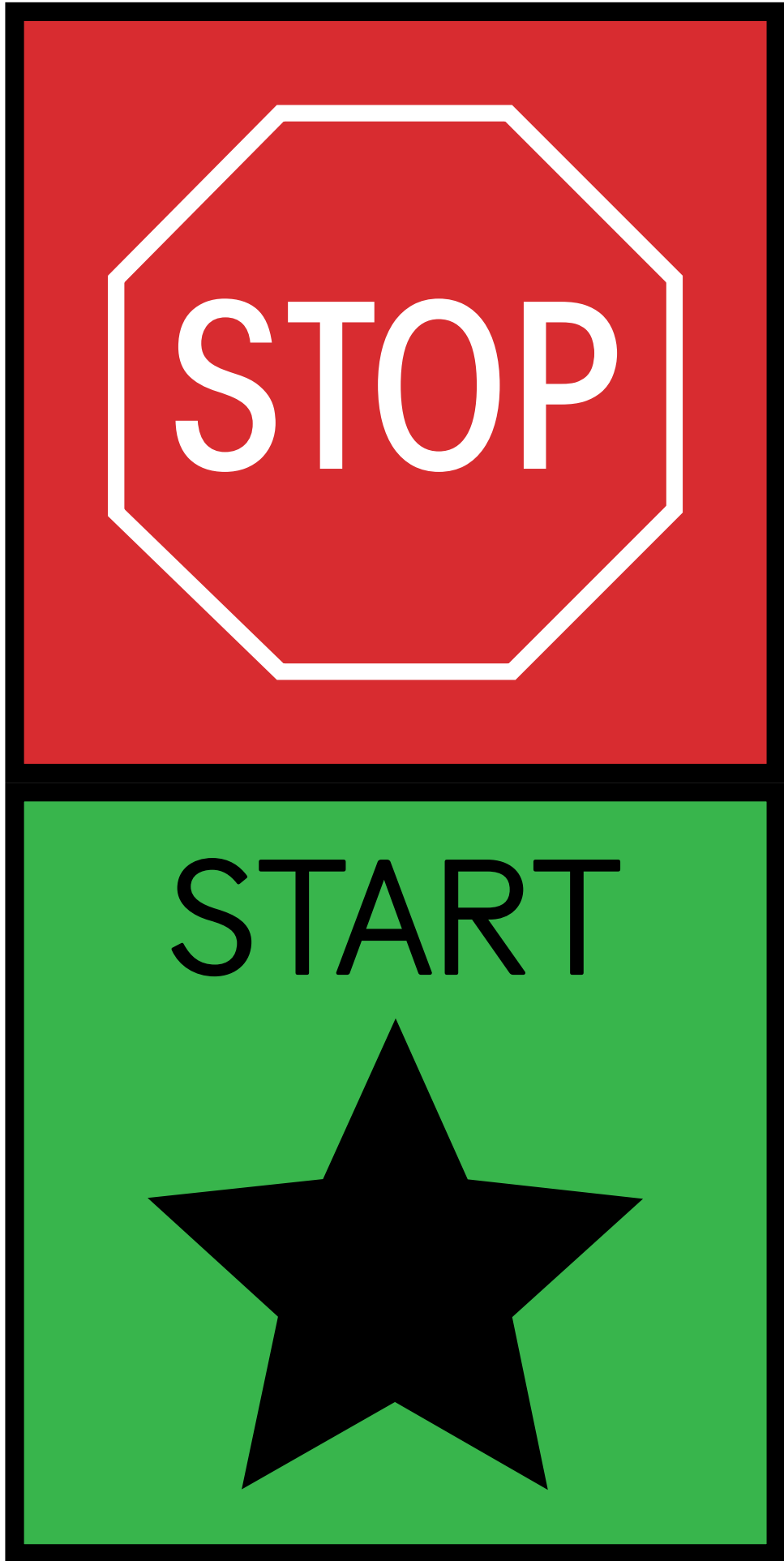
### Questions to ask:

- How do robots know what to do?
- How can we use symbols to tell people what to do?
- What commands need to be at the beginning and end of a sequence of code?
- How can you use the Repeat and End Repeat cards to change your sequence of code?
- What sequences can you create for someone else to follow?



