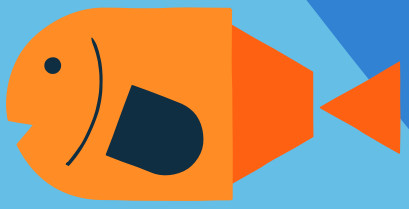
At-Home Learning Guide for Preschoolers

(3 years old)



Week of June 1, 2020

This week in our centers, preschoolers would typically be exploring **water**. Even though many of us are not in our centers right now, there are many ways you and your child can explore the amazing world of water at home.

This week begins with an experiment in what sinks and what floats. Your child will use that learning to **design a boat** that actually floats! The experimentation continues as your child explores which materials **absorb water** and which ones don't. Then it's time for some water fun with a game of **splash basketball** and the creation of a music-making **water-shaker**!

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

Developmental Domains

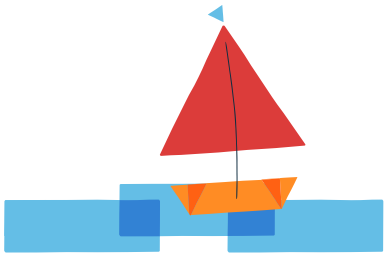
We built our curriculum around six domains that are important to the whole child. Interested in learning more? Click here.

KinderCare® LEARNING CENTERS

Learning Adventures

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

This Week's Theme:
Water



What you'll find in this guide. . .

We've organized this content the way your child would be learning it in their center, but you and your child can choose your own adventures and do the activities in any order.

MONDAY

Let's Chat (Language and Literacy)

Sink or Float Will a spoon sink or float? Wait... What do *sink* and *float* mean? Your child will find out in this activity that combines language skills with scientific inquiry.

Phonics Adventures (Learning Adventures)

***Wigs* Read Aloud with Letter and Sound Review** Your child makes letter cards from recycled materials to review the sounds of six letters, then reads along as Pig and friends try on wigs!

TUESDAY

Growing Flexible Brains (Executive Function)

Float Your Boat Your little engineer experiments with different materials to build a boat that floats!

Cooking Academy (Learning Adventures)

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

WEDNESDAY

Get the Wheels Turning (Cognitive Development)

Totally Absorbed Your child launches an experiment to test the absorbency of different materials.

STEM Innovators (Learning Adventures)

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

THURSDAY

Get the Wiggles Out (Physical Development and Wellness)

Splash Basketball A fun twist on the classic, this is a great game for warm summer days!

Music Explorers (Learning Adventures)

***Ten Little Puddles* Singable Story** Sing along with your child and notice how the puddles change throughout this engaging story.

FRIDAY

Express Yourself! (Creative Expression)

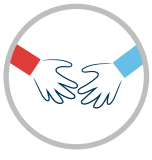
Musical Water Instruments Use everyday objects to create a musical water-shaker!

Virtual Field Trip

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

EVERYDAY LEARNING EXPERIENCES

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



FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Help your child develop important social-emotional skills by working on your family project! This week, we invite your family to explore the theme **Flexible Mindsets.**

Getting Ready for the Week: Materials to Gather

Monday

- ☐ Plastic tub
- ☐ Towel, to help with spills
- ☐ Variety of objects that float, such as a toy boat, pencil, and a sponge
- ☐ Variety of objects that sink, such as a spoon, rock, and dice
- ☐ Water

For Phonics Adventures Activity:

- ☐ Video link to the book *Wigs* by Lyssa Horvath, illustrated by Krista Martenson
- ☐ Recycled magazines, catalogs, junk mail, or newspapers
- ☐ Scrap paper
- ☐ Scissors (for adult and child use)
- ☐ Glue or clear tape

Tuesday

- ☐ Child-size scissors
- ☐ Plastic tub or large container
- ☐ Tape
- ☐ Towel, to help with spills
- ☐ Variety of repurposed building materials, such as plastic bottles, cardboard, cardboard tubes, aluminum foil, and cork
- ☐ Water

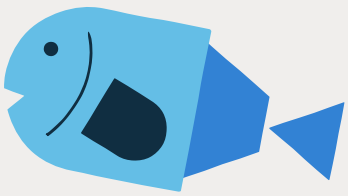
For Cooking Academy Activity:

- ☐ Reusable snack containers
- ☐ Snack Inspiration recipe card

Ingredients and kitchen tools:

- ☐ Will vary depending on chosen snacks

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



Wednesday

- ☐ Bowl
- ☐ Measuring spoon, 1/8 teaspoon or smallest size available
- ☐ Paper
- ☐ Pen or pencil
- ☐ Sheet pan or baking sheet
- ☐ Towel, large
- ☐ Towel, small
- ☐ Variety of objects that absorb water, such as cardboard, cotton balls, fabric pieces, and newspaper
- ☐ Variety of objects that do not absorb water, such as wax paper, aluminum foil, and plastic dishes or containers
- ☐ Water

For the STEM Innovators activity:

- ☐ Coding Hopscotch video
- ☐ Hopscotch Coding Cards (8 pages)*
- ☐ Scissors (for adult use)

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

Thursday

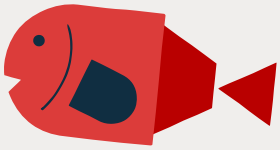
- ☐ Bucket or plastic tub
- ☐ Ball, small enough to fit in the bucket or plastic tub
- ☐ Water

For the Music Explorers activity:

- ☐ Video link to storybook and song *Ten Little Puddles*, lyrics by KinderCare Education, music by Jane Gillman, illustrations by Krista Martenson

Friday:

- ☐ Duct tape (optional)
- ☐ Plastic bottle with secure lid (if possible, collect multiple bottles with secure lids)
- ☐ Small items that will fit in your bottle, such as plastic beads, marbles, or pebbles
- ☐ Water



At-Home Learning Guide – Preschoolers
Week of June 1, 2020

MONDAY

Let's Chat: Sink or Float

Will a spoon sink or float? Wait... What do *sink* and *float* mean? Your child will find out in this activity that combines language skills with scientific inquiry.

