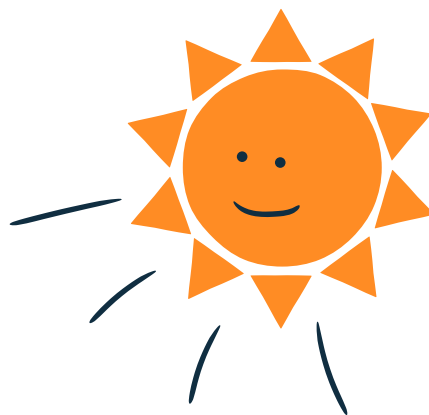


# At-Home Summer Guide for Preschoolers and Prekindergarteners (3 and 4 years old)

Week of June 22, 2020

This week's summer guide for preschoolers and prekindergarteners continues the theme **Staying Safe**. Whether you've returned to your center or you're still learning from home, you and your child can use these activities to talk about different ways to stay safe!

The Staying Safe activities in this week's guide are the same for preschool and prekindergarten. The topics and how they're presented are appropriate for both age groups, however, you can **adjust or extend the conversations as you feel comfortable**. In addition to the safety practices covered in this guide, there may be other practices that are important in your community or to you and your family, you can use this opportunity to discuss those with your child.



This week is all about **staying safe in the community**. You and your child will talk about stranger awareness, what to do if they get lost, and what personal information they should know. They'll learn how to cross the street safely. You and your child will extend last week's home safety kits activity to create travel safety kits for when you're on the go.



## Learning Adventures

are small-group enrichment programs in our centers designed to give children experiences in cooking, STEM, phonics, and music. One activity in this guide is adapted from these programs for your use at home. It's a great way to dig deeper into areas that may interest your child.

# This Week's Theme:

# Staying Safe

What you'll find in this guide. . .

We've provided activities similar to what your child would be learning in their center. You and your child can choose your own adventures and do the activities in any order, repeating and revisiting them as often as you want! Click on the icons below to discover more...



## LET'S PLAY

### Street Safety

Stop! Look! Listen! You and your child practice how to safely cross the street.



## LET'S CHAT

### Names to Know


You and your child talk about how knowing names can help keep them safe.



## LET'S CHAT

### Stranger Awareness

Your child learns the importance of making good choices about strangers.



## LET'S CHAT

### What to do if You're Lost


You and your child talk about what to do if they get lost or separated from you or a group.



## LET'S CREATE

### Travel Safety Kit


Create travel safety kits to keep in your vehicles and travel bags.



## GAME TIME

### What's Different?

You and your child spot the differences between two pictures.



## LEARNING ADVENTURES: STEM INNOVATORS

### Exploding "Fruit"

Use common household substances to create a solid, doughy "fruit," then create a chemical reaction to change it into something else!



## VIRTUAL FIELD TRIP

### Bicycle Helmet Factory

Take a trip to visit a factory where bicycle helmets are made!



## 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 **What is Essential?**

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020

## Getting Ready for the Week: Materials to Gather

### Street Safety

- ❑ Marker
- ❑ Paper (2 sheets)
- ❑ [Street-Crossing Pictures](#) (3 pages)

### Names to Know

- ❑ Pictures of **family members** your child spends time with outside of your home
- ❑ Pictures of **friends** your child spends time with outside of your home

### Stranger Awareness

No materials needed

### What to do if You're Lost

No materials needed

### Travel Safety Kits

- ❑ Home safety kit created in the [At-Home Summer Guide: Week of June 15](#)
- ❑ Paper
- ❑ Pen or pencil
- ❑ Supplies to create travel safety kits, such as adhesive bandages, gauze, wraps, medical tape, tweezers, wipes, hand sanitizer, and ointments
- ❑ Resealable plastic bags

### Exploding "Fruit"

- ❑ [Exploding "Fruit" video](#)
- ❑ Baking soda, 1 cup
- ❑ Liquid dish soap, 1 tablespoon
- ❑ Water, 4 teaspoons
- ❑ White vinegar
- ❑ Measuring cups and spoons
- ❑ Small, clear container
- ❑ Spoon
- ❑ Casserole pan or other baking dish with sides
- ❑ Protective table covering, such as newspaper
- ❑ Liquid food coloring (optional)
- ❑ Goggles (optional)

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



# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020



## Let's Play: Street Safety

Stop! Look! Listen! You and your child practice how to safely cross the street.



