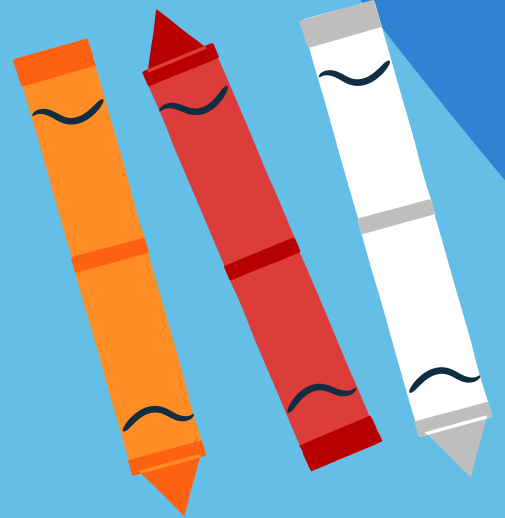


At Home Learning Guide for Prekindergarteners (4 years old)

Week of April 27, 2020



This week in our centers, prekindergarteners would typically be learning about the green and growing world of **Plants and Gardening**. Even though we're not in our centers right now, there are lots of ways you can bring the fun of plants and gardens to life at home.

This week's activities include:

- A **Cognitive Development activity** that introduces your child to the plant life cycle.
- A **Language and Literacy activity** that teaches them about the parts of plant.
- A **Creative Expression activity** that invites them to share their knowledge of what plants need to grow through artistic representation.
- If you planted seeds with our [April 20 prekindergarten guide](#), keep taking those daily pictures so you can create your **time-lapse video!**

We understand that during these times of social-distancing and isolating at home it may be difficult to get outside for some of these activities. **No worries** - houseplants and pictures of plants in books and child-friendly magazines work just as well for these activities.

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 Wheels Turning (Cognitive Development)

Plant Life Cycle From seed to flower, your child explores the different stages of plant growth.

Read with Me (Language and Literacy)

Fun in the Sun Read-Aloud with Letter and Word Family Review Use letter cards and a song to review the sounds of six letters and the /un/ word family, then read-aloud to *Fun in the Sun*.



TUESDAY

Let's Chat (Language and Literacy)

Parts of a Plant Your child learns about the different parts of a plant and how they help the plant grow.

Get the Wheels Turning (Cognitive Development)

Eat It, Then Regrow It! Your child will be amazed when they start a vegetable garden using the parts of vegetables we usually don't give much attention to—the tops and bottoms!



WEDNESDAY

Express Yourself! (Creative Expression)

What Do Plants Need? Your child learns the three things plants need to grow: soil, sun, and water!

Get the Wheels Turning (Cognitive Development)

April Showers Your child investigates the phenomena of rain by creating their own rainstorm in a cup!



THURSDAY

Growing Flexible Brains (Executive Function)

Choosing a Garden Location Your child applies what they've learned to select the ideal location for a garden.

Mindful Moment with Nature Sounds Your child learns the value of taking a moment to focus on their breath and a series of nature sounds.



FRIDAY

Get the Wiggles Out (Physical Development and Wellness)

Fruit and Vegetable Toss Your child practices throwing skills as they toss toy fruits and vegetables into a basket.

Virtual Field Trip

United States Botanic Garden Take a virtual tour of an incredible variety of plants.



EVERYDAY LEARNING EXPERIENCES

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



FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Social emotional learning is always important, but never more so than in challenging times like these when our ability to manage our emotions is put to the test!



Getting Ready for the Week: Materials to Gather

Monday:

- ❑ Marker
- ❑ Picture of a plant life cycle (included)
- ❑ Scissors (for adult use)
- ❑ Sheet of paper
- ❑ [Video link](#) to the book *Fun in the Sun* by Lyssa Horvath, illustrated by Krista Martenson

Tuesday:

- ❑ Bowls or pie plates, 2
- ❑ Carrots, with leafy tops or short stems*
- ❑ Celery bunch*
- ❑ Cutting board
- ❑ [Picture of a plant and its parts](#) (included)
- ❑ Regrowing Vegetables [video](#)
- ❑ Ruler
- ❑ Sharp knife (for adult use)
- ❑ Water

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

Wednesday:

- ❑ [Cloud in a Cup video](#)
- ❑ Crayons, markers, or colored pencils
- ❑ Eye dropper (a spoon will work, if you don't have an eye dropper)
- ❑ Food coloring, blue (optional)
- ❑ Marker
- ❑ Paint: tempera, finger, or watercolor (optional)
- ❑ Paint supplies: paint brush, palette or paint cups, water cup (optional)
- ❑ Paper
- ❑ Paper towels, 2
- ❑ Pitcher or container of water, small
- ❑ Plastic or glass drinking cup, clear
- ❑ Rubber band (tape will work, if you don't have a rubber band)
- ❑ Weather sounds from a digital source, like the Rain Sleep Sounds app or Relax Rain app

Thursday:

- ❑ Mindful Moment [video](#) with nature sounds

Friday:

- ❑ Basket or box, large
- ❑ Toy fruits and vegetables
- ❑ United States Botanic Garden [link](#)

* If you don't have carrots or a celery bunch on hand, that's okay! You can substitute another vegetable, like green onions, onions, romaine lettuce, bok choy, cabbage, garlic, basil, mint, rosemary, and cilantro.