Length of activity:
20 minutes*

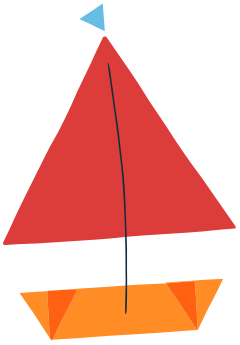
*Duration will vary depending on your child's interest.

Level of Engagement Required by Adult: High

Level of Prep Required: High

What you need:

- ☐ Plastic tub
- ☐ Towel, to help with spills
- ☐ Variety of objects that float, such as a toy boat, pencil, and a sponge
- ☐ Variety of objects that sink, such as a spoon, rock, and dice
- ☐ Water



What your child is learning:

- How to communicate and share ideas and experiences with others
- An understanding of things that sink and float
- How to participate in and conduct scientific experiments

What you do: Ask your child what they know about things that sink and things that float. Explain that when an object is placed in water, if it stays on top of the water, if floats, and if it drops to the bottom of the water, it sinks. Show your child the objects you've collected and invite them to make observations and predictions about which objects will float on top of the water and which objects will sink to the bottom. Invite you child to test each object by placing it in the water. Did it sink or float? Was their prediction correct? Why or why not? Continue this process for each of the objects.

If your child is ready: Challenge their thinking by inviting them to explore why an objects ability to float might change. For example, if you place an empty plastic bowl on top of the water, it will float. But if you push the bowl down into the water, it will stay at the bottom and not float back to the top. Why do they think that is?

MONDAY
(continued)

Phonics Adventures: *Wigs* Read-Aloud with Letter and Sound Review

Your child makes letter cards from recycled materials to review the sounds of six letters, then reads along as Pig and friends try on wigs!

Length of activity:
15–30 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:

- Video link to the book *Wigs* by Lyssa Horvath, illustrated by Krista Martenson
- Scrap paper
- Scissors (for adult and child use)
- Glue or clear tape

What your child is learning:

- The names and shapes of uppercase and lowercase *B*, *G*, *I*, *J*, *P*, and *W*
- How to say the /b/, /g/, /i/, /j/, /p/, and /w/ sounds and hear them in words
- Fine motor skill of cutting or tearing

What you do: Cut the scrap paper into six rectangles, each one about three inches by four inches.

Tell your child you're going to hunt for letters and use them to make letter cards. Show your child the magazines or other recycled print materials and explain that you'll share a letter name and they'll look for a large example of the letter. When your child finds an example they like, they can cut or tear out the letter and glue or tape it onto one of the paper rectangles. Help your child search for examples of uppercase or lowercase *B*, *G*, *I*, *J*, *P*, and *W* to make the letter cards from. After making the letter cards, take turns holding each card and talking about the sound the letter makes and some words that start with the letter sound.

If your child is interested in making letter cards for the whole alphabet, that's great! You could also make two sets of letter cards—one with only uppercase letters and one with only lowercase letters, then encourage your child to match the letter pairs.

Next, tell your child that the book they're going to hear has lots of words with the /b/, /g/, /i/, /j/, /p/, and /w/ sounds in them. Play the video and invite your child to watch along as the book is read aloud. Then, help your child recall the characters and what happened.

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, you can take turns reading every other page, pausing the video as needed.

Questions to ask:

- What sound do you hear at the beginning of the word _____?
- What sound does letter _ make? What letter makes the /___/ sound?
- What word did you hear in the story that begins with the /__/ sound?

TUESDAY

Growing Flexible Brains: Float Your Boat

Your little engineer experiments with different materials to build a boat that floats!

Length of activity:
30 minutes*

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

Level of Engagement Required by Adult: High

Level of Prep Required: High

What you need:

- ☐ Child-size scissors
- ☐ Plastic tub or large container
- ☐ Tape
- ☐ Towel, to help with spills
- ☐ Variety of repurposed building materials, such as plastic bottles, cardboard, cardboard tubes, aluminum foil, and cork
- ☐ Water

What your child is learning:

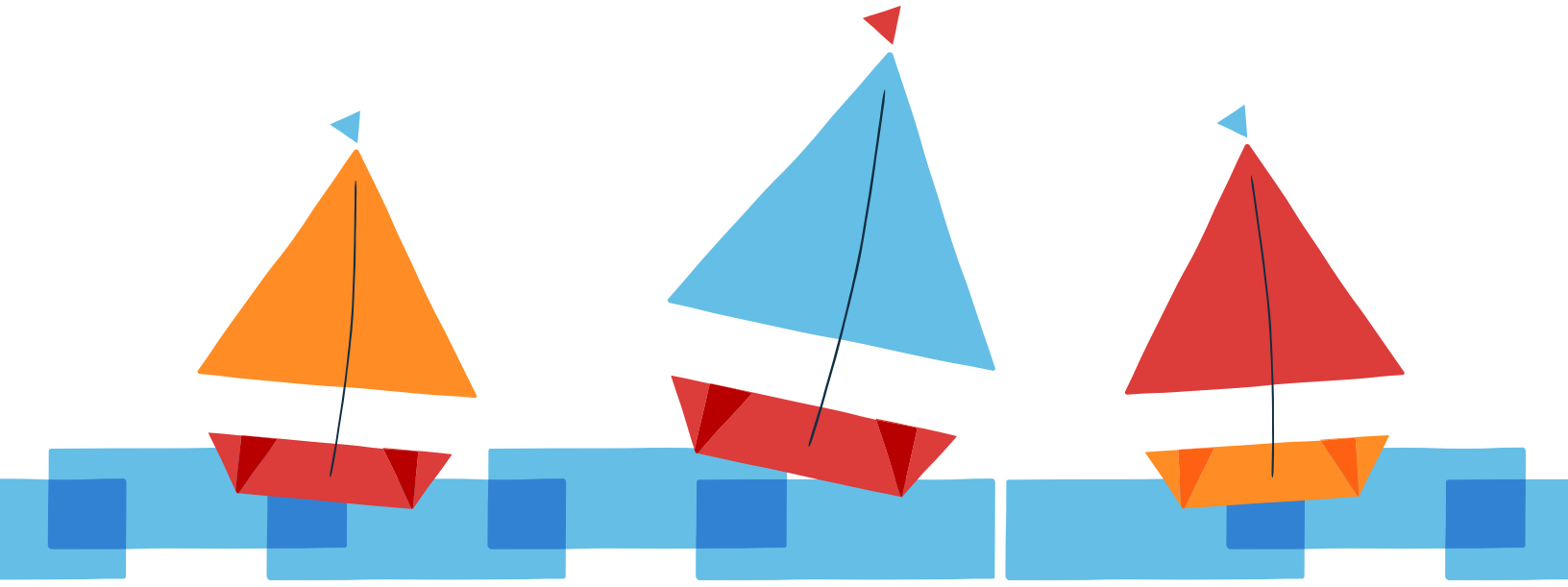
- How to use observations for planning purposes
- How to plan material usage before building
- How to problem-solve when testing ideas

What you do: Ask your child what they know about things that sink and things that float. Remind them of the sink or float experiment from the day before, and that when an object stays on top of the water, it floats, and if it drops to the bottom of the water, it sinks. Show your child the materials you collected and invite them to test how well different materials float in the tub of water. Be sure to have extras of materials that will float but also absorb water, such as cardboard and cardboard tubes. Invite your child to experiment with what happens when they push the material under the water and then remove their hand. Does it stay under water or does it float back up to the top?

TUESDAY
(continued)

After they've explored the materials, invite them to use the materials to build a boat that will float on the water. Encourage them to think about how the different materials reacted when placed in the water and when pushed under water as they decide what materials to use to build their boat, as well as how they might put different materials together to form the shape of their boat. When they've spent some time planning their design, invite them to put their boat together. Throughout the building process, encourage them to test their boat in the water and make adjustments to the design.

If your child is ready: Invite them to design a sail for their boat. Explain that a sail is used to catch the wind and move the boat across the water. Encourage them to test their sail by putting the boat in the water and blowing on the sail.



TUESDAY
(continued)

Cooking Academy: Snack Inspiration

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

Length of activity:
20-30 minutes*

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

Level of Engagement Required by Adult: High

Level of Prep Required: High

What you need:
- Snack Inspiration recipe card
- Reusable snack containers
- Ingredients and kitchen tools will vary depending on snacks

What your child is learning:
- Literacy and math skills like following instructions, measurement, and fractions
- Food safety
- Cooking-related vocabulary
- Comparing and contrasting skills

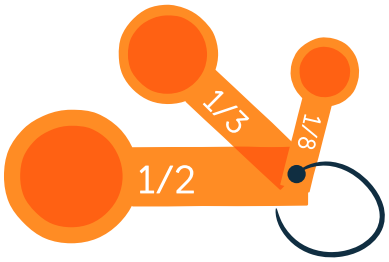
What you do: Look at the list of snacks on the recipe card with your child and select 2 or 3 that you would like to make. Tell your child you'll work together to prepare the healthy snacks you've selected.

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

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

Conversation starters:

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



Snack Inspiration recipe card

REUSE IT, REDUCE IT! | **SNACK INSPIRATION**

Select 2 or 3 healthful snacks from list:

- Whole-wheat  tortilla with  sunflower-seed butter,  cinnamon, and sliced  banana
- Cherry  tomatoes and mini  mozzarella balls
- Red and green  grapes (halved) with  cheddar cheese cubes
-  Celery sticks with  sunflower-seed butter and  raisins
-  Celery sticks with  hummus and  goldfish crackers
- Whole-wheat  crackers with  cream cheese and  cucumber rounds
-  Zucchini rounds and  broccoli florets with  marinara sauce for dipping and a  mozzarella cheese stick
-  Yogurt with  granola and  berries
-  Hummus with  carrot sticks and  bell pepper strips
- Snack mix ( raisins,  dried cranberries,  goldfish crackers,  Chex™ cereal, and  pretzels)

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

WEDNESDAY

Get the Wheels Turning: Totally Absorbed

Your child launches an experiment to test the absorbency of different materials.

Length of activity:
30 minutes*

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

Level of Engagement Required by Adult: High

Level of Prep Required: High

What you need:

- ☐ Bowl
- ☐ Large towel
- ☐ Measuring spoon, 1/8 teaspoon or smallest size available
- ☐ Paper
- ☐ Pen or pencil
- ☐ Sheet pan or baking sheet
- ☐ Small towel
- ☐ Variety of objects that absorb water, such as cardboard, cotton balls, fabric pieces, and newspaper
- ☐ Variety of objects that do not absorb water, such as wax paper, aluminum foil, and plastic dishes or containers
- ☐ Water

What your child is learning:

- A beginning understanding of absorbency
- How to participate in and conduct scientific experiments
- How to use observations to make predictions

What you do: Lay the large towel out on a table to help with spills. Place the sheet pan on the towel. Fill the bowl with water and place it on the towel next to the sheet pan. Place the spoon and collected objects on the table near the sheet pan.