**Did you know?** Computer programming languages allow us to communicate with robots. Just as there are different languages we use to communicate, there are different programming languages programmers use to communicate with computers. Each language has its own distinct features as well as similarities. You may have heard of some of the more common programming languages, such as Python or JavaScript. Symbols are one type of coding language, and even very young children can explore how to use symbols as instructions. Using symbols in a grid system helps guarantee that each person or computer that follows the program will reach the same destination. Learning to use a grid for coding has an added benefit for children—it helps set the stage for learning more complex mathematical concepts later on, such as graphing and coordinate systems.





Eight Forward Arrows per set.



REPEAT 2X

REPEAT 3X



REPEAT 4X

END REPEAT

# SHAKE



# SPIN



# HOP



# CLAP



PAT HEAD



TOUCH TOES

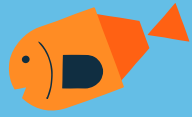


# HANDS UP



# STOMP





## THURSDAY

### Growing Flexible Brains: Water Memory Game

This matching game puts your child’s memory to the test as they work to find two cards with the same picture.



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

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

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



**Level of Prep Required:** Medium



**What you need:**

- Crayons, markers or colored pencils (if a printer is not available)
- Index cards (8, if a printer is not available)
- Scissors (for adult use only)
- [Water Memory Game cards](#)



**What your child is learning:**

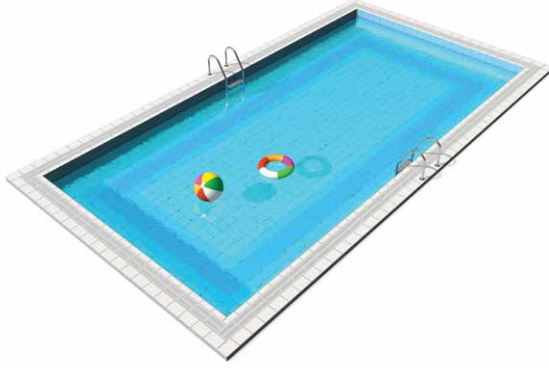
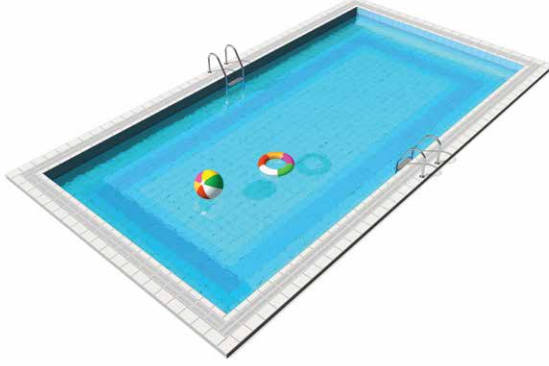
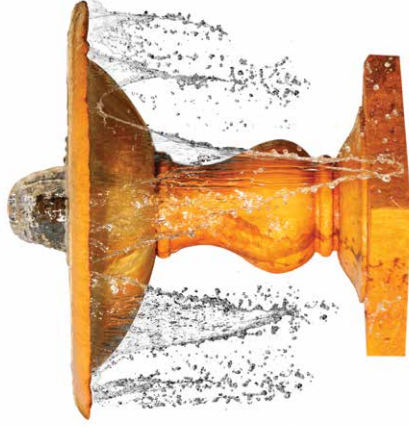
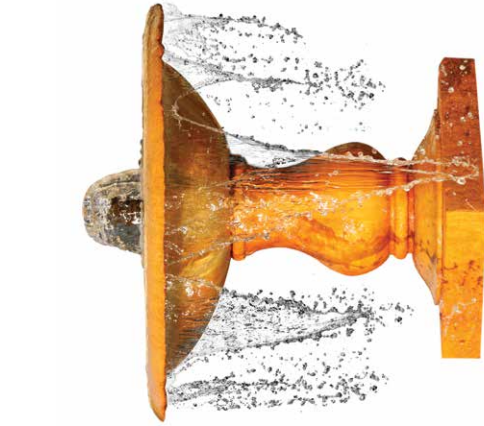
- To utilize their memory and recall information
- How to focus their attention to a specific task
- How to take turns while developing patience

**What you do:** Print one copy of the [game cards](#) and cut them out. If a printer isn’t available, create your own game cards by drawing simple water-related images on the index cards, creating two cards for each image.