**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:**

- Marker
- Paper (2 sheets)
- [Street-Crossing Pictures](#) (3 pages)

### What your child is learning:

- How to safely cross the street
- How to follow directions
- How symbols represent words or meaning
- An awareness of symbols used to keep them safe

**About the Activity:** This activity focuses on crossing the street safely. Begin by talking with your child about why they need to cross the street and what rules they should follow when they do. Show your child the different pictures related to crossing the street. For each picture, ask them what they see and share the following information:

- [Child and crossing guard](#): Explain that there are often crossing guards outside of schools who help children safely cross the street by stopping traffic and walking children across the street.
- [Woman and child in crosswalk](#): Explain that some streets have crosswalks that are marked with white lines that tell people where it's safe to cross.
- [Walk and Don't Walk symbols](#): Explain that some streets have signals like these that tell people when it's safe to cross the street. The white lights shaped like a person walking mean you can cross the street, while the red lights shaped like a hand mean you need to wait.

Then share with your child that even when there are people, crosswalks, and signals to help us cross the street safely, there are still some rules we should follow to cross safely. Ask your child what they think the phrase **"stop, look, and listen"** means. Share that when they are going to cross a street, it is important that they stop walking, look both ways to make sure there are no cars or anything else coming that would make it unsafe to cross, and then listen for cars because they might not see a car but they may hear it.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