At Home Learning Guide – Prekindergarteners

Week of April 27, 2020



MONDAY

Get the Wheels Turning: Plant Life Cycle

From seed to flower, your child explores the different stages of plant growth.



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:

- [Picture of a plant life cycle](#) (see next page)

Note: This is a similar activity to one in the *Preschool At Home Activities Guide*; however, it is also developmentally appropriate at this age. An older child may experience the activity with more drama, more details, and more advanced skills. This is a great multi-age activity!



What your child is learning:

- The life cycle of plants
- Plant-related vocabulary
- How to communicate and share ideas and experiences with others

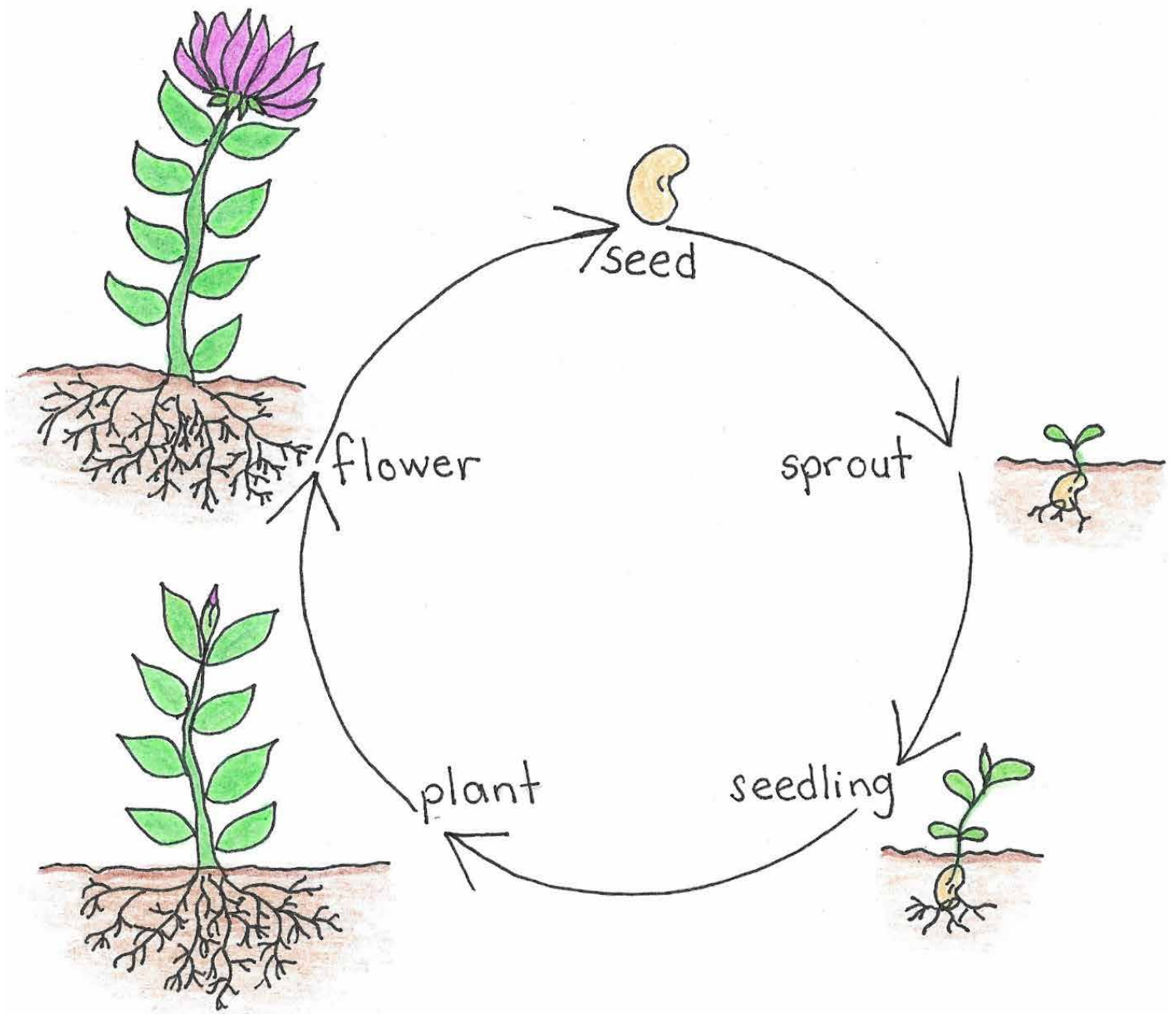
What you do: Begin by asking your child what they know about how plants grow. Tell them that over the next two weeks, they'll be doing activities to learn about plants. Today, they're going to learn about the life cycle of a plant. Explain that a life cycle of a plant means the different stages, or forms, a plant goes through as it grows from a seed to a full-grown plant.

Show them the [picture](#) of the plant life cycle, and starting at the top with the seed, ask them to share what is happening in each stage of the plant life cycle, providing the words *seed*, *sprout*, *seedling*, *plant*, and *flower* at the appropriate stage as needed. If your child is unsure what's happening, ask questions to help guide their description, such as "We started with a seed. Where is the seed in this picture? What is growing out of the seed?"