WEDNESDAY
(continued)

Invite your child to conduct an absorbency experiment. Ask your child to think about when they wash their hands—what happens to the water on their hands when they dry them on a towel or paper towel? Explain that the towel absorbs, or soaks up, the water from their hands, helping to dry their hands. That's why their hands are dry, but the towel feels wet.

Show your child the objects you've collected and invite them to make observations. Tell them that they'll be putting water on each object to see if it *absorbs*, or soaks up, the water. Which objects do they think will absorb the water? Why? Help them record their predictions on a sheet of paper. Have them select one object to place in the sheet pan. Then have them use the measuring spoon to scoop water from the bowl and pour it on the object. What happened to the water? Based on what they observed, would they say the object absorbs water? Compare the results to their predictions and record the results on the paper. Invite your child to share why their prediction was or was not correct and if it was not, how the experiment demonstrated that. Continue this process for each of the objects. Use the small towel as needed to remove excess water from the sheet pan before testing the next object. .

If your child is ready: Add more to their predictions by inviting them to predict how many spoons of water absorbent materials can soak up before they can't absorb any more and water starts to collect on the sheet pan.

WEDNESDAY (continued)

STEM Innovators: Coding Hopscotch

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

Length of activity: 20–30 minutes*

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

Level of Engagement Required by Adult: High

Level of Prep Required: High

What you need:

- Coding Hopscotch video
- Hopscotch Coding Cards (8 pages)*
- Scissors (for adult use)

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

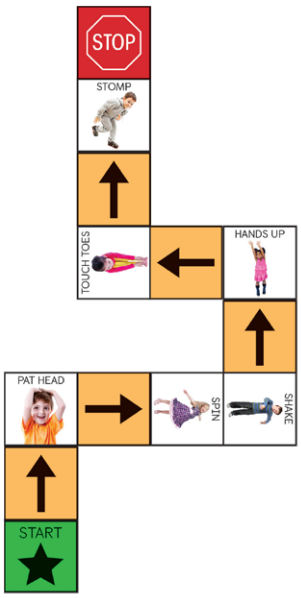
What your child is learning:

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

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

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

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



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

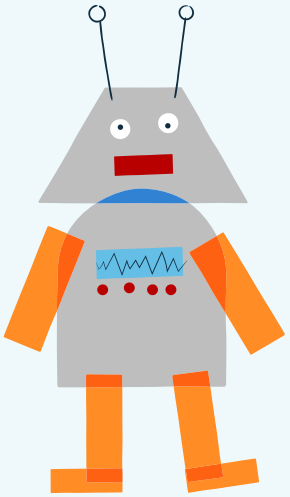
If your child is ready for more, you can introduce the Repeat and End Repeat cards. Information and visuals for how to use these cards is provided in the Prekindergarten version of this week's At-Home Learning Guide.

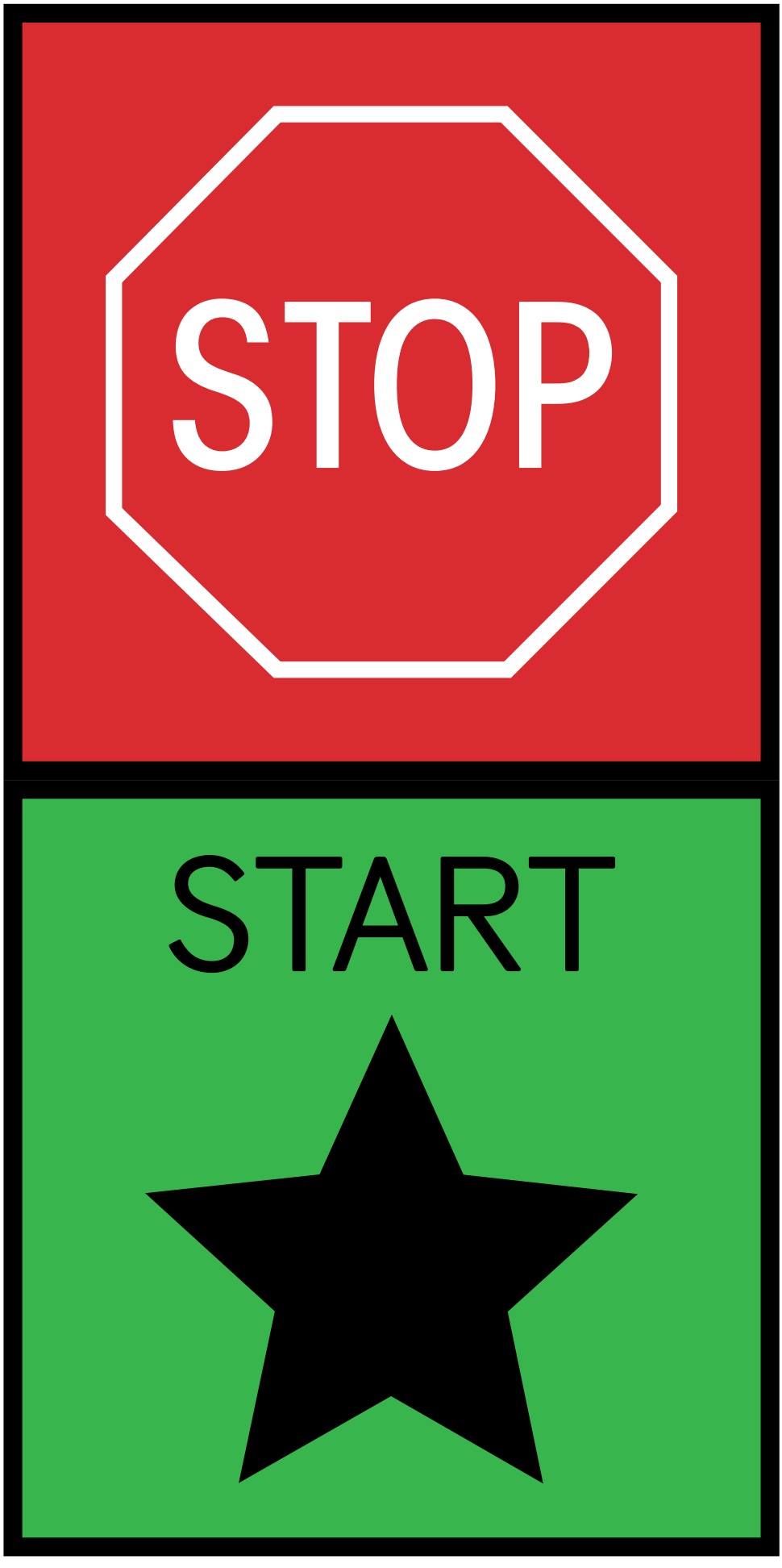
WEDNESDAY
(continued)