Show your child the pictures on the cards, and talk with them about the pictures. Then have your child help turn the cards facedown. Invite your child to select one card to turn face up, and ask them to name the picture on the card. Then have them turn over a second card to try and make a match. If they make a match, remove the cards from the game. If they do not make a match, have them name the picture on the second card, then turn both cards back over. Next it is your turn to do the same. Repeat the process until all cards are matched. You can mix up the cards and play the game again for as long as your child is interested.

**If your child is ready:** Cut four to six additional cards and invite your child to create water-related cards to add to the game, creating two of each card. If they need help coming up with ideas for images, remind them of the different uses for water that you discussed earlier in the week and encourage them to think of ways they could show those uses in a drawing. You can also invite other family members to play with you!

Water Memory Game cards





**THURSDAY**  
(continued)

## Music Explorers: *Ten Little Puddles Singable Story*

Invite your child to sing along while counting puddles and matching numbers from one to 10!



### 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: Medium



### What you need:

- [Puddle sheet](#)
- Scissors (for adult use)
- Marker
- [Video link](#) to storybook and song *Ten Little Puddles*, lyrics by KinderCare Education, music by Jane Gillman, illustrations by Krista Martenson



### What your child is learning:

- To identify characters in a song
- To count objects and observe how the quantity changes
- To count forward to 10 and back to one
- To match numerals

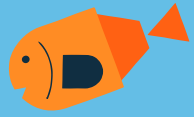
**What you do:** Print five copies of the [Puddles sheet](#) and cut them out. If you aren't able to print, draw puddle shapes on paper and cut them out. You'll need 20 puddles. Number them from 1 to 10, creating two sets.

Share with your child that songs tell stories, and that you have a song that has a storybook to go with it. Explain that the book is about puddles. Ask your child questions about their experiences with puddles. Where have they seen puddles? Where do they come from? Tell your child that puddles are created from rain or they can form in sand and rocks as ocean waves roll in and out. They can also form when someone runs water from a hose.

Play the [video](#) and invite your child to watch as the book is sung aloud. Sing along as you catch on to the lyrics and tune. Emphasize the number words as you sing.

Play the video a second time and invite your child to hold up (or put down) the corresponding number of fingers as the song plays. Pause the video on each page to give your child more time to figure out what to do with their fingers depending on the page.





## THURSDAY

(continued)

Then, help your child reflect on the story. Ask them who the characters were. What happened to the number of puddles in the beginning of the story? What happened to the number of puddles toward the end of the story?

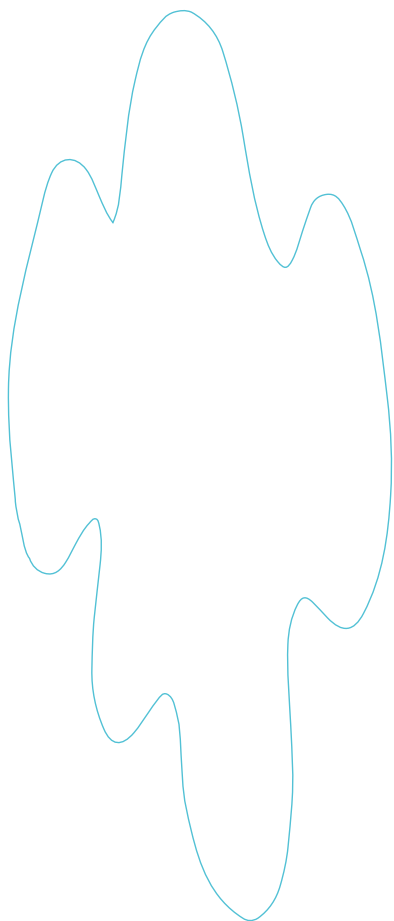
Next, place one set of puddles number-side up on the table or floor. Explain that each of the puddles has a number on it. Arrange the other set of puddles number-side up near the first set. Tell your child that when a number comes up in the song, they will match the puddles with the same number. Play the video again, this time pausing it on each page and inviting your child to match the puddles. Encourage them to jump once or twice after matching each of the numbered puddles.

