

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



## Week of May 18, 2020

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

The week begins with a conversation about the differences between **insects and spiders**. Then it's all about ladybugs as your child reinforces their **numeral recognition** and **counting skills** using ladybug number cards, and plays a game of Ladybug Says to get them moving. Next they use what they've learned and express their **creative** side using everyday materials to make their own insects and spiders. The week ends with a fun experiment to test their sense of **smell**.

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

### Developmental Domains

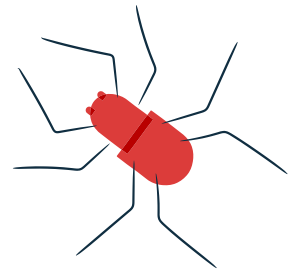
We built our curriculum around six domains that are important to the whole child. Interested in learning more? Click [here](#).



### Learning Adventures

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

# This Week's Theme: Insects and Spiders



## What you'll find in this guide. . .

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

### MONDAY

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

**Six- and Eight-Legged Creatures** You and your child look at the defining features of insects and spiders.

#### Phonics Adventures (Learning Adventures)

**Hop! Read-Aloud with Letter and Sound Review** Your child uses homemade letter cards and a well-known children's song to review the sounds of five letters, then reads—and hops—along to a hoppy story.



### TUESDAY

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

**Ladybug Math** Your child practices numeral recognition and counting skills using ladybug number cards.

#### Cooking Academy (Learning Adventures)

**Breakfast Muffins** Your child will learn math and science concepts as you prepare these yummy muffins that can be eaten now or frozen and eaten later.



### WEDNESDAY

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

**Ladybug Says** Ladybug says...flap your wings! This activity will get your child moving while helping reinforce what they're learning about insects and spiders.

#### Music Explorers (Learning Adventures)

**"The Caterpillar's Song"** Your child makes a butterfly and dances along to a catchy, reggae beat as this caterpillar dreams about its future!



### THURSDAY

#### Express Yourself! (Creative Expression)

**Three-Dimensional Insects and Spiders** This activity encourages your child to show their creative side by using everyday materials to create three-dimensional insects and spiders.

#### STEM Innovators (Learning Adventures)

**Measuring Rainfall** Make a rain gauge using common household items!



### EVERYDAY LEARNING EXPERIENCES

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

### FRIDAY

#### Growing Flexible Brains (Executive Function)

**Detecting Smells** Can your child recognize familiar foods only using their sense of smell? Give this activity a try and find out!

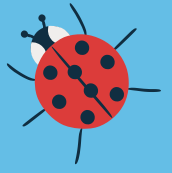
#### Virtual Field Trip

**Insectarium at the Audubon Nature Institute** Learn more about insects and spiders at the Insectarium!



## 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 **Who Are the Helpers?**



## Getting Ready for the Week: Materials to Gather

### Monday

- ☐ [Images of an insect and a spider](#)

#### For Phonics Adventures Activity:

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

### Tuesday

- ☐ Construction paper, red and black
- ☐ Marker
- ☐ Scissors (for adult use only)

#### For Cooking Academy Activity:

- ☐ Breakfast Muffins [recipe card](#)
- ☐ Breakfast Muffins ingredients →

Kitchen tools:

- ☐ Muffin tin
- ☐ Cooking spray
- ☐ Mixing bowl, large
- ☐ Whisk
- ☐ Measuring cups and spoons

*\* Note: The amounts listed here will make 12 muffins. Adjust amounts as needed to serve your family.*

Optional materials for reusing empty eggshells:

- ☐ Paper towels
- ☐ Cutting board
- ☐ Sewing needle or sharp toothpick
- ☐ Permanent marker
- ☐ Potting soil
- ☐ Seeds

### Wednesday

#### For Music Explorers Activity:

- ☐ [Butterfly Life Cycle photo](#)
- ☐ [Flying Insects photos](#)
- ☐ [Video link](#) to "The Caterpillar's Song"

