

At-Home Learning Guide for Preschoolers (3 years old)



Week of May 25, 2020

Around this time, preschoolers in our centers are digging into the incredible world of **insects and spiders**. Even though many of us are not in our centers right now, there are lots of ways you and your child can investigate all that crawls, jumps, and flies at home!

This week your child is invited to learn more about insects through **movement** and **creativity**. Starting with the butterfly pose, your child explores how they can use insect-related yoga poses to help **center** and **refocus**. Then it's all about finding ways to **communicate** without words and taking familiar words and replacing them with Spanish to add a twist to "Itsy Bitsy Spider." A rhyme about "Five Little Fireflies" not only builds **listening** and **literacy skills** but helps your child practice **counting backward** from five. To wrap it all up, your child uses what they've learned to decide what kind of insect or spider they would like to be!

Some children are fascinated by insects and spiders; others, not so much. You know your child better than anyone. As you work through the activities in this guide, be **sensitive to their feelings** towards insects and spiders. Pay attention to how your child reacts and, if needed, adjust activities so they're within your child's comfort zone. Keep in mind that children take their cues from us, so even if the creepy crawlies aren't your favorite, **demonstrating comfort and appreciation** for insects will help your child do the same!

Developmental Domains

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



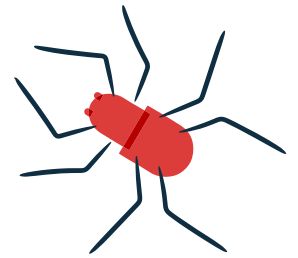
KinderCare
LEARNING CENTERS



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: Insects and Spiders



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

Growing Flexible Brains (Executive Function)



The Butterfly Pose Your child learns how to be as calm as a butterfly through the relaxing butterfly pose.

Phonics Adventures (Learning Adventures)



Wonderful Words Your child will listen to pairs of words to determine whether the words are the same or different and which words come first and last in a list.

TUESDAY

Get the Wiggles Out (Physical Development and Wellness)



Bee Boogie How can you communicate without using words? With a bee boogie, of course!

Cooking Academy (Learning Adventures)



Barbecue Spice Rub Your child will learn about measurement and where spices come from as you prepare this delicious seasoning that can be used to flavor vegetables, meats, and more!

WEDNESDAY

Express Yourself! (Creative Expression)



"Itsy Bitsy Spider" This activity adds a fun twist to the classic by adding in the Spanish word for spider.

STEM Innovators (Learning Adventures)



Making a Windsock Measure the strength and direction of the wind using a windsock made from common household items!

THURSDAY

Get the Wheels Turning (Cognitive Development)



"Five Little Fireflies" Your child practices counting down from five while listening to a fun rhyme.

Music Explorers (Learning Adventures)



The Caterpillar Is Growing Singable Story Your child will explore high, medium, and low sounds while singing along to lyrics set to a familiar tune!

FRIDAY

Let's Chat (Language and Literacy Development)



What Would You Be? If you could be an insect or spider, what would you be? This activity invites your child to answer this very question!

Virtual Field Trip

Insect Webcams Check out these webcams to see a butterfly emerge from its chrysalis, honeybees busy in their hive, and leafcutter ants going about their day.

EVERYDAY LEARNING EXPERIENCES

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



FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Help your child develop important social-emotional skills by working on your family project! The new theme for this week focuses on a unique way to celebrate Memorial Day through the theme **"All the feels..."**



Getting Ready for the Week: Materials to Gather


Monday

For Phonics Adventures Activity:

- ❑ Toy animals or images of animals from a book or magazine (4 different animals that make sounds you can replicate)

Tuesday

For Cooking Academy Activity:

- ❑ Barbecue Spice Rub [recipe card](#)
- ❑ Barbecue Spice Rub ingredients 

Kitchen tools:

- ❑ Mixing bowl, medium
- ❑ Mixing spoon
- ❑ Measuring cups and spoons
- ❑ Sealable container

** Note: The amounts listed here make 1 $\frac{1}{4}$ cups of seasoning. Adjust amounts as needed for your family.*

Wednesday

For the STEM Innovators activity:

- ❑ [Measuring Weather with Windsocks video](#)
- ❑ **For the frame of the windsock:** something solid to attach the windsock streamers to, like a plastic 2-liter bottle with the label removed, cardboard, layered pieces of construction paper, or a bent wire hanger
- ❑ **For the windsock streamers:** a lightweight material that will respond to wind, like cloth, clothing that isn't worn anymore, plastic bags, ribbons, crepe paper streamers, tissue paper, or lightweight paper
- ❑ **For attaching the streamers to the frame:** masking or other heavy-duty tape, hot-glue gun (adult use only), or stapler
- ❑ Scissors (for adult use)

*Barbecue Spice Rub ingredients:

- ❑ 1 tablespoon black pepper
- ❑ $\frac{1}{2}$ cup brown sugar
- ❑ 1 tablespoon chili powder
- ❑ 1 tablespoon garlic powder
- ❑ 1 tablespoon onion powder
- ❑ $\frac{1}{2}$ cup paprika
- ❑ 1 tablespoon salt
- ❑ 1 teaspoon cayenne pepper (optional)



Thursday

For the Music Explorers activity:

- [Butterfly Life Cycle photo](#)
- [Video link](#) to the singable storybook *The Caterpillar Is Growing*, lyrics by KinderCare Education, music by Jane Gillman, illustrations by Krista Martenson
- Glass containers, 3 (identical in size and shape, if possible*)
- Spoon

* *Note: If you don't have three identical glass containers, that's okay! The experiment will still work but it might require a little more experimentation with the amount of water you add to each container.*

Friday:

- Crayons, markers, or colored pencils
- Paper

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





MONDAY

Growing Flexible Brains: The Butterfly Pose

Your child learns how to be as calm as a butterfly through the relaxing butterfly pose.



Length of activity:
15 minutes*

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

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



Level of Prep Required: N/A

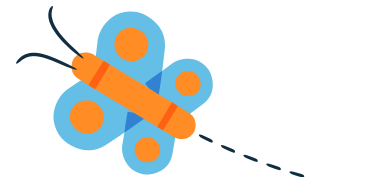


What you need:
N/A



What your child is learning:

- How to be aware of their breathing and how their body feels
- How to focus their attention to a specific task
- How to coordinate body movements



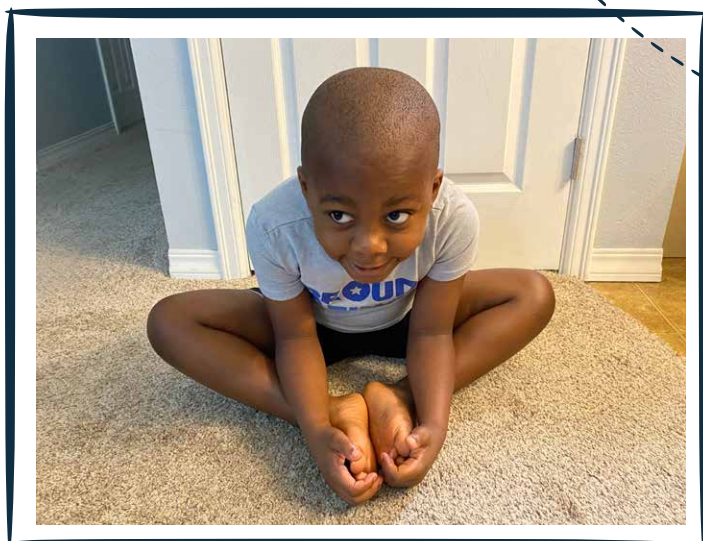
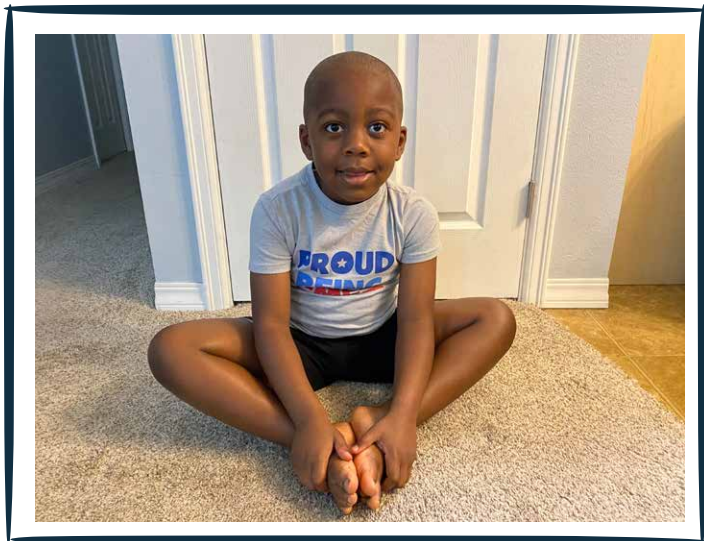
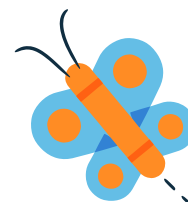
What you do: Invite your child to join you in doing the [butterfly pose](#). To do the butterfly pose, sit on the floor with the soles of your feet together. Sitting up tall, hold your ankles or feet, and let your knees drop to the floor. As you are getting in position, ask them why they think this is called the butterfly pose. Explain that many yoga poses are named after insects, this one is called the butterfly pose because the shape of your legs are like the wings of a butterfly.