### Conversation starters:

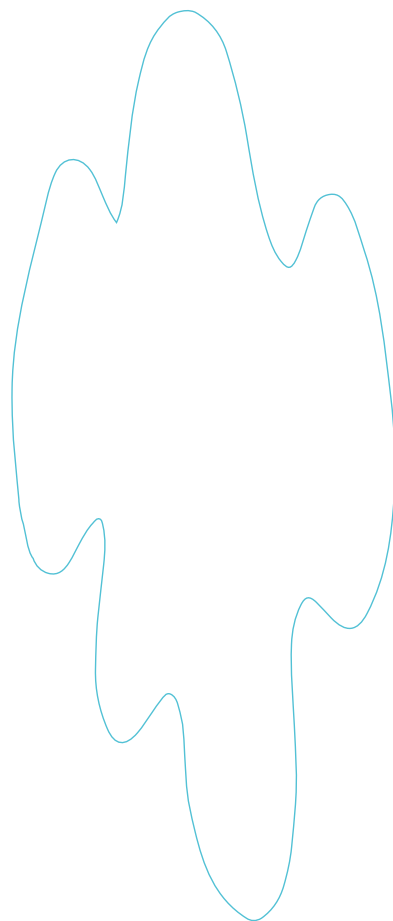
- Where have you seen puddles before? Where did the puddles come from?
- How did the puddles in the story form? What made some of them disappear?
- What were the characters doing?
- How do you think the frog and duck were feeling?
- How does this music make you feel?
- How many puddles were on each page?
- What happened to the number of puddles toward the beginning of the story? Toward the end?



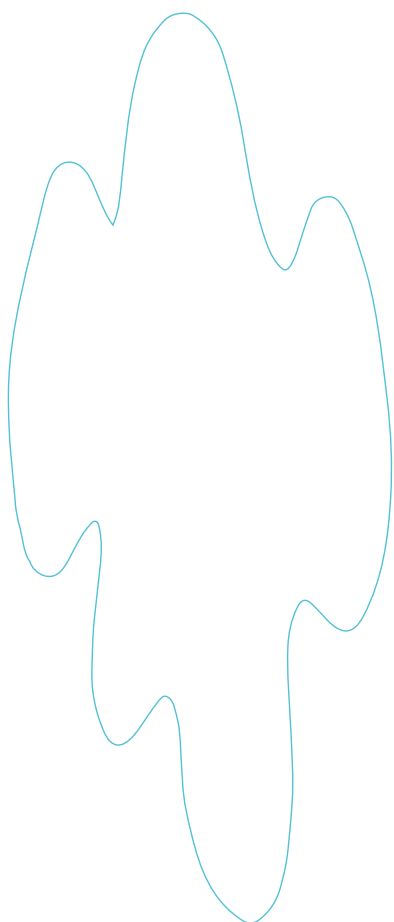
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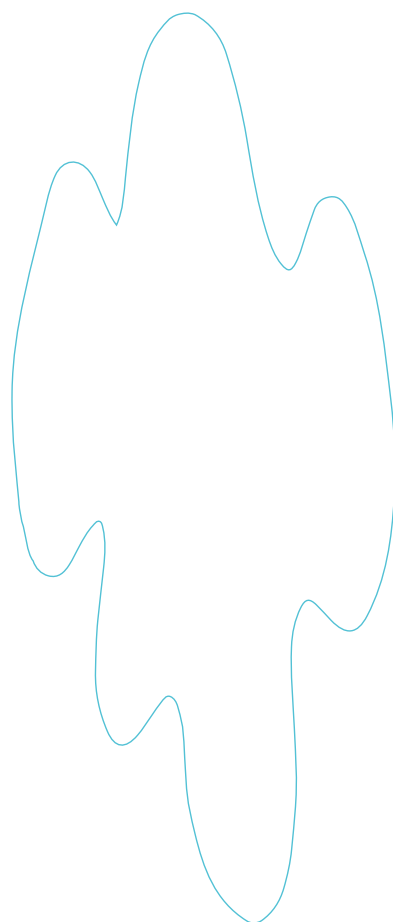
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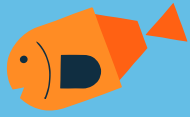


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**FRIDAY**

## Get the Wheels Turning: Surface Tension

Your child experiments with surface tension using basic kitchen items!