#### \*Breakfast Muffins ingredients:

- ☐ 1 cup cheddar cheese or cheese of choice, shredded
- ☐ 12 Eggs (or egg substitute)
- ☐  $\frac{1}{2}$  cup milk (dairy-free soy milk can be used, if needed)
- ☐ 6 slices Canadian bacon, diced ham, or bacon pieces (optional)
- ☐  $\frac{1}{4}$  cup green onions, sliced (optional)

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





Materials to make a butterfly:

- ❑ **For the body:** cardboard tube, craft stick, or clothespin
- ❑ **For wings:** paper, paper towel, or tissue paper\*
- ❑ **For antennae:** pipe cleaners or short sticks
- ❑ **For color:** paint, markers, or crayons
- ❑ Stapler, tape, or glue
- ❑ Scissors (for adult use)

\* Note: If you're using paper for the wings, cut it into four rounded triangles before beginning.

## Thursday

- ❑ Child-size scissors
- ❑ Glue or glue stick
- ❑ Paper
- ❑ Tape
- ❑ Variety of craft items, such as craft sticks, pompoms, pipe cleaners, yarn, construction paper, and tissue paper
- ❑ Variety of repurposed materials, such as egg cartons, paper cups, large plastic bottle caps, small boxes, and clean containers and lids like sour cream or margarine containers

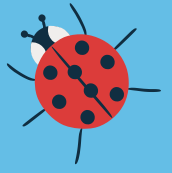
### For STEM Innovators Activity:

- ❑ Clear plastic bottle with label and cap removed, 2-liter or smaller\*
- ❑ Scissors (for adult use)
- ❑ Masking or other heavy-duty tape
- ❑ Permanent marker or pen
- ❑ Ruler or tape measure
- ❑ Small pebbles or rocks
- ❑ [Making a Rain Gauge video](#)

\* Note: If you live in an area with below-average rainfall, you may want to use a smaller bottle so you can see measurable results faster.

## Friday

- ❑ Bowls, 3-4
- ❑ Bowl cover, such as paper towels, clean dishcloths, lids, or paper
- ❑ Foods prepared during mealtime that are familiar to your child



## MONDAY

### Let's Chat: Six- and Eight-Legged Creatures

Your and your child look at the defining features of insects and spiders.