After your child has shared their explanation of the plant life cycle, summarize what you heard. If you planted seeds last week to make a time-lapse video, ask what stage of the plant life cycle their plants are in. Look for opportunities when you're outdoors with your child to make observations about plants in different stages, like the seeds that fall from a maple tree or the sprouts of vegetable seeds in a garden.

If your child is ready: Provide them with paper and drawing tools and invite them to create their own representation of the plant life cycle. If a recording device is available, invite them to make a video explaining the plant life cycle that they can share with others.

Plant Life Cycle



At Home Learning Guide – Prekindergarteners

Week of April 27, 2020



MONDAY

(continued)

Read with Me: *Fun in the Sun* Read Aloud with Letter and Word Family Review

Use homemade letter cards and a well-known children’s song to review the sounds of six letters and the /un/ word family, then read-aloud to *Fun in the Sun*.



Length of activity:

15-20 minutes*

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

Level of Engagement Required by Adult: High

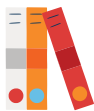


Level of Prep Required: Medium



What you need:

- Marker
- Scissors (for adult use)
- Sheet of paper
- [Video link](#) to the book *Fun in the Sun* by Lyssa Horvath, illustrated by Krista Martenson



What your child is learning:

- Word family *un* and /un/ as the ending sound in consonant/vowel/consonant words
- Building words using a word family
- Beginning to read words
- The names and shapes of uppercase and lowercase F, K, L, N, R, and U
- Saying the /f/, /k/, /l/, /n/, /r/, and /u/ (as in umbrella) sounds and hearing them in words

What you do: Cut the paper into seven pieces. With your child watching, write the uppercase and lowercase versions of the letters F, K, L, N, R, and U on each piece (you will have one piece of paper left over): Ff, Kk, Ll, Nn, Rr, and Uu (your child can also do this, if they already know how). Ask your child to name each letter as you write it. Talk together about the sound each letter makes.

Spread the letter cards randomly on a table in front of you. As you sing the following tune about each letter and its sound, ask your child to find the corresponding letter.

Teach them the following song verse to the tune of “Where, Oh, Where Has My Little Dog Gone?”

Where, oh, where has my letter F gone?
Where, oh, where can it be?
With an /f/ - /f/ - /f/ - /f/ - /f/ - /f/ - /f/ - /f/ - /f/,
Oh, can you find it for me?

While singing, pause before saying the letter’s sound to give your child a chance to respond with the correct sound that goes with the letter. Repeat the song by inserting the appropriate letter and sound into this verse.



MONDAY

(continued)

Offer your child encouragement throughout the process to boost their confidence. Be sure to give them enough time to find the letter sound on their own but be ready with helpful hints if they need them!

Write “*un*” on the remaining piece of paper. Explain that when the letters U and N are put together in this way, they make the /un/ sound. The /un/ sound is made up of two smaller sounds, /u/ and /n/. Show your child how to blend the two sounds together by sweeping your finger under the letters from left to right and lengthening the sounds /uuunnn/.

Explain that *un* is a word family. “Word families are groups of words that have the same ending sound, like the ending *un*.” Tell your child that the book they’re going to hear has lots of words with the *un* word family and the letters they’ve reviewed in them. Play the [video](#) and invite your child to watch along as the book is read aloud. After viewing, help them recall the different *un* words they heard.

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

Questions to ask:

- Who was the story about?
- Why did the children run inside at the end of the story? How do you know?
- How do the illustrations help tell the story?
- How do the illustrations make you feel?
- How do you think the children were feeling at the beginning of the story? Why?
- How do you think the children were feeling at the end of the story? Why?
- What are the *un* words you saw and heard?





TUESDAY

Let's Chat: Parts of a Plant

Your child learns about the different parts of a plant and how they help the plant to grow.



Length of activity:
15 minutes*

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

Level of Engagement Required by Adult: High



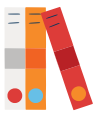
Level of Prep Required: Low



What you need:

- [Picture of a plant and its parts](#) (see next page)

Note: This is a similar activity to one in the [Preschool At Home Activities Guide](#); however, it is also developmentally appropriate at this age. An older child may experience the activity with more drama, more details, and more advanced skills. This is a great multi-age activity!



What your child is learning:

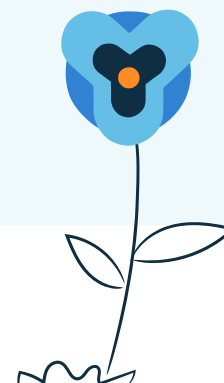
- Plant-related vocabulary
- That living things have basic needs
- How to use pictures or illustrations to gather information

What you do: Show your child the [picture](#) of a plant or a real plant if one is available. Invite them to point out the different parts of the plant and name any they are familiar with. As they point out the parts, ask them to share what they know about each part of the plant and what it does.

Invite your child to make observations about these different parts and share and discuss experiences they have had, like seeing leaves change color or different fruits they have eaten. If needed, use the information on the [next page](#) to affirm or help guide your child's understanding of the parts of a plant.