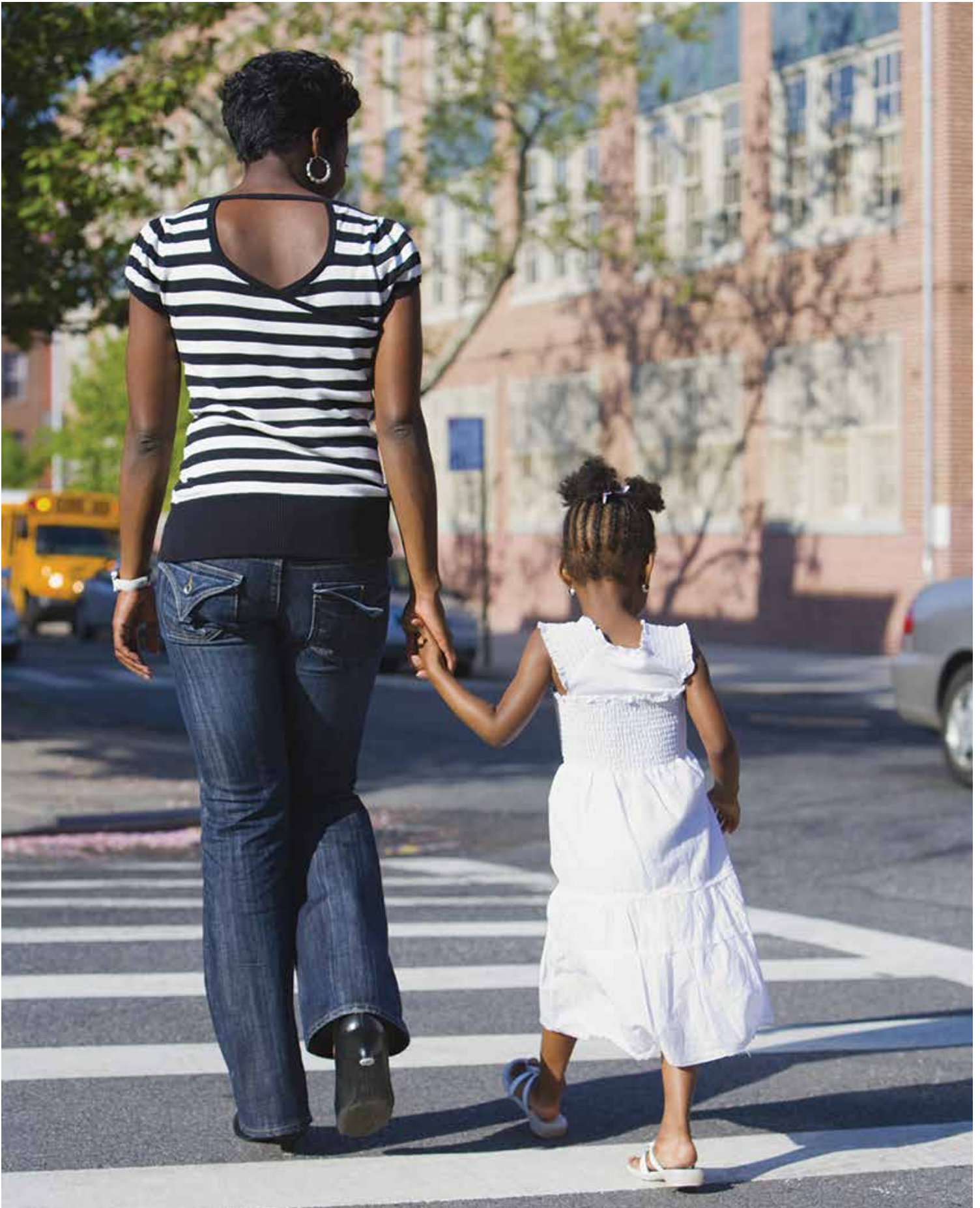
Week of June 22, 2020

**For your preschooler and your prekindergartener:** Draw the *walk* symbol and write the word “WALK” below it on one sheet of paper. Draw the *don’t walk* symbol and write the words “DON’T WALK” below it on a second sheet of paper. After reviewing stop, look, and listen, show your child the two sheets of paper. Ask them what each symbol means. Share that some crosswalk signals use the words walk and don’t walk instead of using symbols. Show them these words on each sheet of paper. Invite them to play a game using these signals. Share that you are going to stand about 10–15 feet away from them and hold up one of the signals. If you hold up the walk signal, they should stop, look, and listen before they move towards you. They can move forward until you hold up the don’t walk signal. Then they should stop and wait for you to hold up the walk signal again. Begin the game by holding up the *don’t walk* signal, then alternate between the two until your child has reached you. After the game is complete, play the game again, this time inviting your child to hold the signals and you will walk, wait, stop, look, and listen!