**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:**  
Images of an insect and a spider on the [next page](#)



#### What your child is learning:

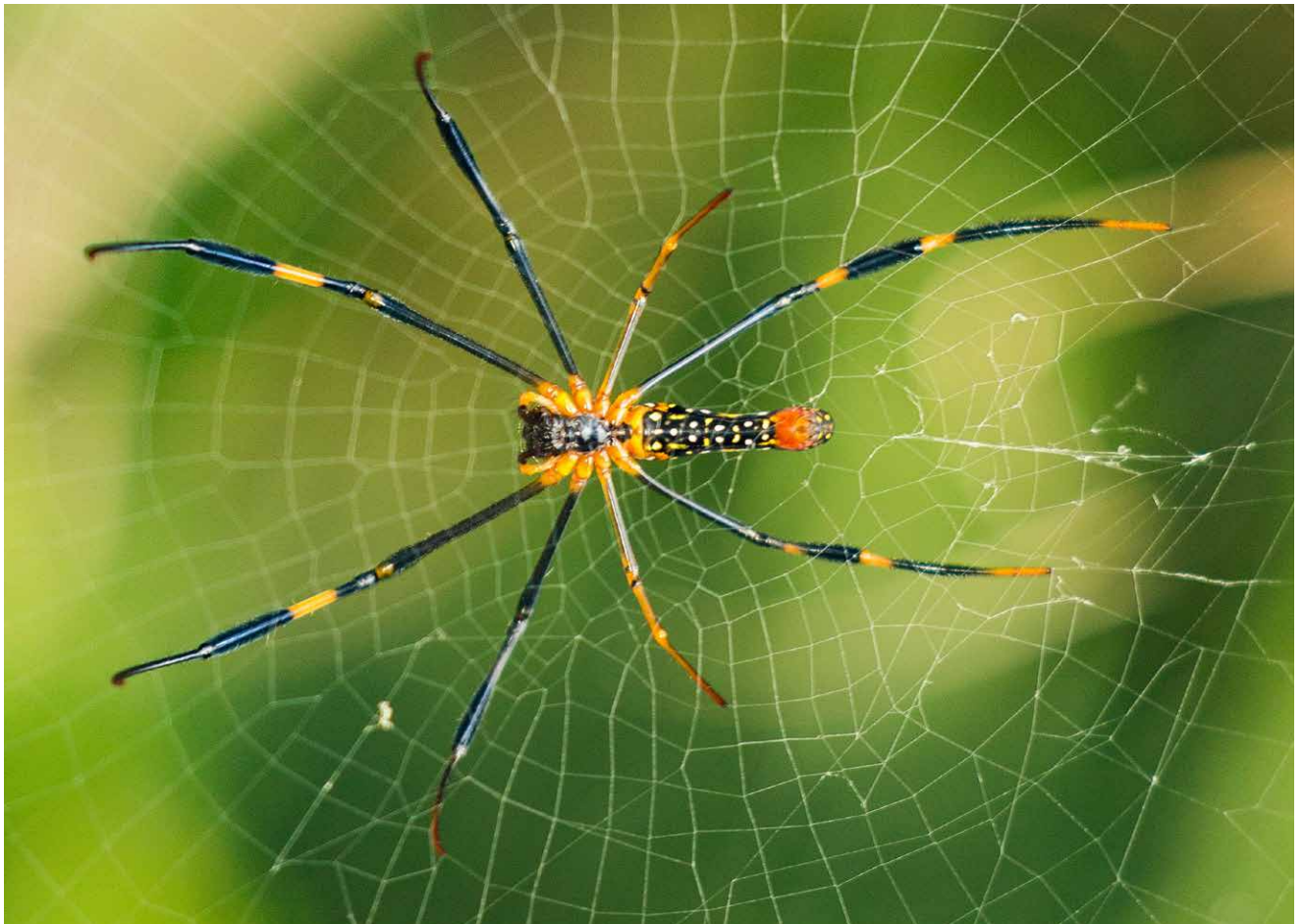
- Identifying characteristics of insects and spiders
- Counting using one-to-one correspondence
- Communicating and sharing ideas and experiences with others

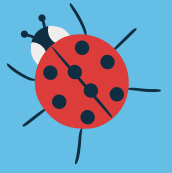
**What you do:** Remind your child that the two of you have been learning a lot about plants and gardens. Explain that this week, they are going to learn about animals that might live in a garden: insects and spiders! Ask your child to share what they know about insects and spiders. Ask them if they know how they can tell the difference between an insect and a spider, then tell them that insects have six legs and spiders have eight legs. Using an [image](#) of each, count the number of legs with your child. Talk with your child about other characteristics that can help them identify if an animal is an insect or a spider.

- Insects have three body sections: head, thorax, abdomen; spiders have two body sections: head and abdomen
- Some insects have wings; no spiders have wings
- Most insects have antennae; no spiders have antennae

**If your child is ready:** Visit the Insectarium at this week's [Virtual Field Trip location](#) to view additional insects and spiders. Encourage your child to make observations and to determine which images are insects and which are spiders.







### MONDAY

(continued)

#### Phonics Adventures: *Hop!* Read-Aloud with Letter and Sound Review

Your child uses homemade letter cards and a well-known children's song to review the sounds of five letters, then reads—and hops—along to a hoppy story.



#### 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 *Hop!* by Lyssa Horvath, illustrated by Krista Martenson



#### What your child is learning:

- The names and shapes of uppercase and lowercase *H*, *M*, *O*, *P*, and *T*
- How to say the /h/, /m/, /o/, /p/, and /t/ sounds and hear them in words

**What you do:** Cut the paper into five pieces. With your child watching, write the uppercase and lowercase versions of a letter on each piece of paper: Hh, Mm, Oo, Pp, and Tt (your child can 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 your child the following song verse to the tune of “Where, Oh, Where Has My Little Dog Gone?”