If your child is ready: Invite them to make predictions about what would happen if a part of the plant was removed and ask them to explain their thinking.

- What do you think would happen if the leaves were cut off?
- What do you think would happen if the stem was cut?
- What do you think would happen if the flower was cut off?





Parts of a Plant

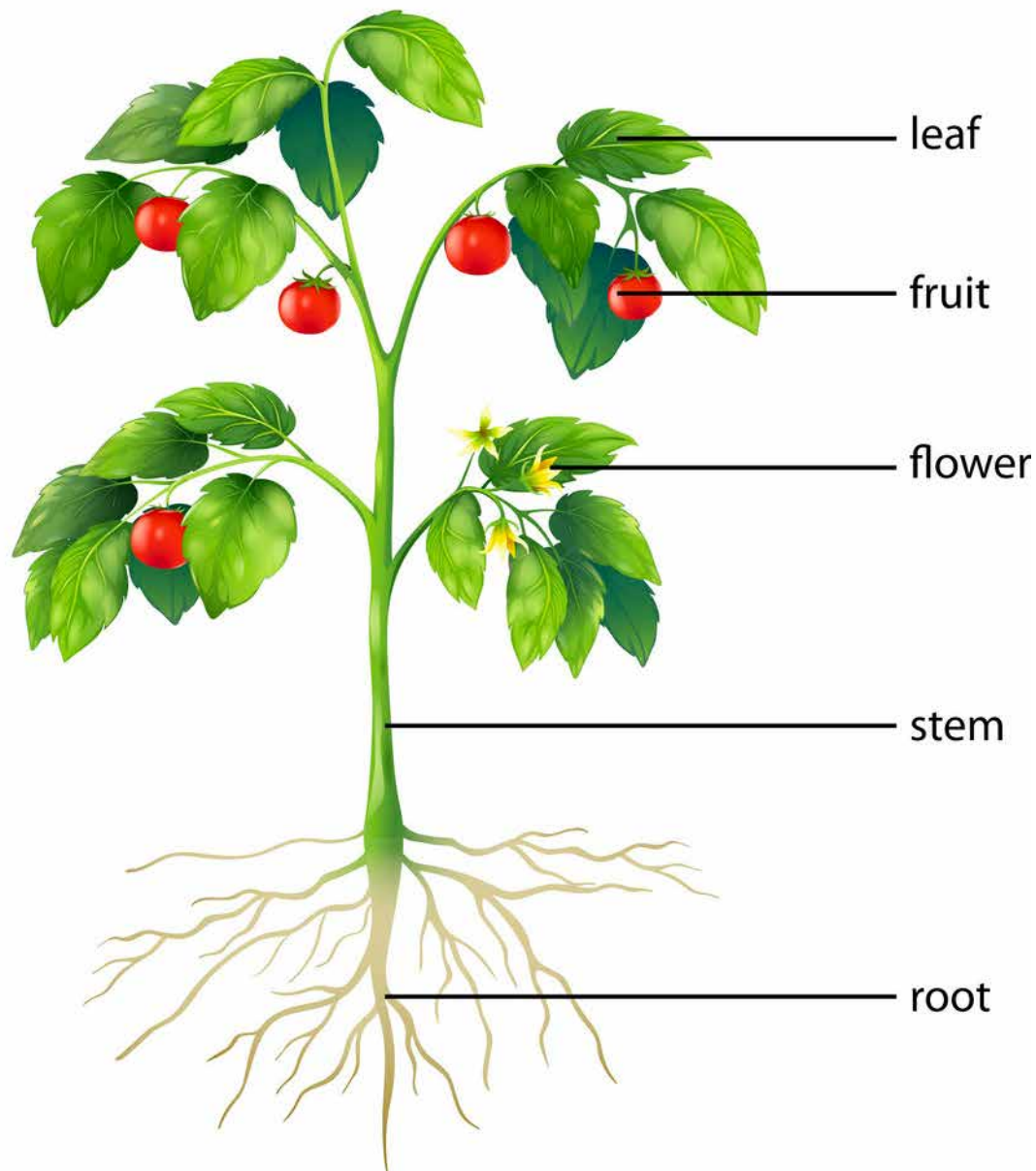
Roots: Roots grow beneath the ground and help the plant get water and nutrients from the soil.

Stem: The stem holds the plant upright, provides support, and carries water and nutrients from the roots to the rest of the plant.

Leaves: Leaves take in sunlight to help the plant grow strong.

Flowers: The flower produces the seeds to grow more plants. Some flowers produce fruit.

Fruit: When flowers produce fruit, most often the seeds of the plant are inside the fruit. Some plants produce fruits we can eat.



At Home Learning Guide – Prekindergarteners

Week of April 27, 2020



TUESDAY

(continued)

Get the Wheels Turning: Eat It, Then Regrow It!

Your child will be amazed when they start a vegetable garden using parts of vegetables that we usually don't give much attention to —the tops and bottoms!