Questions to ask:

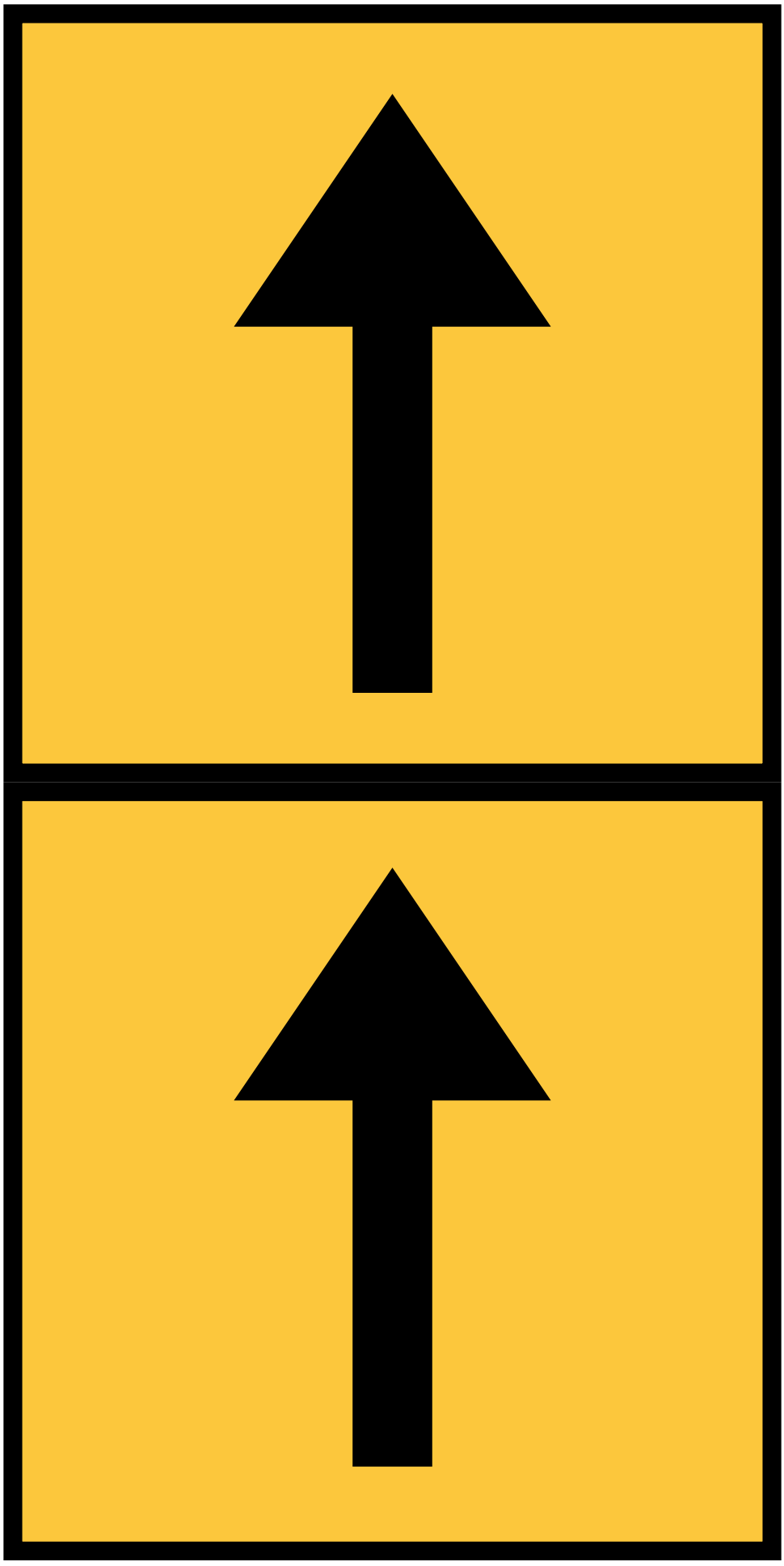
- How do robots know what to do?
- How can we use symbols to tell people what to do?
- What commands need to be at the beginning and end of a sequence of code?
- How can you use the Repeat and End Repeat cards to change your sequence of code?
- What sequences can you create for someone else to follow?