Next, encourage your child to lean forward and stretch their hands in front of them onto the floor, while taking slow, deep breaths. As they're stretching, guide them through thinking about how their body feels. What part of their body do they feel being stretched? What do they feel when they take a deep breath? When they exhale? Have them hold the pose for as long as they feel comfortable, and then sit up and stretch out their legs. Have them repeat the pose a few more times. Invite them to practice the butterfly pose throughout the day or week, explaining that they can use this as a way to focus or to calm down if there's too much going on.

If your child is ready: In addition to the butterfly pose, introduce them to the [grasshopper pose](#). To do the pose, lie face down on the floor with your hands together in front of your head, elbows out to the sides, and your forehead resting on your hands. Slowly raise one leg a little bit off the floor, stretching it behind you. Hold the stretch for a few seconds, lower your leg, and repeat with the other leg.



Butterfly Pose



Grasshopper Pose



At-Home Learning Guide for Preschoolers

Week of May 25, 2020



MONDAY
(continued)

Phonics Adventures: Wonderful Words

Your child will listen to pairs of words to determine whether the words are the same or different and which words come first and last in a list.



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:

- Toy animals or images of animals from a book or magazine (4 different animals that make a sound you can replicate)



What your child is learning:

- Whether pairs of words are the same or different
- To distinguish between words that come first and last in a sequence
- To follow verbal instructions

What you do: Tell your child you have a listening game for them. Show your child the toy animals or images of animals and explain that you will make an animal sound, and they will tell you which animal makes the sound they hear.

Have your child cover their eyes with their hands. Make an animal sound. Have your child uncover their eyes, and then ask them to point to the animal that makes the sound they hear. Repeat this process for the remaining animals until your child has paired all four animals to their sounds.

Next, explain that you will play a different listening game. In this game, you will say two words and your child will tell you if the words are the same or different. Begin by saying a pair of identical words. For example, say, "I will say two words. Listen carefully and tell me if the words are the same or different: 'book' and 'book.' Are 'book' and 'book' the same or different?" Repeat the words if needed to help your child determine if they are the same or different.

Repeat the process for as long as your child is interested, alternating between pairing identical words and different words. Present one-syllable word pairs at first, and present two- and three-syllable word pairs only if your child experiences success with one-syllable word pairs. Word pair suggestions include:

Suggested identical-word pairs:

sat/sat

apple/apple

dog/dog

jacket/jacket

book/book

dinosaur/dinosaur

goat/goat

kangaroo/kangaroo



Suggested different-word pairs:

sky/cat

basket/marker

jug/rug

pocket/locket

kite/light

raincoat/sailboat

pack/sack

hot dog/bullfrog

After playing the same or different word-pair game, tell your child that this time you will say two words and ask which word they heard first and which word they heard last. Say two different words from the suggested word-pairs list, such as “sky” and “cat.” Ask, “Which word did you hear first?” Repeat the word pair if needed. Then ask, “Which word did you hear last?”