**Where, oh, where has my letter *H* gone?**

**Where, oh, where can it be?**

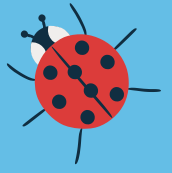
**With a /h/ - /h/ - /h/ - /h/ - /h/ - /h/ - /h/ - /h/,**

**Oh, can you find it for me?**

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

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!

Tell your child that the book they're going to hear has lots of words with these letter 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**

## Get the Wheels Turning: Ladybug Math

Your child practices numeral recognition and counting skills using ladybug number cards.



**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:** Medium



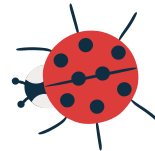
**What you need:**

- Construction paper, red and black
- Marker
- Scissors (for adult use only)



**What your child is learning:**

- Recognizing numerals
- Counting using one-to-one correspondence
- Creating sets of objects

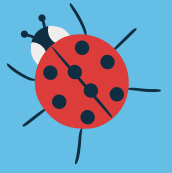


**What you do:** Cut ten large circles from the red construction paper. Draw a line down the center of each circle. On one side of the line, write a numeral from 1 to 10, creating a set of 10 different ladybug number cards. Cut 20 small circles from the black construction paper. If construction paper isn't available, you can use red and black crayons, markers, or colored pencils to color white paper and then cut out the circles.

Ask your child what they know about ladybugs. Share that ladybugs are a type of beetle, and that the most common ladybugs that we see are red with black spots, but there are different types of ladybugs all around the world. Ladybugs can be many colors, including yellow, orange, brown, pink, and even blue. Ladybugs are helpful insects to have in the garden because they eat smaller insects, called aphids, which harm plants.

After talking about ladybugs, invite your child to play a ladybug counting game. Tell them you have some ladybugs (the red circles) and that they will add spots (the black circle) to the ladybugs. Have them select one of the ladybugs and identify the number written on it. They can then place the corresponding number of spots on the other side of the ladybug by counting one at a time until they reach the number on the ladybug. Revisit the game throughout the week to help your child practice recognizing numerals and creating sets.

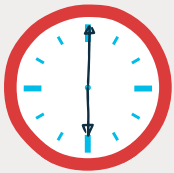
**If your child is ready:** Have them flip over two red ladybugs and put the corresponding number of dots on each, then compare the two to determine which ladybug has more spots and which ladybug has fewer spots.



### TUESDAY (continued)

### Cooking Academy: Breakfast Muffins

Your child will learn math and science concepts as you prepare these yummy muffins that can be eaten now or frozen and eaten later.



#### Length of activity:

25-30 minutes\*

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

Cooking and cooling time for the muffins is longer than this but requires low engagement from you.

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



#### Level of Prep Required: High



#### What you need:

- [Breakfast Muffins recipe card](#)

#### Ingredients\*:

- 1 cup cheddar cheese or cheese of your choice, shredded
- 12 eggs (or egg substitute)
- $\frac{1}{2}$  cup milk (dairy-free soy milk can be used, if needed)
- 6 slices Canadian bacon, diced ham, or bacon pieces (optional)
- $\frac{1}{4}$  cup green onions, sliced (optional)

#### Kitchen tools:

- Muffin tin
- Cooking spray
- Mixing bowl, large
- Whisk
- Measuring cups and spoons

\* The amounts listed here will make 12 muffins. Adjust amounts as needed to serve your family.

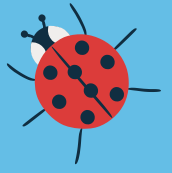
Optional materials for reusing empty eggshells:

- Paper towels
- Cutting board
- Sewing needle or sharp toothpick
- Permanent marker
- Potting soil
- Seeds



#### What your child is learning:

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



## TUESDAY

(continued)

**What you do:** Ask your child what they know about muffins. What kinds of muffins have they eaten before? How are muffins made? After your child shares, tell them muffins are made by combining ingredients together and baking them.