Length of activity:

15-20 minutes*

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

Level of Engagement

Required by Adult: High



Level of Prep Required: Medium



What you need:

- Bowls or pie plates, 2
- Carrots, with leafy tops or short stems*
- Celery bunch*
- Cutting board
- Regrowing Vegetables [video](#)
- Ruler
- Sharp knife (for adult use)
- Water

* *Note: If you don't have carrots or a celery bunch on hand, that's okay! You can substitute another vegetable, like green onions, onions, romaine lettuce, bok choy, cabbage, garlic, basil, mint, rosemary, and cilantro. For information on how to regrow some of these vegetables and more, check out [this resource](#).*

Note: This is a similar activity to one in the *Preschool At Home Activities Guide*; however, it is also developmentally appropriate at this age. An older child may experience the activity with more drama, more details, and more advanced skills. This is a great multi-age activity!



What your child is learning:

- Literacy and math skills like following instructions and measurement
- Food safety
- Cooking-related vocabulary
- Increased openness to trying foods they've prepared
- How the parts of vegetables that we don't eat can be regrown or used in other ways





TUESDAY

(continued)

What you do: Wash the ruler in soapy water. Invite your child to help you wash the vegetables thoroughly. As you wash, tell them that many foods we eat can actually be regrown into new plants. What ideas do they have about which types of foods can be regrown?

Show your child the celery and carrots (or other vegetable you've selected) and explain that new plants can be grown from the parts of these vegetables that we don't eat. Watch the [video](#) for tips.

To regrow celery:

1. Hold the celery bunch upright on the cutting board.
2. Show your child where the inch markings are on the ruler. Have them use the ruler to measure from the bottom of the bunch to about four inches up.
3. Cut the celery bunch at that measurement and have your child place it in a bowl.
4. Have them pour about 1 or 2 inches of water into the bowl, using the ruler to measure the water level.
5. Place the bowl in an area indoors that gets direct light and water it daily.
6. Slice what remains of the celery stalks to use in a recipe or cut them into sticks to snack on.

Carrot tops don't actually grow new carrots to eat, but they will grow new leaves and roots!

1. Cut the leafy greens or stems off the carrots, leaving about a $\frac{3}{4}$ -inch stub above the top of the carrot.
2. Have your child place the carrot tops upright in a bowl, with the cut sides facing down.
3. Have them slowly pour water into the bowl about $\frac{1}{2}$ -1 inch above the bottom of the carrot tops.
4. Place the bowl in an area indoors that gets direct light and change the water in the bowls daily.
5. Slice what remains of the carrots to use in a recipe or cut them into sticks to snack on.

In about a week you'll see new celery stalks starting to form at the inner portion of the celery plant and new leaves and roots forming on the carrot tops. After the celery bottom has sprouted new leaves and the carrot tops have sprouted several new roots, help your child plant the vegetables into the ground, a raised garden bed, or a pot. In a matter of months, you'll have celery to harvest and beautiful carrot ferns to admire!

Questions to ask:

- What types of foods do you think can be regrown? Why?
- What types of foods do you think can't be regrown? Why not?
- How long do you think it will take for the celery bottom and carrot tops to start growing new leaves?



WEDNESDAY

Express Yourself!: What Do Plants Need?

Your child learns the three things plants need to grow: soil, sun, and water!



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
- Paint: tempera, finger, or watercolor (optional)
- Paint supplies: paint brush, palette or paint cups, water cup (optional)
- Paper



What your child is learning:

- How to use different tools and materials to create two- and three-dimensional art
- How to create art that represents animals, people, or things
- That living things have basic needs
- How to recall information from prior experiences and relate those ideas to current experiences

What you do: Ask your child to share what they remember about the plant life cycle and the parts of the plant. How do the different parts of a plant help the plant to grow? Invite them to make predictions about what plants need to grow. Tell them that plants need three things to grow: soil, sun, and water.

If you planted seeds last week to make a time-lapse video, encourage your child to think about what they did to help the seeds grow, like planting them in soil, watering them, and placing them in a sunny location.

After talking about the three things that plants need to grow, show your child the drawing and/or painting supplies you have collected. Give them a sheet of paper and invite them to create a picture representing a plant and the three things a plant needs to grow. When they are finished, encourage them to share the different parts of their picture with you.

If your child is ready: Invite them to add writing to their picture to tell what it represents, either through creative spelling or through dictation.

At Home Learning Guide – Prekindergarteners

Week of April 27, 2020



WEDNESDAY

(continued)

Get the Wheels Turning: April Showers

Your child investigates the phenomena of rain by creating their own rainstorm in a cup!



Length of activity:

15–20 minutes*

*This activity can be done in short amounts over the course of the week.

Level of Engagement Required by Adult: High



Level of Prep Required: Medium



What you need:

- [Cloud in a Cup video](#)
- Eye dropper (a spoon will work if you don't have an eye dropper)
- Food coloring, blue (optional)
- Marker
- Paper towels, 2
- Pitcher or container of water, small
- Plastic or glass drinking cup, clear
- Rubber band (tape will work, if you don't have a rubber band)
- Weather sounds from a digital source, like the Rain Sleep Sounds app or Relax Rain app

Note: This is a similar activity to one in the *Preschool At Home Activities Guide*; however, it is also developmentally appropriate at this age. An older child may experience the activity with more drama, more details, and more advanced skills. This is a great multi-age activity!