Repeat the process as many times as your child is interested, using different pairs of words. Use one-syllable word pairs at first and use two- and three-syllable word pairs only if your child has success with one-syllable word pairs.

Questions to ask:

- Which animal makes this sound, “ _____ ”?
- Are the words _____ and _____ the same or different?
- Which word did you hear me say first? Last?





TUESDAY

Get the Wiggles Out: Bee Boogie

How can you communicate without using words? With a bee boogie, of course!



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: N/A



What you need:
N/A



What your child is learning:

- How their body can move in different ways
- How to use creative movement to share ideas or information
- How to communicate and share ideas and experiences with others



What you do: Ask your child to share what they know about bees. Explain that most bees live in hives. Honeybees fly from their hive to flowers to collect nectar and pollen for the hive. The nectar and pollen are used to feed the bees in the hive and to make honey. When bees find a good source of nectar and pollen, they tell other bees where to find it. Ask your child how they think bees communicate. Share that they communicate using a special "bee dance," where different movements represent different directions and instructions for other bees to follow to get to the source of the nectar and pollen.

Ask your child how they could communicate with you through dance. What moves could they make to tell you where to go or to give you directions? Work with your child to create a series of dance moves that represent directions, if your child needs some suggestions to get started, try these:

- Nodding your head means take one step forward (two nods means take two steps)
- A full body wiggle means stop
- Pointing with your elbow means turn in that direction
- Spinning in a circle means you've reached our destination

Practice your bee boogie dance moves and when you've got them down, take turns giving simple directions for the other to follow using one or two dance steps at a time. Can your child give you directions to get from the bathroom to their bedroom? Can you give them directions to get from table to the sink?

If your child is ready: Work with them to create a full set of directions in a single dance. Begin by mapping out and writing down all the directions need to get from the starting location to the ending location. Then write out each corresponding dance move and practice putting the moves together to create one dance. If interested, record the dance to share with others.



TUESDAY

(continued)

Cooking Academy: Barbecue Spice Rub

Your child will learn about measurement and where spices come from as you prepare this delicious seasoning that can be used to flavor vegetables, meats, and more!



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: High



What you need:

- [Barbecue Spice Rub recipe card](#)

Ingredients*:

- 1 tablespoon black pepper
- $\frac{1}{2}$ cup brown sugar
- 1 tablespoon chili powder
- 1 tablespoon garlic powder
- 1 tablespoon onion powder
- $\frac{1}{2}$ cup paprika
- 1 tablespoon salt
- 1 teaspoon cayenne pepper (optional)

Kitchen tools:

- Mixing bowl, medium
- Mixing spoon
- Measuring cups and spoons
- Sealable container

* The amounts listed here will make $1 \frac{1}{4}$ cups of seasoning. Adjust amounts as desired for your family.



What your child is learning:

- Literacy and math skills like following instructions, measurement, and fractions
- Food safety
- Cooking-related vocabulary
- How foods change during the cooking process
- Comparing and contrasting skills

What you do: Ask your child what they know about spices. After your child shares, tell them that spices come from different parts of plants, including the roots, bark, bulbs, and seeds.

Show your child the [recipe](#) and invite them to help read it. Show the spices and share the name of each. Invite your child to examine how each spice looks and feels. Show your child how to smell each spice by holding the container a few inches in front of their nose and gently waving a hand over the container, toward their nose. Which spice do they think smells the best?



Barbecue Spice Rub recipe card

FLAVORFUL FOODS

Barbecue Spice Rub

Ingredients:

(makes 1 ¼ cup seasoning)



½ cup brown sugar



½ cup paprika



1 tablespoon black pepper



1 tablespoon salt



1 tablespoon chili powder



1 tablespoon garlic powder



1 tablespoon onion powder







1 teaspoon cayenne pepper (optional)

Instructions:

1. Measure all ingredients in a  and  well.

2. Store  in a .

Barbeque Spice Rub can be used to season , , , and meat-alternatives such as .



TUESDAY

(continued)

Follow the recipe to make the spice rub. Have your child help measure each ingredient and put it in the bowl. While measuring the ingredients, talk with your child about the math involved in cooking. Without math, we wouldn't know how much of each ingredient to use to make a recipe taste the way it's supposed to! Have your child gently stir the ingredients with the spoon until well-combined. Pour the spice rub into the sealable container.