Show your child the [rebus recipe](#) and invite them to help read it. Show your child the ingredients for the muffins and ask them to identify each one.

Follow the recipe to make the muffins. Your child can help crack the eggs;\* measure and add the milk; use the whisk to combine the eggs, milk, and any other ingredients you are using; and sprinkle the cheese over the filled muffin cups before baking.

*\* Note: Make sure you and your child wash hands thoroughly after cracking eggs to reduce the risk of cross-contamination and salmonella poisoning.*

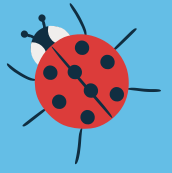
*These muffins can be frozen or refrigerated, reheated, and eaten on the go to replace individually packaged breakfast foods.*

**Did you know?** You can save empty eggshells and use them to start seeds! Simply crack them toward the pointy end and discard the top third or so of each eggshell. Thoroughly rinse the insides and outsides of the eggshells. Set them in an empty egg carton to dry. Place a few layers of paper towels on a cutting board. Set an eggshell on the paper towels, open end up. Hold a needle or sharp toothpick inside the eggshell and apply light pressure while you gently twist the needle or toothpick into the bottom of the shell to create a drainage hole. Label the eggshell with the type of seed you are planting, then fill the eggshell most of the way with soil, then plant a few seeds. Mist the soil to water it. After the seeds sprout, you can plant them, eggshell and all, right into the soil in a larger planter. The eggshell will eventually break down and provide the growing plant with nutrients.

### Questions to ask:

- What types of muffins do you like best?
- What did you enjoy about preparing these muffins?
- What other types of foods could we put in these muffins?
- How do these muffins taste compared to other foods you've tasted?





## WEDNESDAY

### Get the Wiggles Out: Ladybug Says

Ladybug says...flap your wings! This activity will get your child moving while helping reinforce what they're learning about insects and spiders.



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

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

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



**Level of Prep Required:** Low



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



#### What your child is learning:

- Movement-related vocabulary
- Following directions in a movement game
- Physical activity appropriate to age

**What you do:** Invite your child to play a game of Ladybug Says. Ask them to share some of the things they know about insects and spiders. What are some of the body parts that insects have? (antennae on their head, wings, legs) What are some ways that insects move? (crawl, jump, fly) To play the game, tell your child you will give them an action to do using "Ladybug says," and then they can do the action. Here are some examples of action you can use.

#### Ladybug Says...

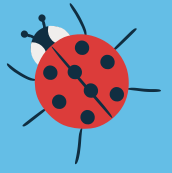
- ...fly to the coffee table.
- ...jump from side to side.
- ...wiggle your antennae.
- ...crawl around the chair.
- ...buzz like a bee.



To increase the length of the game, you can include actions that are not insect or spider related, such as touch your elbow, stand on one foot, or touch the ground.

**If your child is ready:** You can add a challenge to the game by telling them to only do the actions that start with "Ladybug says." If an action does not begin with "Ladybug says," they should not do it. Play the game, mixing in actions that do not begin with "Ladybug says," such as "Spin in a circle."





### WEDNESDAY

(continued)

#### Music Explorers: "The Caterpillar's Song"

Your child makes a butterfly and dances along to a catchy, reggae beat as this caterpillar dreams about its future!



**Length of activity:**  
20–30 minutes\*

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

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



**Level of Prep Required:** Medium



#### What you need:

- [Butterfly Life Cycle photo](#)
- [Flying Insects photos](#)
- [Video link to "The Caterpillar's Song"](#)

Materials to make a butterfly:

- For the body: cardboard tube, craft stick, or clothespin
- For wings: paper, paper towel, or tissue paper\*
- For antennae: pipe cleaners or short sticks
- For color: paint, markers, or crayons
- Stapler, tape, or glue
- Scissors (for adult use)

\* Note: If you're using paper for the wings, cut it into four rounded triangles before beginning.