What your child is learning:

- Observation skills
- How clouds collect water
- What makes rain fall from a cloud



WEDNESDAY

(continued)

What you do: Without your child watching, play a weather sound, such as rain or thunder, for a few seconds. Then, ask your child to try to identify the sound. What image does the sound bring to their mind? If your child says “rain” or “a thunderstorm,” they are correct! Explain that this activity is all about creating their very own rainstorm in a cup. Ask your child to wonder with you: What makes rain? Watch the [Cloud in a Cup video](#). Fold two paper towels in half or fourths, to create a layered cover for the top of the cup. Have your child place the folded paper towels on top of the cup and secure them with a rubber band. Help out with placing the rubber band, if needed. Explain that they’ll be using their imagination to pretend the paper-towel cover on the cup is a cloud. Invite your child to use the marker to draw a cloud shape on the cover, to help them imagine.

Next, invite your child to put a couple drops of blue food coloring in the water, if you have it. Give them the eye dropper (or spoon), then show them how to squeeze the bulb to draw up and release water from the pitcher. After a few minutes of exploring how to use the eye dropper, ask your child to make observations about the “cloud” on the cup. They might use descriptive words like white, dry, fluffy, or soft.

Explain that right now, the cloud is empty. Have your child fill the eye dropper with blue water and squeeze one drop of water on the top of the paper towel. Ask them to describe what they see happening as the water lands on the paper towel.

Have them squeeze another drop of water on the paper-towel cloud. Explain that clouds collect water from the air around them—just like the paper-towel cloud is collecting water. Have your child keep adding drops of water to the paper-towel cloud, one at a time, until it is saturated and begins dripping water down into the cup. When that happens, ask them to describe what they see happening.

Tell your child that just like the paper-towel clouds, real clouds also hold water until they become too full and can’t hold any more. When that happens, voila—the water falls down from the clouds as rain!

Your child can keep adding water to their paper-towel cloud to create a rainstorm, if they’d like. If your child is interested in extending this activity, you can make two or three rainstorms in cups to test variables. How many drops of water are needed to make a thinner (or thicker) cloud begin to rain? Simply vary the number of paper-towel layers to test this out.

Questions to ask:

- What makes rain?
- What did you notice when you dropped the water on the paper towel?
- How does your cloud look different now?
- What might happen if you added another drop of water?
- How many drops of water do you think it will take to make your cloud rain?
- What happens when clouds have too much water in them?
- What ideas do you have about what’s happening?
- What does this remind you of?





THURSDAY

Growing Flexible Brains: Choosing a Garden Location

Your child applies what they've learned to select the ideal location for a garden.



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 recall information from prior experiences and relate those ideas to current experiences
- How to see other points of view
- How to apply what they have learned to real-world situations
- How to communicate and share ideas and experiences with others

What you do: If possible, conduct this activity outside. If an outside space is not available, modify language as needed to reflect a house plant.

Begin by asking your child to share what they have learned about plants and what plants need to grow. Today you're going to be thinking about places where you could plant a garden, keeping in mind what plants need to grow. Invite them to explore the outdoor space and make suggestions about where they would plant a garden and ask them to explain why they chose that location.

As they make suggestions, offer other ideas of locations that would not be ideal, encouraging your child to explain to you why that would not be a good location. "I think we should plant a garden under that big tree, right there in that shady spot. Do you think that would be good place? Why not?"

If possible, consider planting one or two plants in the area suggested by your child so they can observe and reflect on the location they selected.

If your child is ready: Share that some plants need a lot of sun during the day and some plants only need a little sun. Plants that only need a little sun grow well in the shade of trees or buildings. Invite your child to select locations for plants that only need a little sun during the day to explain why they chose that location.



THURSDAY

(continued)

Growing Flexible Brains: Mindful Moment with Nature Sounds

Your child learns the value of taking a moment to focus on their breath and a series of nature sounds.



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:

- Mindful Moment [video](#) with nature sounds



What your child is learning:

- Paying attention to sounds they hear
- Using deep breathing and focus as a way to relax and self-soothe
- Identifying nature sounds they prefer over others
- Naming their feelings

What you do: Talk with your child about the sounds they might hear on a spring day. Might they hear birds singing or rain falling? What other sounds might they hear? What are some of the nature sounds you hear when you're outside in your own neighborhood?

Explain that listening to sounds in nature can help us relax and feel peaceful. Tell your child you're going to listen together to nature sounds they might hear in the spring.

Invite your child to sit or lie down near you. Take a few deep breaths together to begin, then lower or close your eyes and play the sounds [video](#).

When the sounds video is done playing, ask your child to look up or open their eyes and share what they heard and how they felt while listening to the different sounds. Talk about how you're both feeling after taking this moment to breathe and relax together.

You can do this activity any time, with or without the sounds video! Just find a quiet spot together in a local park (practicing social distancing, of course) or in your own outdoor space, and listen to the sounds around you!