Invite your child to help you use the spice rub to season meat, seafood, vegetables, or meat alternatives for an upcoming meal.

Questions to ask:

- What did you enjoy about preparing the barbecue spice rub?
- Which spice did you think smelled the best?
- What food do you think we should season with our barbecue spice rub?





WEDNESDAY

Express Yourself!: “Itsy Bitsy Spider”

This activity adds a fun twist to the classic by adding in the Spanish word for spider.



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



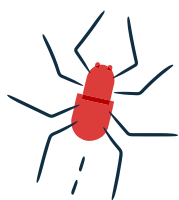
What you need:
N/A



What your child is learning:

- How to actively participate in music experiences
- How to use creative movement to represent actions or things
- How to focus their attention to a specific task

What you do: Familiarize yourself with the words and hand movements to the song “Itsy Bitsy Spider.” Sing the song and perform the hand movement, inviting your child to sing along or copy your hand movements. When your child is familiar with the song, tell them you’re going to sing it again, but this time you’ll use the Spanish word for spider, *araña* (ah-RAHN-ya). Practice saying *araña* with your child a few times before singing the song. Then sing the song again using *araña* in place of *spider*.



“Itsy Bitsy Spider”

The itsy bitsy spider (*move fingers together as though they are a spider*)
Crawled up the water spout. (*move hands up while continuing spider motion*)
Down came the rain (*wiggle fingers while bringing hands down*)
And washed the spider out. (*move each hand to the side*)
Out came the sun (*join hands in an arc above head*)
And dried up all the rain,
And the itsy bitsy spider (*move fingers together as though they are a spider*)
Crawled up the spout again. (*move hands up while continuing spider motion*)

If your child is ready: Talk with them about how songs like “Itsy Bitsy Spider” are familiar in many countries around the world, and that people in those countries learn the song in their language. Then watch some of these videos to hear and see the song sung in different languages:

[Spanish](#) • [Nigerian](#) • [Mandarin](#) • [French](#) • [Sign Language](#)



WEDNESDAY

(continued)

STEM Innovators: Making a Windsock

Measure the strength and direction of the wind using a windsock made from common household items!



Length of activity:
25–35 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:

- [Measuring Weather with Windsocks video](#)
- **For the frame of the windsock*:** something solid to attach the windsock streamers to, like a plastic 2-liter bottle with the label removed, cardboard, layered pieces of construction paper, or a bent wire hanger
- **For the windsock streamers:** a lightweight material that will respond to wind, like cloth, clothing that isn't worn anymore, plastic bags, ribbons, crepe paper streamers, tissue paper, or lightweight paper
- **For attaching the streamers to the frame:** masking or other heavy-duty tape, hot-glue gun (adult use only), or stapler
- Scissors (for adult use)

* *Note: We've used a plastic 2-liter bottle as the frame for the windsock described in this activity. If you don't have an empty 2-liter bottle, you can create a windsock frame by cutting a strip of cardboard or layered pieces of construction paper and attaching the ends together to create a ring. You can also bend a wire hanger into the shape of a ring.*



What your child is learning:

- How to use household materials to create a measurement tool
- To observe the weather and collect data about it

What you do: Talk with your child about wind. "Where does wind come from? What does wind do? Why is it important for people to know how strong the wind is or what direction it is coming from?" Wonder together, how can we study the strength of the wind and which direction it is coming from?

Explain that meteorologists keep records of how strong the wind blows each day and which direction it is coming from. Keeping track of this information over time allows them to see patterns and helps them make predictions about the weather. A *meteorologist* is a person who predicts and measures the weather. Meteorologists share information with all of us about what we can expect the weather to be like. Explain that one of the tools we can use to observe wind at home is a windsock.



WEDNESDAY

(continued)

Create a frame for the windsock by cutting a ring from the middle portion of the plastic bottle. The ring should be about 2 inches wide. If the edges of the ring feel sharp to you, cover the edges with masking tape to make the ring safe for your child to handle.