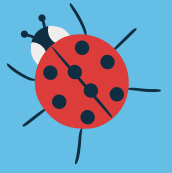


#### What your child is learning:

- Self-expression while making a butterfly and moving creatively to music
- Fine motor skills while making and holding a butterfly
- Hearing a song with a reggae rhythm

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

Show your child the materials you've gathered for making a butterfly. Invite your child to use paint, markers, or crayons to decorate the body and wings. If you have other craft embellishments at home, like googly eyes, foam pieces, jewels, or buttons, you can use those, too—let your child lead the way!



### WEDNESDAY

(continued)

Use a stapler, tape, or glue to help your child attach the wings, antennae, and any embellishments to their butterfly's body.

Next, ask your child to name a few other insects that can fly. Show them the [Flying Insects photos](#). Ask what is similar and different about the insects they see. Point out the dragonfly, honeybee, and ladybug. Tell your child they will hear a song about a caterpillar that wants to be like these insects.

Play the video of the song and sing along together. Encourage your child to catch the beat and fly around your space with their new butterfly!

### "The Caterpillar's Song"

Sitting on my leafy leaf,  
Watching the world go by.  
Sitting on my leafy leaf,  
Wishing I could fly.

#### Refrain:

Like ladybug, bee, and dragonfly,  
Like ladybug, bee, and dragonfly.

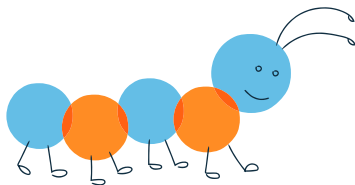
I'm a caterpillar moving slow,  
Watching the world go by.  
Munching on green leaves while I grow,  
Wishing I could fly.

#### Refrain

Someone told me right 'round spring,  
After a nap I'll grow wings.  
I'll become a butterfly,  
Then I'll fly so high.

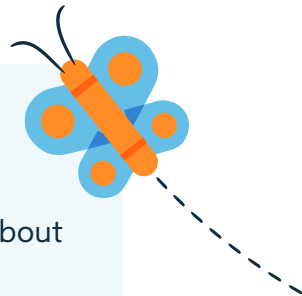
#### Repeat refrain six times:

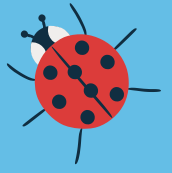
With ladybug, bee, and dragonfly,  
With ladybug, bee, and dragonfly.



#### Questions to ask:

- Where have you seen caterpillars before? How about butterflies?
- How does a caterpillar change as it grows?
- How do caterpillars move? How do butterflies move?
- What is the caterpillar in the song wishing?
- How do you think the caterpillar will feel when it becomes a butterfly?
- How does this music make you feel?
- What does this music make you think of?
- How could you use your butterfly to act out what the caterpillar is doing in the song?

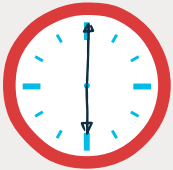




**THURSDAY**

### Express Yourself: Three-Dimensional Insects and Spiders

This activity encourages your child to show their creative side by using everyday materials to create three-dimensional insects and spiders.



**Length of activity:**  
20–30 minutes\*

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

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



**Level of Prep Required:** Medium



#### What you need:

- Child-size scissors
- Glue or glue stick
- Paper
- Tape
- Variety of craft items, such as craft sticks, pompoms, pipe cleaners, yarn, construction paper, and tissue paper
- Variety of repurposed materials, such as egg cartons, paper cups, large plastic bottle caps, small boxes, and clean containers and lids like sour cream or margarine containers



#### What your child is learning:

- Using different tools and materials to create three-dimensional art
- Creating art that represents animals, people, or things
- Recalling information from prior experiences and relate those ideas to current experiences

**What you do:** Show your child the materials you've collected and ask them how they could use the materials to make insects and spiders. Talk with your child about what they know about insects and spiders and what materials they could use to make different parts, such as what they could use to make legs or the different sections of the body. Then invite them to use the materials as desired to create their own insects and spiders.

**If your child is ready:** If your child is excited about insects and spiders, record a video of them explaining their creations or telling a story using their creations and share the video with friends and family.