THURSDAY

(continued)

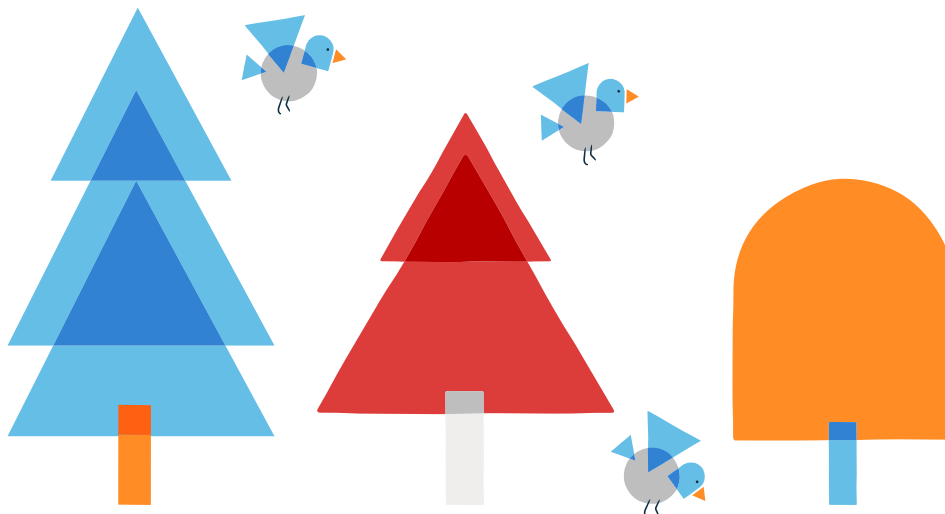
Questions to ask:

- What sounds did you hear?
- Which sound was your favorite?
- Which sound was your least favorite?
- How did the sound of ____ make you feel?
- How do you feel after taking some deep breaths and listening to these sounds?
- Do you notice anything different about your body? Are your shoulders relaxed? Is your heart racing?

A note about mindfulness:

Mindfulness is the practice of focusing on or paying close attention to what we are doing or what is happening around us in the present moment. A “mindful moment” is literally that—a moment in which you focus on a thought, image, feeling, sensation, or the environment around you. It gives us a way to calm and re-center when we feel stressed, anxious, or simply need a break.

Research has shown that practicing mindfulness with children benefits their brains, overall well-being, and social and emotional development. It helps them develop attentiveness, self-management skills, self- and other-awareness, relationship skills, and the ability to cope with big feelings in a positive way. Interested in learning more about mindfulness for children? Check out [this website](#).





FRIDAY

Get the Wiggles Out: Fruit and Vegetable Toss

Your child practices their throwing skills as they toss toy fruits and vegetables into a basket.



Length of activity:
10–15 minutes*

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

Level of Engagement Required by Adult: Low



Level of Prep Required: Low



What you need:

- Basket or box, large
- Toy fruits and vegetables



What your child is learning:

- Increased competence in throwing skills
- Counting using one-to-one correspondence
- How to make observations and comparisons

What you do: Collect a variety of plush or plastic toy fruits and vegetables and place them in the basket. Show your child the basket of fruits and vegetables and ask them to share the name of each one as they take it out of the basket and place it on the floor. As they name each one, invite them to share what they know about the fruit or vegetable, like how it grows, how it tastes, whether or not they have eaten it before, and if they liked it.

When all of the fruits and vegetables have been removed from the basket, place the basket approximately 4 feet from your child. Invite them to toss the fruits and vegetables, one at a time, into the basket. When your child has tossed them all, encourage them to count and make comparisons about the fruits and vegetables in the basket.

- How many vegetables made it into the basket?
- How many fruits made it into the basket?
- Are there more fruits or more vegetables in the basket?

Have your child collect the fruits and vegetables and return to the same spot. Can they get more in the basket this time?

If your child is ready: Introduce questions that encourage them to use addition and subtraction.

- You tossed two fruits in the basket and three vegetables. How many did you toss in the basket all together?
- You tossed three vegetables in the basket and two fruits. How many more vegetables are in the basket than fruits?