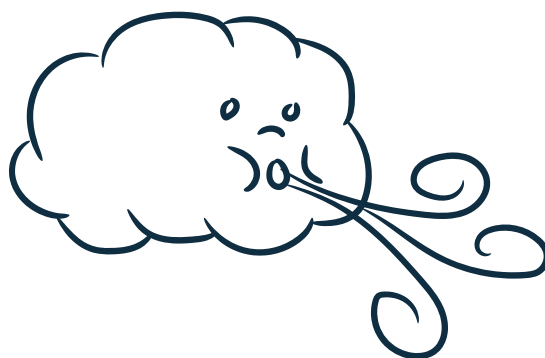
Help your child cut or tear streamers about 1- to 2-inches wide and 1- to 2-feet long from the materials you've gathered. Attach one end of each streamer to the frame by draping it over the top of the frame and taping on the inside of the frame to secure it. Streamers should be attached all the way around the frame and do not need to be identical in width or length.

Finally, cut ribbon, twine, yarn, or a shoelace to make a hanger. Attach each end to opposite sides of the frame. Hang the windsock from a deck, overhang, or tree and observe. If there's a lot of wind, the entire windsock may flow in the direction the wind is blowing. If there's only a little wind, only the ends of the streamers might move in the direction the wind is blowing.

As a final note, you may want to bring your windsock indoors when precipitation is in the forecast to protect the streamers, if they are made from materials that will not fare well if they get wet. If you don't have access to an outdoor space, you can make wind indoors using a fan! Or, you can check with a friend, relative, or neighbor who has outdoor space to see if they are willing to let you hang your windsock in their space.

Questions to ask:

- What happens outside when it's windy?
- What do you see and hear when it's windy?
- Why do meteorologists measure the wind?
- Why would we want to know how windy it is or which direction the wind is coming from?
- How do you think the windsock will move if it's very windy? How do you think the windsock will move when there's only a light breeze?





THURSDAY

Get the Wheels Turning: "Five Little Fireflies"

Your child practices counting down from five while listening to a fun rhyme.



Length of activity:
10 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:
N/A

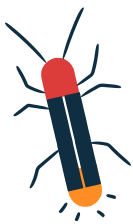


What your child is learning:

- Counting backward from five
- Fine-motor skills as they show decreasing numbers using their fingers

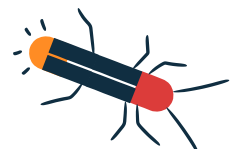
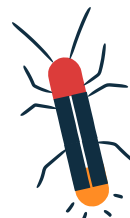
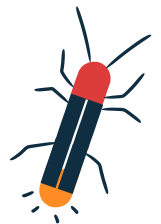
What you do: Familiarize yourself with the rhyme "Five Little Fireflies." Ask your child what they know about fireflies. Explain that fireflies are small insects that fly. A firefly's abdomen gives off light, which makes the firefly's body glow in the dark. Hold up five fingers and have your child do the same. Tell them you're going to say a rhyme about five fireflies, and each time a firefly leaves, they're going to put down one finger. Say the rhyme and demonstrate how and when to put down a finger until you finish the rhyme and there are no fingers left.

"Five Little Fireflies"



Five little fireflies flying through the sky.
One flew off.
Say goodbye!
Four little fireflies following a light.
One kept going.
Say good night!
Three little fireflies wondering what to do.
One stopped flying.
And then there were two!
Two little fireflies still having fun.
One went to sleep.
And that left one!
One little firefly looking for a bed.
She found one and then
She laid down her head!

If your child is ready: Repeat the rhyme and pause at the words in bold, invite your child to say the number that begins the line. If they are unsure what number to say, have them count the number of fingers they are holding up.





THURSDAY (continued)

Music Explorers: *The Caterpillar Is Growing Singable Story*

Your child will explore high, medium, and low sounds while singing along to lyrics set to a familiar tune!