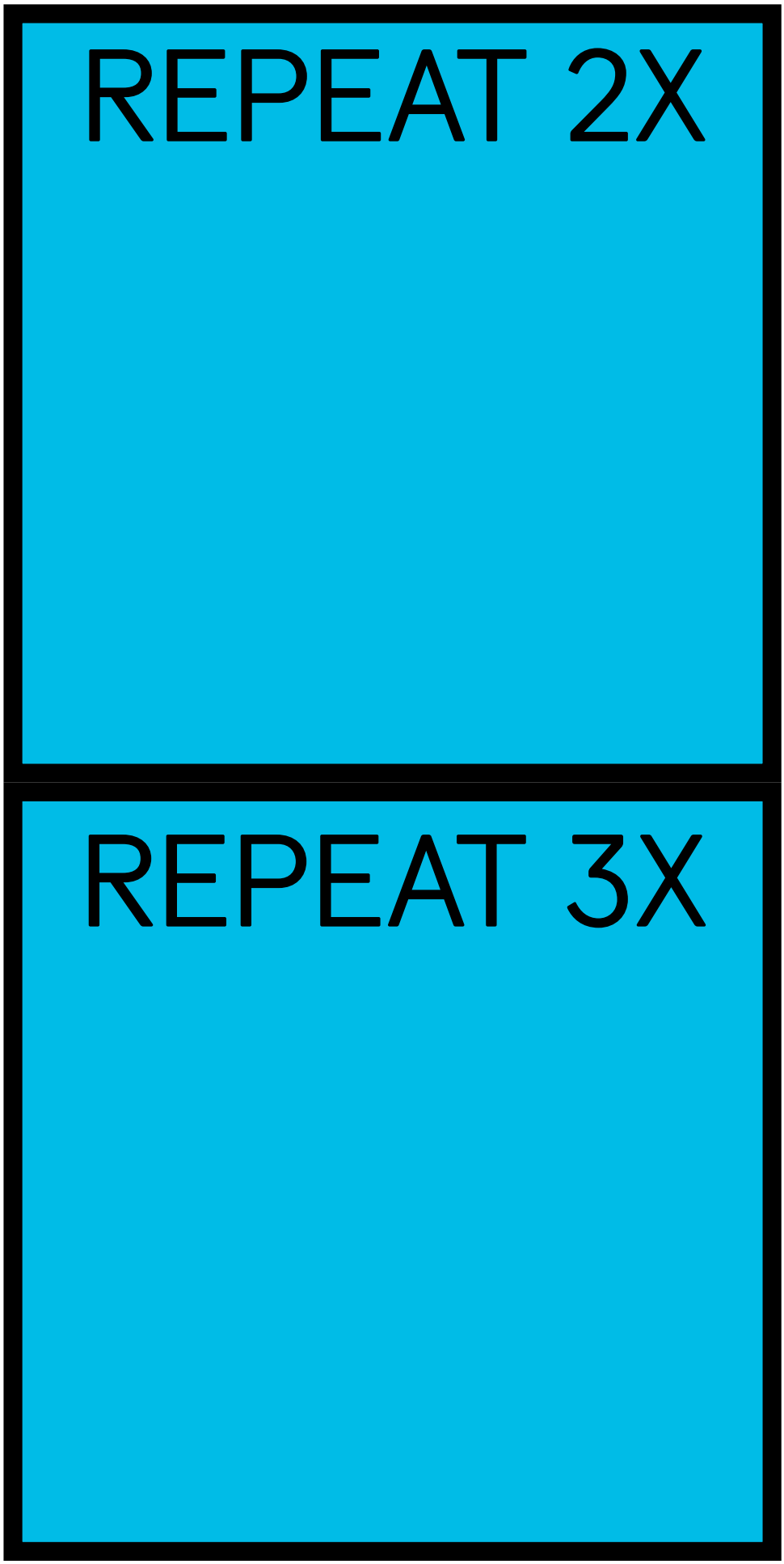
Did you know? Computer programming languages allow us to communicate with robots. Just as there are different languages we use to communicate, there are different programming languages programmers use to communicate with computers. Each language has its own distinct features as well as similarities.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