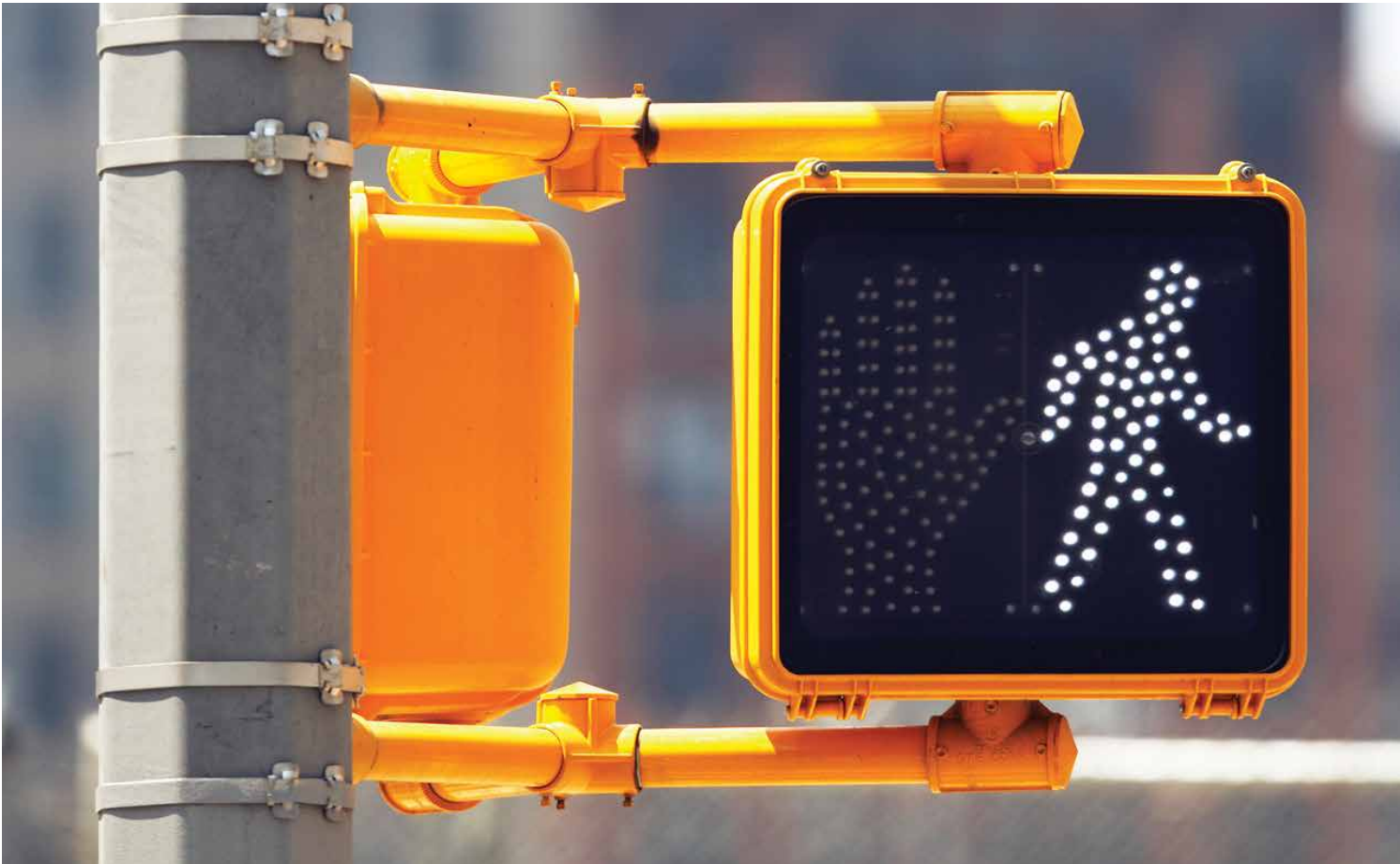
## Child and crossing guard



## Woman and child in crosswalk



*Walk and Don't Walk symbols*



# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020



## Let's Chat: Names to Know

You and your child talk about how knowing names can help keep them safe.



**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:

- Pictures of family members your child spends time with outside of your home
- Pictures of friends your child spends time with outside of your home

### What your child is learning:

- How to stay safe and make safe choices
- How to participate in conversations
- To recognize and name familiar people

### About the Activity:

In an emergency, it's important for your child to know their name and the names of the people they spend time with. Begin by asking your child what their name is. If needed, have your child practice saying their first and last name. Ask them why it's important that they know their name. Explain that if they need to ask someone for help, they will need to be able to tell the person their name.

**For your preschooler and your prekindergartener:** Share the pictures of different family members and friends. Share with your child that when they go out into the community, it's also important for them to know the names of the people they're with. Explain that if they get separated from the adult they're with, they will need to know the adult's name so they can tell the person helping them. Review each of the family members and friends with your child, helping them to learn each person's name. For example, they may be used to calling someone "grandpa" or "aunty," but it's important that they learn their name as well, such as "grandpa John" or "aunty Sally." Or if you have a nickname for a family member or friend that they use, they need to learn the person's name as well.



# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020



## Let's Chat: Stranger Awareness

Your child learns the importance of making good choices about strangers.



**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:**

No materials needed.

### What your child is learning:

- How to be aware of strangers
- How to participate in conversations
- How to stay safe and make safe choices
- How to follow directions

### About the Activity:

This activity focuses on learning about strangers and how to be aware of strangers while out in the community. Begin by asking your child what the word *stranger* means. Explain that a stranger is someone you don't know, and a stranger could be an adult or a child. Tell them one way to stay safe is to be smart about strangers and discuss what that means. Some things to do to be smart around strangers are:

- Only talk to a stranger if a familiar adult says it's okay
- Don't accept anything from a stranger unless the adult they're with says it's okay
- Never go with a stranger
- Don't tell strangers where they live

Explain that they should tell a trusted adult immediately if a stranger asks them where they live, offers them anything, or asks them to go with them.

Talk with your child about any specific rules you may have when out in public or regarding strangers. You may also choose to talk with your child about strangers they may talk to if they need help, such as teachers, doctors, store clerks, police officers, or firefighters.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

## Week of June 22, 2020

**For your preschooler and your prekindergartener:** After talking with your child about what a stranger is, describe several situations and ask what they should do. Talk with them about safe choices for each situation. Below are some examples of situations you can present to your child.

- What should you do if we are at the playground and someone you don't know offers you candy?
- What should you do if we are in the park and a stranger invites you to go with them to play with their puppy?
- What should you do if we are at the playground and another child asks you to come play in a different area of the playground where you can't be seen?
- What should you do if a stranger asks you where you live?
- What should you do if someone you don't know offers you a gift?

If you'd like to extend the conversation farther, you can talk with your child about what to do if strangers or people they know ask them to keep secrets, touch them in inappropriate ways, make them do things they don't want to do, harm them, or make them feel unsafe in any way. Talk with your child about different situations and let them know that in any of these situations, they should tell you immediately. If you and your child use a password system, you can also reinforce that during this conversation.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020



## Let's Chat: What to do if You're Lost

You and your child talk about what to do if they get lost or separated from you or a group.



**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:**

No materials needed.