Length of activity:
25–30 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:

- [Butterfly Life Cycle photo](#)
- [Video link](#) to the singable storybook *The Caterpillar Is Growing*, lyrics by KinderCare Education, music by Jane Gillman, illustrations by Krista Martenson
- Glass containers, 3 (identical in size and shape, if possible*)
- Spoon

* *Note: If you don't have three identical glass containers, that's okay! The experiment will still work but it might require a little more experimentation with the amount of water you add to each container.*



What your child is learning:

- The meaning of words describing size, like tiny, medium, and big
- How to use water and glass containers to create high, medium, and low sounds
- To identify a character in a song
- The connection between songs and books

What you do: Show your child the [Butterfly Life Cycle photo](#). Talk with your child about how caterpillars crawl along the ground and on plants, eating leaves to help them grow. After a caterpillar is grown, it builds a chrysalis (or cocoon) around itself and becomes a pupa. The pupa sleeps in its chrysalis until it becomes a butterfly.

Play the [video](#) and invite your child to watch along as the book is sung aloud. Sing along as you catch on to the lyrics and tune. Highlight the words tiny, medium, and big as you sing, changing your voice to match the words.

Then, help your child reflect back on the main character and what happened in the story. Ask your child how the caterpillar changed from the beginning of the story to the end. Talk about the words tiny, medium, and big. How can your child use their voice to show tiny, medium, and big? Play the video as many times as you'd like, encouraging your child to use their voice to show tiny, medium, and big when those words are used in the song.



THURSDAY

(continued)

Next, you can extend the activity to experiment with high, medium, and low sounds using glass containers. Fill each container with a different amount of water. Invite your child to use the spoon to tap on the side of each container and listen. What kind of sound does each container make? Have your child adjust water levels in the containers as needed, until they can hear that one is high, one is medium, and one is low in pitch. Then, play the video again and invite your child to play along using the high-, medium-, and low-pitched containers as the caterpillar grows from tiny, to medium, to big!

Questions to ask:

- Where have you seen caterpillars before?
- How does a caterpillar change as it grows?
- How do caterpillars move?
- What is the caterpillar in the song doing?
- How do you think the caterpillar will feel when it becomes a pupa?
- How does this music make you feel?
- What does this music make you think of?
- Which container has a high sound, like the sound a tiny caterpillar might make?
- How could you use the spoon to “play” the glass containers during the song?





Butterfly Life Cycle





FRIDAY

Let's Chat: What Would You Be?

If you could be an insect or spider, what would you be? This activity invites your child to answer this very question!



Length of activity:
20 minutes*

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

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

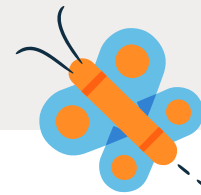


Level of Prep Required: Low



What you need:

- Crayons, markers, or colored pencils
- Paper

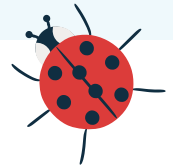
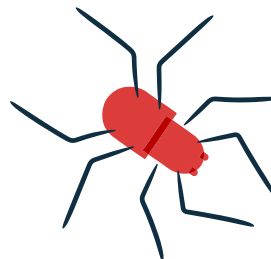


What your child is learning:

- How to communicate and share ideas and experiences with others
- How to apply what they have learned to new situations
- How to create art that represents animals, people, or things

What you do: Ask your child if they could be an insect or a spider, what would they be and why? Help them expand upon their answers by asking follow up questions, such as "You'd be an insect, what kind of insect? What colors would you be?" Support their answers and encourage creativity and imagination. For example, if they say they would be a purple grasshopper, note that this would be a unique color for a grasshopper. After talking to them about what they would be, invite them to draw a picture of what they would be. Encourage them use the details they provided when answering your questions.

If your child is ready: Invite them to add a habitat to their drawing, or to draw their habitat on a separate sheet of paper. Explain that a habitat is where they live, and where they find food, water, and shelter.