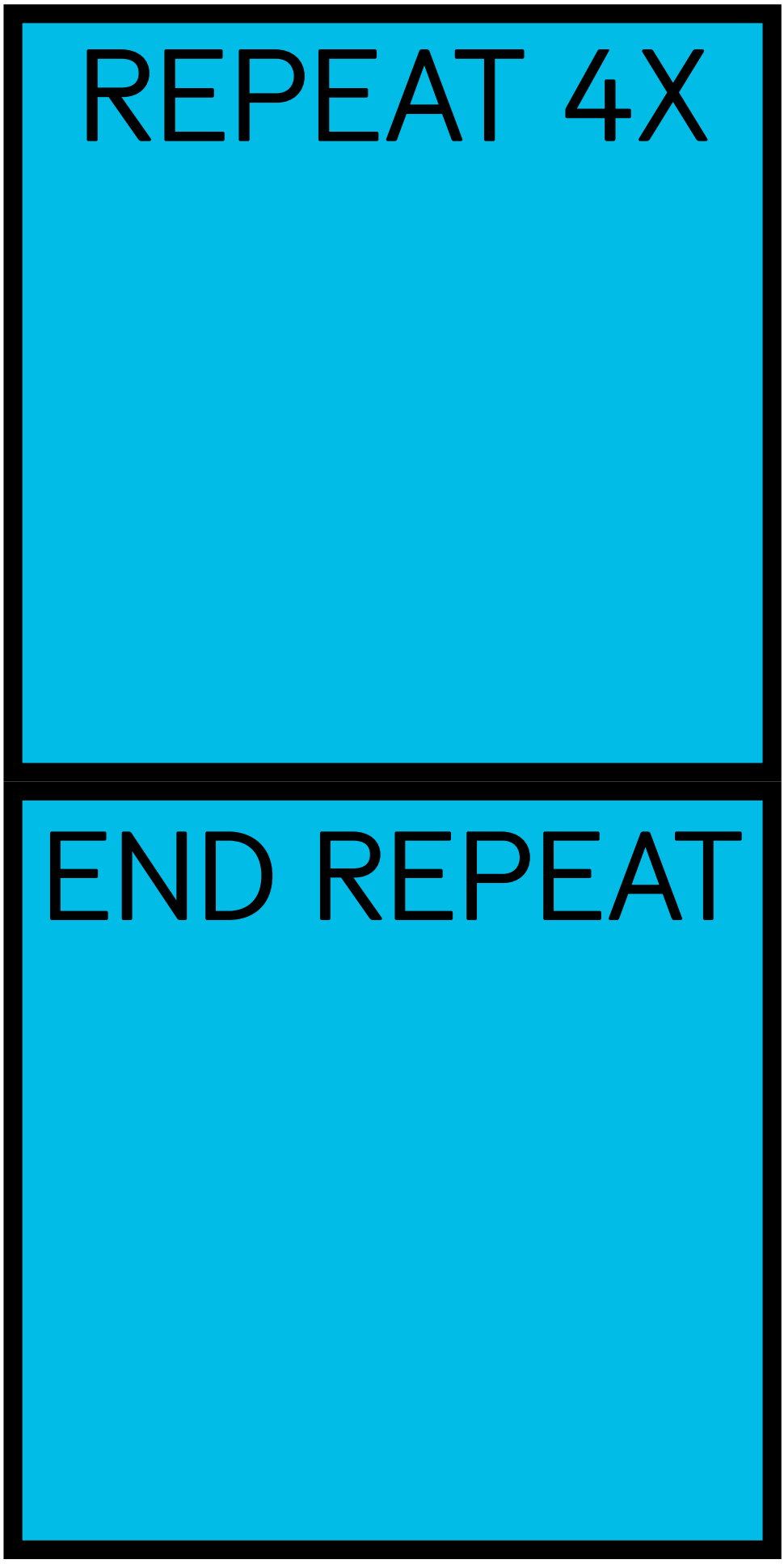



STOP
START

Eight Forward Arrows per set.




REPEAT 2X
REPEAT 3X


REPEAT 4X
END REPEAT

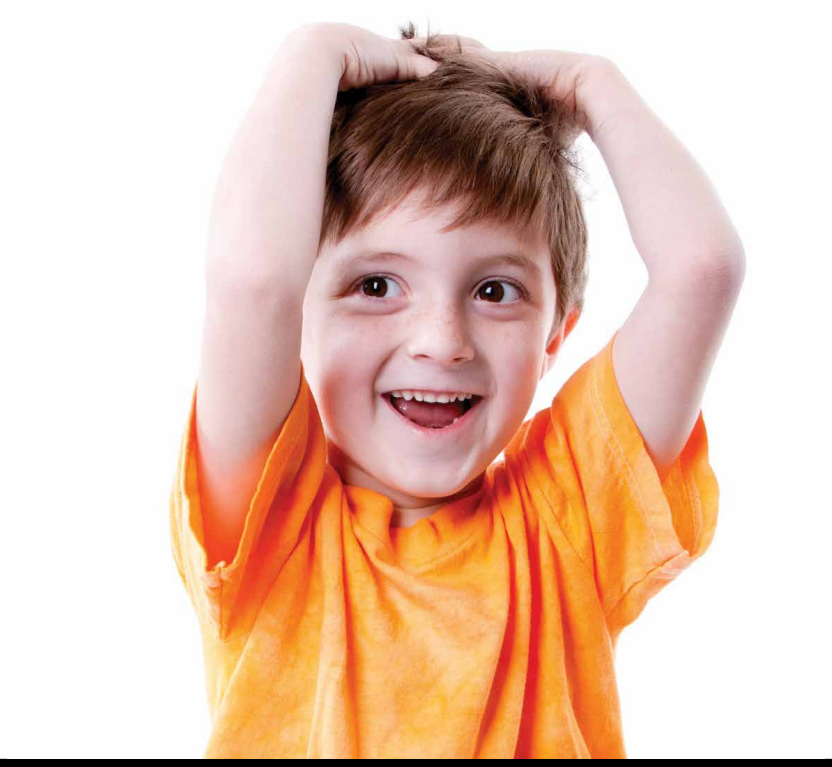
SHAKE

SPIN

HOP

CLAP

PAT HEAD



TOUCH TOES

HANDS UP

STOMP

THURSDAY

Get the Wiggles Out: Splash Basketball

A fun twist on the classic, this is a great game for warm summer days!

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: Medium

What you need:

- Ball, small enough to fit in the bucket or plastic tub
- Bucket or plastic tub
- Water

What your child is learning:

- How to coordinate large-muscle movement to toss an object at a target
- To adjust their actions for a desired outcome

What you do: If possible, set up an outdoor play area with a bucket of water and space around the bucket where water can be splashed. If an outdoor space isn't available, consider placing the bucket in a bathtub or shower. Fill the bucket half-full of water and place the ball about five feet from the bucket.