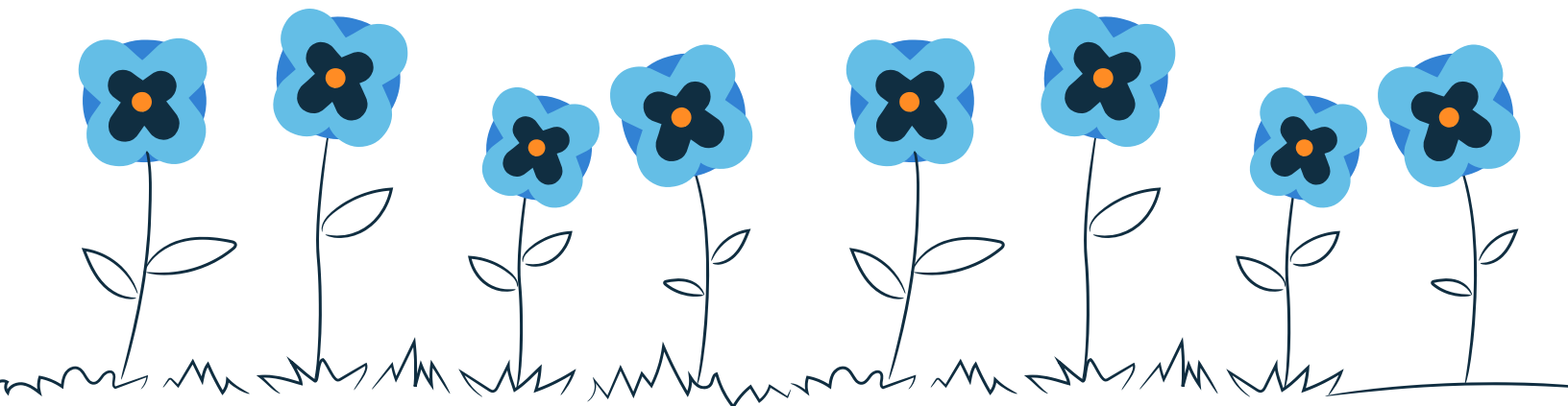
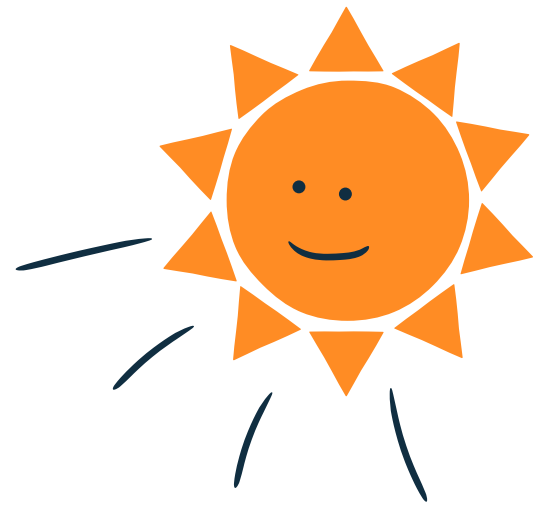


FRIDAY

(continued)

Virtual Field Trip: United States Botanic Garden

Take a virtual tour of the [United States Botanic Garden](#), where you can see an incredible variety of plants including a rose garden and an indoor tropical garden. As you tour the garden with you child, encourage them to look for plants that they have seen growing where you live!





Everyday Learning Experiences

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

1

Anytime your child asks you the dreaded “**Why?**” question, turn it into an opportunity for them to reflect and communicate. Ask, “What do you think?” Ask them open-ended (not “yes” or “no”) follow-up questions to keep them thinking and talking. For example, if they ask you why you wear a mask on your face when you go to the grocery store, they might tell you they think it’s to cover your mouth. You can ask questions like “What kinds of things come out of our mouths?” and “What might happen if those things got on other people?” to help them understand how wearing masks in public help keep everyone safe and healthy.

2

What if you used a fork to eat cereal instead of a spoon? What if you put your shoes on before your socks? These questions are silly, but they encourage your child to think in new and different ways. Trying to make sense of these **silly questions** and reason out what would happen if we did these things and coming up with “What if” questions of their own are all ways to encourage your child to think outside of the box.

3

During a time when you have lots of items to deal with, like dishes on the table, laundry in the basket, or toys on the floor, ask your child to help by picking them up one at a time and **counting** as they bring them to you. Help them get to 10 by counting your growing number of items each time they bring you a new one and prompting them to get the next number: “One, two, three, four, five cups! Can you bring me number 6?”

4

When your child’s body language or behavior shows you that they’re having big feelings like anger or sadness, take a moment to talk with them about it and help them **name their emotions**. For example, you might say something like, “You are yelling and throwing your toys. You look mad. How do you feel?” Encourage your child to use words to tell you what feelings they’re experiencing.

5

When your own emotions are running high and you could use a way to calm down, model taking slow, deep breaths. Be **honest** about how you’re feeling and what you’re doing by saying something like, “I’m so frustrated that this computer isn’t working! I want to feel better. I’m going to take three deep breaths.” Invite your child to breathe with you and offer deep breathing as a strategy to them when they need help feeling calm.



Focus on Social and Emotional Learning

Parenting young children through a global pandemic is probably not something you ever anticipated doing. There are a ton of emotions that come with this experience, and the emotional rollercoaster isn't limited to adults—our kids are feeling it too. In young children, stress and anxiety shows itself in a variety of ways, from sleep disruptions to emotional meltdowns to extra clinginess and attention seeking.

Watch our first episode of [Puppet Pals!](#) We introduce our favorite puppet characters, Uncle Gerald and Tootlebootle, who discuss living in a pandemic. Do you have a topic you'd like our puppets to discuss? Send your idea to education@kc-education.com!

Also, our friends at Sesame Street have a variety of materials designed to support you and your little ones through this unprecedented moment in our history. From tips for families on how to schedule the day and keep learning happening at home, to dances and meditations to help kiddos manage big feelings, check out <https://www.sesamestreet.org/caring> for strategies, resources, and much more.

Our big kids may be more aware of what's happening in the world, and while they're more able to express their emotions verbally, they'll still need some support in learning how to process and manage their feelings. For children PreK–6th grade, check out these free offerings from the social emotional learning experts at [Sanford Harmony](#). These materials provide a variety of strategies for learning how to recognize and express emotions in a healthy, constructive way.