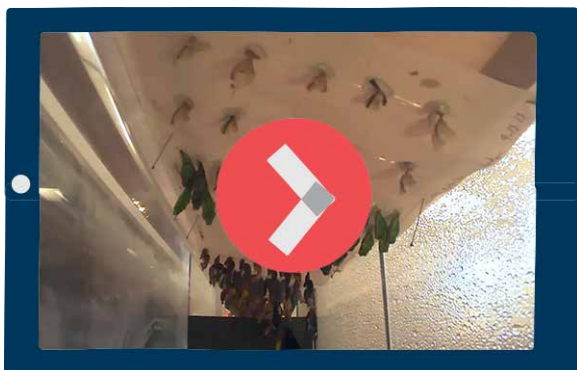


FRIDAY

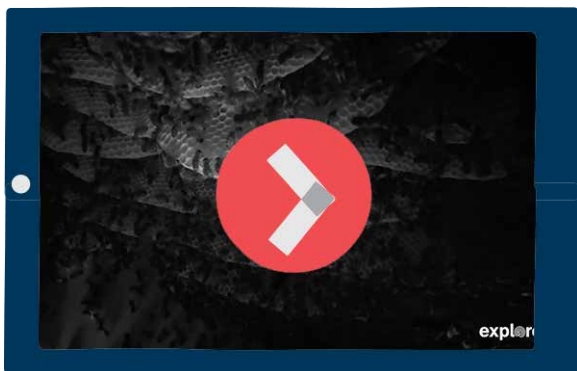
(continued)

Virtual Field Trips

This week wraps up the theme Insects and Spiders, but if your child wants to do some more exploring, check out these webcams:



Watch how a caterpillar transforms into a butterfly with the [Chrysalis Cam](#) at the Florida Museum.



See how honeybees interact inside [this hive](#) in Buchloe, Germany.



Or check out the [leafcutter ants](#) at the Houston Zoo! Can you guess how they got their name?



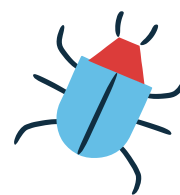
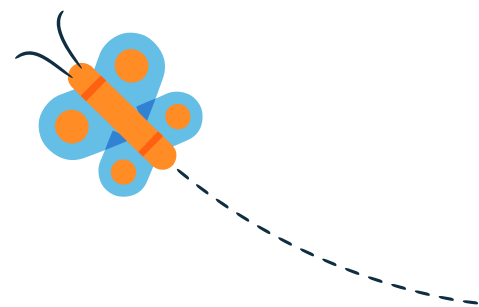
Everyday Learning Experiences

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

This week introduced the butterfly pose and the grasshopper pose. These poses, along with other yoga poses, can be used any time your child needs a break to **refocus, calm down, or relax**. Practicing stretching and deep breathing, while focusing on their body and how it feels, is a great way for them to build a toolbox of self-calming techniques they can use during and after these difficult times.

During the activity What Would You Be?, you and your child explore what insect or spider they would be and what they would look like. You can encourage your child's **creative thinking** and **language development** throughout the day by giving them a "what would you choose" question and then asking follow-up questions to help them expand their thinking.

You don't need a rhyme or song to help your child practice **counting backward**. Look for opportunities to count backwards throughout your day, such as counting down the number of fruit pieces they have left to eat or when playing a game like hide-and-seek, instead of counting to ten, count backward from ten.





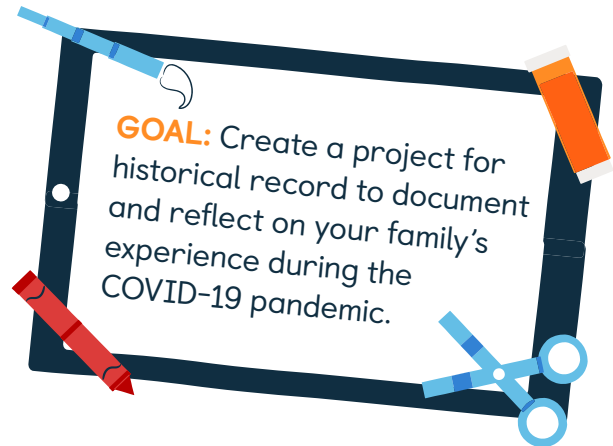
Focus on Social and Emotional Learning

As much as we try to protect them, preschool-aged children are aware that things have been different lately, and they may be feeling some anxiety. Anxiety in young children can show up as distraction or hyper-activity, so if you notice your child behaving differently, remember they may need some extra reassurance. Take time to check in and talk about how you're both feeling, and then take some deep breaths together or practice the yoga poses you learned this week!



Family Project

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



For the past couple weeks, your family has been working through the first five themes of your family project. This week, we invite your family to explore the theme **All the Feels** ...

Discuss this!

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

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

All the Feels

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

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

A History Lesson for School-Age Kids

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



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

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

THEMES:

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