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

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

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



**Level of Prep Required:** High



### What you need:

- ❑ Liquid dish soap
- ❑ Liquid measuring cup
- ❑ Pepper in a shaker
- ❑ Small bowl
- ❑ Small plate
- ❑ Towel, to help with spills
- ❑ Water

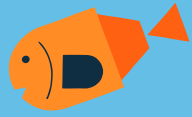


### What your child is learning:

- How to conduct an investigation
- How to make predictions
- How to use observations to reflect on their predictions

**What you do:** Fill the measuring cup with  $\frac{1}{4}$  cup of water and spread a few drops of liquid dish soap on the plate. Invite your child to do an experiment using water, pepper, and soap. Have your child pour the water into the bowl. Tell them that the next step will be to add pepper to the water. Ask them what they think will happen when they do that? Do they think the pepper will float on top of the water or sink to the bottom? Why? Have your child sprinkle some pepper on the water. What happened? Was their prediction correct?

Explain that the pepper floats on the top of the due to *surface tension*. Surface tension is when things inside a liquid cling together. Surface tension is like a skin on top of the water. In this experiment, the pepper is not heavy enough to break the surface tension.



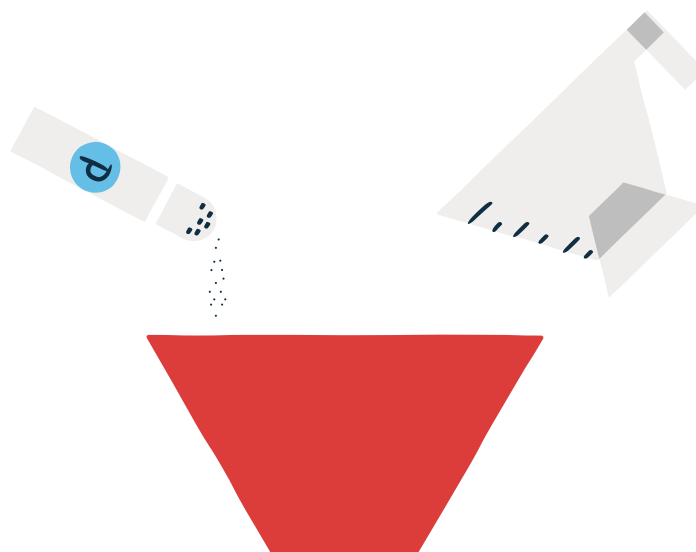
## FRIDAY

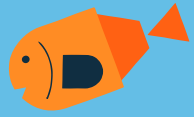
(continued)

Show your child the plate with the soap. Tell them you spread liquid dish soap on the plate, and invite them to touch the soap with one of their fingers, running their finger across the plate to build a layer of soap on their fingertip. Tell them some substances, like soap, can weaken the surface tension. Ask them to make a prediction about what will happen when they touch the water with their soapy finger. Then have them touch the surface of the water with the same finger. What happened? Was their prediction correct? Ask them why they think the pepper sank to the bottom of the bowl. Explain that the soap on their finger weakened the surface tension of the water.

**If your child is ready:** If your child shows interest in continuing this experiment, invite them to experiment with other conditions to see how the pepper and water react. Be sure to have them make predictions before, observations during, and to reflect after! Other conditions can include, but aren't limited to, what happens when you...

- ...use a dry fingertip to touch the water?
- ...add a layer of water to your fingertip before touching the water?
- ...add a layer of oil to your fingertip before touching the water?
- ...use hand soap instead of dish soap?
- ...add a layer of lotion to your fingertip before touching the water?





## FRIDAY

(continued)

### Virtual Field Trips

Water is the main attraction in many of our nation’s parks. Visit the live webcams at Niagara Falls and the Old Faithful Geyser\* to see these amazing natural waterworks in action!



[Niagara Falls Live Webcam](#)

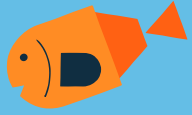
**Did You Know?** Niagara Falls is a group of three waterfalls spanning the border between the state of New York and the Canadian province of Ontario. The combined falls have the highest flow rate of any waterfall with a vertical drop of more than 160 feet in North America.