### What your child is learning:

- What to do if they're lost
- How to participate in conversation

### About the Activity:

It's important to talk to your child about what to do if they get lost. Begin by talking with them about the different places you go together in the community, such as the grocery store, park, playground, or library. Ask them what rules they should follow to ensure they don't get lost or separated from you. Such rules might include holding hands in crowded places, holding onto or sitting in the cart in the grocery store, or staying where they can see you and you can see them on the playground.

**For your preschooler and your prekindergartener:** After talking about ways to help keep them from getting lost, talk with them about what to do if they do get lost or separated from you. Explain that if they get separated they should stay where they are because that makes it easier for someone to find them. Give an example of a time they might get lost, such as in a grocery store. Explain that if they get lost, they should stay where they are until you find them. If they get separated from you or the people they're with outdoors, such as while on a walk, they should stay where they are and make noise by shouting or calling out to get attention. This will make it easier for someone to find them. Review other situations where they might get separated from the adult they're with, such as in a park or a store, and what they should do.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020



## Let's Create: Travel Safety Kits

Create travel safety kits to keep in your vehicles and travel bags.



### 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: High



### What you need:

- Home safety kit created in the [At-Home Summer Guide: Week of June 15](#)
- Paper
- Pen or pencil
- Supplies to create travel safety kits, such as adhesive bandages, gauze, wraps, medical tape, tweezers, wipes, hand sanitizer, and ointments
- Resealable plastic bags

### What your child is learning:

- How different supplies are used to help us when we are injured
- How to relate prior learning to new experiences
- How to participate in conversations

### About the Activity:

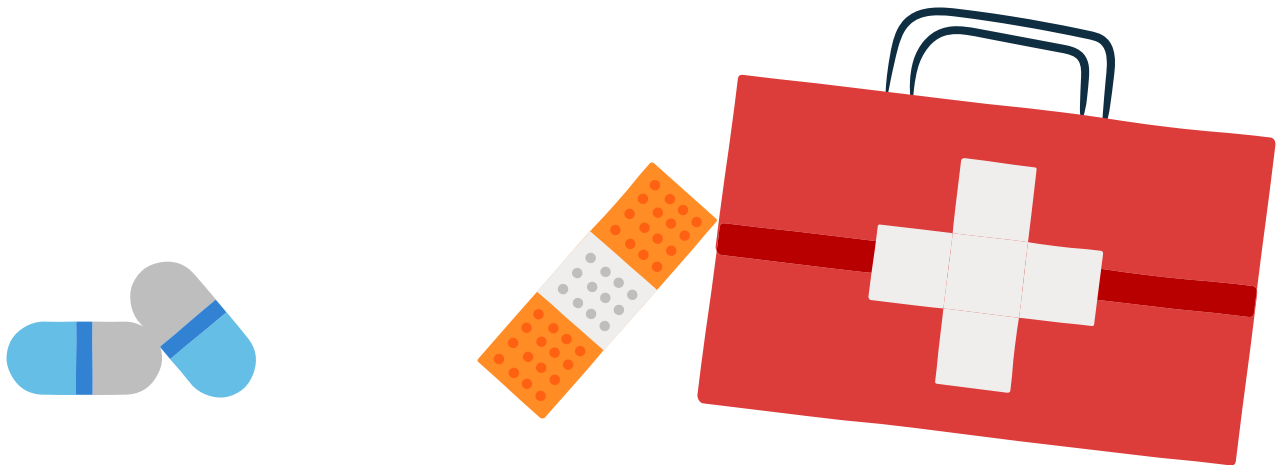
If you and your child didn't create a home safety kit during last week's activities, you can do so as part of this activity by following the directions in last week's guide for creating a home safety kit. Then add on this week's creation of travel safety kits.

Review the materials you included in the home safety kit you created last week. Then share that today you're going to use similar materials to create travel safety kits that you can keep in your car or take with you when you leave the house.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020

**For your preschooler and your prekindergartener:** Ask your child to think of times or places where it would be good to have the safety-kit supplies in case someone gets hurt. Ask them to help you make a list of the travel safety kits you should create and what supplies they think should be included in each safety kit. After creating the list, show your child the supplies you gathered, ask them to name any they're familiar with, and provide names for any they're not familiar with. Review how and when each item is used. Select one or two of the travel safety kits from the list and go through the items on the list with your child to see if they're in the collected supplies. If they are, have your child place them in a resealable plastic bag and cross them off the list. After going through the supplies, review any items left on the list and consider if they're items you will add to the safety kit later. If you have supplies left, consider making additional travel safety kits. Invite your child to help you place the travel safety kits in the appropriate locations, such as in cars or in carry bags used when you leave the house.



# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020



## STEM Innovators: Exploding “Fruit”

Use common household substances to create a solid, doughy “fruit,” then create a chemical reaction to change it into something else!



**Length of activity:**  
30–45 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:

- [Exploding “Fruit” video](#)
- Baking soda, 1 cup
- Liquid dish soap, 1 tablespoon
- Water, 4 teaspoons
- White vinegar
- Measuring cups and spoons
- Small, clear container
- Spoon
- Casserole pan or other baking dish with sides
- Protective table covering, such as newspaper
- Liquid food coloring (optional)
- Goggles (optional)

### What your child is learning:

- To identify liquid and solid states of matter
- To describe what they’re observing

### About the Activity:

Watch the first part of the [video](#) with your child, pausing it when prompted. Help your child measure and add the baking soda, liquid dish soap, and water into the clear container. As you do this, talk with your child about each substance and whether it’s a liquid or solid. If desired, your child can add 5 to 7 drops of food coloring to their mixture to match the type of “fruit” they want to create.

Have your child stir the mixture with a spoon until the materials are well mixed. When some of the crumbles start to stick together in clumps, invite your child to switch and use their hands to form the clumps into the shape of the fruit they’re creating.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020

**Tip:** Food coloring can stain hands. To avoid this, your child can wear disposable gloves or use another type of barrier.

Show your child how to use their hands to scoop a small amount of the mixture and roll it into a ball. Have them gradually add more of the mixture to the ball until they've formed the mixture into a "fruit." Set the fruit inside the casserole pan.

Wonder aloud, "How could you turn your fruit into something different? What if you pour a little vinegar on it? What do you think might happen?"

Invite your child to pour a small amount of vinegar onto their fruit and observe what happens. Your child can continue adding vinegar until the reaction has subsided.

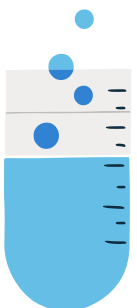
## For Your Preschooler:

While making their "fruit," encourage your child's use of observation skills, language, and critical thinking by asking questions about how the baking soda, dish soap, and water mixture changes and why. While pouring vinegar on the fruit, reinforce vocabulary such as *fizzy*, *erupting*, and *foamy* to help your child describe what they're observing.

## For Your Prekindergartener:

While making their "fruit," encourage your child's use of observation skills, language, and critical thinking by asking questions about how the baking soda, dish soap, and water mixture changes and why. While pouring vinegar on the fruit, reinforce vocabulary such as *fizzy*, *erupting*, and *foamy* to help your child describe what they're observing.

Invite your child to create another baking soda, dish soap, and water "fruit" and test other clear liquids, such as tea, sparkling water, or soup broth to see if they create similar reactions. Help your child record their findings.



### The science behind it:

Why do baking soda and vinegar erupt when they mix? Baking soda contains sodium bicarbonate, and vinegar is made of water, salt, and acetic acid. When baking soda and vinegar are combined, the sodium bicarbonate and acetic acid don't mix with each other, but instead cause a bubbly, fizzy reaction. The sodium bicarbonate and acetic acid form a new chemical called carbonic acid. The bubbles produced in the reaction are actually carbon dioxide, the air we breathe.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020



## Game Time: What's Different?

You and your child spot the differences between two pictures.

Look at both pictures with your child. Tell them there are five things in the bottom picture that are different than the top. Can they find all five?





# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020



## Virtual Field Trip: Bicycle Helmet Factory

Bicycle helmets are a safety must-have when riding a bike out in the community. Take a [virtual field trip](#) to a factory where bicycle helmets are made!



# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020

## Focus on Social and Emotional Learning: 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 different themes for your family project. This week, we invite your family to explore the theme **What is Essential?**

### What is Essential?

Summer is finally here! Without a doubt, this is the most surreal transition into the season we've ever collectively experienced. For several months now, we've been forced to think about what is truly essential in our lives. We've adapted and discovered new things about ourselves, our families, and our communities. Hopefully, we've realized we are stronger, more creative, and more empathetic than we previously thought. And now, we're facing a summer at home.



In spite of the challenges we're still experiencing, this summer can be one families look back on to find meaning. Just like these past months, it's within our power to turn challenging conditions into a season of growth, fun experiences, and fond memories. For this week's Our Stay-at-Home Story prompt, discuss as a family what essentials you'll need to make this summer meaningful for you. Add another layer to your family project that represents what you hope to experience together.

# At-Home Summer Guide for Preschoolers and Prekindergarteners

Week of June 22, 2020

**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?