Ask your child to share what they know about basketball. Share that basketball is a sport played by dribbling a ball toward a hoop and then tossing the ball through the hoop. Show them the bucket and ball that you've set up and invite them to play splash basketball by tossing the ball into the bucket of water.

If your child is having difficulty getting the ball in the bucket, encourage them to move closer. If they need a bit of a challenge, encourage them to take a step or two backward.

If your child is ready: Create a game of "around the world" by marking different shooting locations around the bucket. Have your child start at one spot and stay there until they've made a basket, then they can move to the next spot. They must make a basket from each spot before moving to the next and the game is over when they've made a basket from each location.

THURSDAY
(continued)

Music Explorers: *Ten Little Puddles* Singable Story

Sing along with your child and notice how the puddles change throughout this engaging story.

Note: The song used in this activity is also used in a similar activity in the Discovery Preschool At-Home Learning Guide. Although the activities differ, this is a great song for children of multiple ages to enjoy!

Length of activity:
10–15 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:

- Video link to storybook and song *Ten Little Puddles*, lyrics by KinderCare Education, music by Jane Gillman, illustrations by Krista Martenson

What your child is learning:

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

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

Play the video and invite your child to watch along as the book is sung aloud. Sing along as you catch on to the lyrics and tune. Highlight the number words as you sing.

Then, help your child reflect on the story. Ask them who the characters were. What happened to the number of puddles in the beginning of the story? What happened to the number of puddles toward the end of the story? Play the video again, this time pausing it on each page and inviting your child to count the puddles.

Play the video as many times as your child would like. You can also encourage them to stand and pretend to jump in a puddle each time the page turns.

Questions to ask:

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

FRIDAY

Express Yourself: Musical Water Instruments

Use everyday objects to create a musical water-shaker!

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:

- ☐ Duct tape (optional)
- ☐ Plastic bottle with secure lid (if possible, collect multiple bottles with secure lids)
- ☐ Small items that will fit in your bottle, such as plastic beads, marbles, or pebbles
- ☐ Water

What your child is learning:

- How to use objects creatively
- How to distinguish between sounds
- How to use their senses to make observations and comparisons

What you do: Talk with your child about musical instruments they're familiar with. Tell them you're going to help them make a musical instrument using water. Give them a plastic bottle and invite them to shake it. What do they hear? Show them the small items you've collected and invite them to place a few in the bottle, put the lid on, and shake it. What do they hear now? Then fill the bottle about a quarter full of water, put on the lid, and invite them to shake it. How is the sound different with the water in the bottle?

Help your child explore adding items and water to the bottle until it makes a sound they like. After each addition of items or water, invite your child to make observations about the sound created and how it's different from the previous version. When your child has found a sound they like, put the lid on the bottle tightly and secure it with duct tape (optional). If you have several bottles, invite your child to create multiple shakers with different amounts and/or types of small items and water in each one.

Save your child's water instrument to be used in next week's "Row, Row, Row Your Boat" activity!

If your child is ready: Invite them to explore other ways to make instruments with water. For example, what sound is made when small items and some water are placed in a baking pan and the pan is gently tilted from side to side? Or how does the sound of a sour-cream-container drum change when water is put inside the container?

FRIDAY
(continued)

Virtual Field Trips

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

Niagara Falls Live Webcam

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

Old Faithful Live Webcam

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

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

Everyday Learning Experiences

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

You don't need to conduct experiments to help your child learn about **absorbency**. When you're drying your child off after a bath, talk about how the towel is absorbing the water to help them dry off. When you're cleaning up a spill in the kitchen, talk about how the kitchen towel or paper towel is absorbing the spill. If you go outside and play in a sprinkler, talk about how their cloths are wet because they absorbed water.

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

Introduce and reinforce the concepts of **sink and float** in everyday experiences. Encourage your child to wonder why ice cubes float? Or when you're rinsing fruits or vegetables in a bowl of water- which sink and which float? When you're cooking and you add ingredients to water- which sink and which float? As your child becomes familiar with the concepts, invite them to make predictions.

Focus on Social and Emotional Learning

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

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

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

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

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

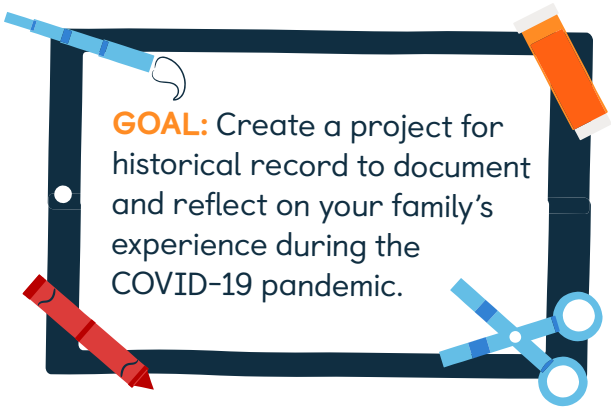
Connecting with your child before offering any correction reinforces the unconditional love that you have for your child. So often that love is shown through all you do to care for them, and in the stress and busyness it's easy to forget that simply seeing you smile at them and express your joy in seeing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

To read Brené Brown's full article, click here.

At-Home Learning Guide - Preschoolers
Week of June 1, 2020

Family Project

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



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

Try this!

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

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

Note: In case you missed it, we released our Stay-at-Home Story: A KinderCare Family Project. By working on your project together, you're helping your child develop important social-emotional skills in fun new ways, while building their communication skills, creativity, and confidence! There are many project suggestions that require little fuss and are easy to weave into your regular day.

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

THEMES:

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