[Old Faithful Live Webcam](#)

**Did You Know?** Old Faithful is a geyser located in Yellowstone National Park in Wyoming that shoots 3,700 to 8,400 gallons of boiling water to a height of 106 to 185 feet. Eruptions last from 1½ to 5 minutes\*.

\* There can be up to 90 minutes between Old Faithful Eruptions.



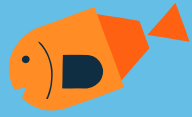
## Everyday Learning Experiences

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

“This Is the Way” is a fun and versatile song that can **make any task a bit more fun**. Use the song to help with clean up with verses like “This is the way we pick up the blocks” or “This is the way we fold our clothes.” You can also add some fun to other activities such as cooking with verses like “This is the way we scoop the flour” or “This is the way we pour the water.”

Let your child’s fascination with water extend to **household chores**! As you wash dishes, pull up a step stool and hand your child a sponge or scrub brush and invite them to help you wash the (non-breakable!) dishes. As they help you work, talk with them about what temperature of water cleans dishes the best and the helpful role that soap plays!

Simon Says is a great way to practice **listening and following directions**. Since this game only requires your imagination, it can be played **anytime**. When your child completes the game, praise them and remind them how important following directions are at home (and school). Give them a turn to be Simon so they can put your listening skills to the test too.



## Focus on Social and Emotional Learning

These days at home are long, and your attention is being pulled in a hundred different directions. You probably hear a little voice call for you asking for time or attention more times in a day than you can count! This week’s social-emotional learning tip comes to us courtesy of two brilliant women and mothers: authors Brené Brown and Toni Morrison. Brown recounts seeing Morrison describe her take on parenting:

“Toni Morrison explained that it’s interesting to watch what happens when a child walks into a room. She asked, ‘Does your face light up?’”

She explained, “When my children used to walk in the room when they were little, I looked at them to see if they had buckled their trousers or if their hair was combed or if their socks were up. You think your affection and your deep love is on display because you’re caring for them. It’s not. When they see you, they see the critical face. What’s wrong now?”

Her advice was simple, but paradigm-shifting. She said:

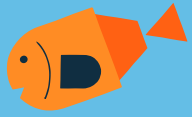
“Let your face speak what’s in your heart. When they walk in the room my face says I’m glad to see them. It’s just as small as that, you see?””

Connecting with your child before offering any correction reinforces the unconditional love that you have for your child. So often that love is shown through all you do to care for them, and in the stress and busyness it’s easy to forget that simply seeing you smile at them and express your joy in seeing them will make both of you feel good.

To read Brené Brown’s full article, click [here](#).

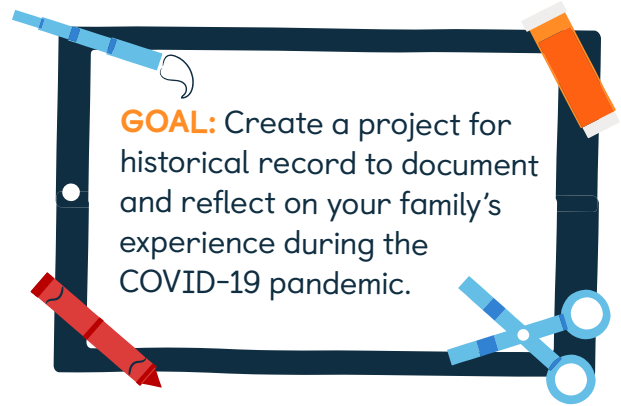
**“Let your face speak what’s in your heart. When they walk in the room my face says I’m glad to see them. It’s just as small as that, you see?”**

– Toni Morrison



## Family Project

Help your child develop important social-emotional skills by working on your family project!



For the past few weeks, your family has been working through the first six themes of your family project. This week, we invite your family to explore the theme **Flexible Mindsets**.

*Try this!* →

**Flexible Mindsets** Have you ever heard the phrase, “When life gives you lemons, make lemonade”? That’s a great way to think about growing a flexible mindset. We can’t control certain things about life but we can control how we react to a difficult or surprising situation. Life during COVID-19 has required everyone to make sacrifices or adjustments so we can help not just our family and neighborhood, but the whole world. What does the word sacrifice mean to you? Can your family identify a surprising or positive outcome from the sacrifices they have made?

Add another layer to your family project that represents the sacrifices your family has made during the last few months.

**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?