**THURSDAY**  
(continued)

## STEM Innovators: Measuring Rainfall

Make a rain gauge using common household items!



**Length of activity:**  
25–30 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:

- ❑ Clear plastic bottle with label and cap removed, 2-liter or smaller\*
- ❑ Scissors (for adult use)
- ❑ Masking or other heavy-duty tape
- ❑ Permanent marker or pen
- ❑ Ruler or tape measure
- ❑ Small pebbles or rocks
- ❑ [Making a Rain Gauge video](#)

\* *Note: If you live in an area with below-average rainfall, you may want to use a smaller bottle so you'll see measurable results faster. If you live in an area where rain rarely falls, try using the rain gauge in the shower, to measure how much water is used each time someone takes a shower.*



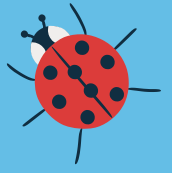
### What your child is learning:

- Using household materials to create a measurement tool
- Observing the weather and collect data about it

**What you do:** Talk with your child about rain. "Where does rain come from? Why do we need it? Why is it important for people to know how much rain we get?" Wonder together, how can we measure the amount of rain that falls?

Explain that meteorologists keep records of how much rain falls each day, from one year to the next. Their records help farmers and gardeners know how well they can expect their plants to grow and how much extra watering they might need to do to keep the plants healthy. A *meteorologist* is a person who predicts and measures the weather. Meteorologists share information with all of us about what we can expect the weather to be like. Explain that one of the tools meteorologists use to measure the weather is called a rain gauge.





## THURSDAY

(continued)

Show your child the plastic bottle and explain that you're going to make your own rain gauge from it. Watch the [video](#) together.

Use scissors to carefully cut off the top of the bottle, at the wide part just below where the neck of the bottle begins to narrow. Have your child place several pebbles or rocks into the bottom portion of the bottle. The rocks will help prevent wind from tipping the rain gauge over.

Next, help your child turn the part you just cut off upside down and lower it into the other part of the bottle, until the cut edges of the bottle meet. This will create a funnel to help capture the rain and draw it inside the bottle. Have your child help hold the edges together while you cover them with masking tape to hold the funnel in place.

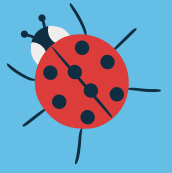
Then, help your child place a strip of masking tape onto the bottle, running vertically from the bottom to the top. Add water to the bottle until the rocks are just covered. Write "0" on the tape at the water line; this will become your baseline. Have your child hold a ruler up next to the strip of masking tape, starting at the "0". while you mark measurements on the tape. Use inches, centimeters, or fractions of an inch.

Finally, watch your local forecast. When rain is predicted, take your rain gauge outside, then bring it in at the end of the day to have your child record the day's rainfall. To give your rain gauge extra anchoring, you can pile up rocks around it or partially bury it in soil. If you don't have access to an outdoor space, check with a friend, relative, or neighbor who has outdoor space to see if they are willing to let you set out the rain gauge in their space.

### Questions to ask:

- Why do meteorologists measure rainfall and other types of weather?
- Why would we want to know what the weather is going to be like in the future?
- How much rain do you think our rain gauge will collect today?





**FRIDAY**

### Growing Flexible Brains: Detecting Smells

Can your child recognize familiar foods only using their sense of smell? Give this activity a try and find out!

**Length of activity:**  
N/A

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



**Level of Prep Required:** Medium



**What you need:**

- Bowls, 3-4
- Bowl cover, such as paper towels, clean dishcloths, lids, or paper
- Foods prepared during mealtime that are familiar to your child



**What your child is learning:**

- Focusing their attention to a specific task
- Using their senses to make observations
- Recalling information from prior experiences and relate those ideas to current experiences

**What you do:** While preparing a meal for your child, place each food item they're familiar with in separate bowls and cover the bowls so they can't see what is inside. Sit with your child and one at a time, place each bowl in front of them. Ask them to close their eyes, then remove the cover and invite them to smell what is in the bowl. Replace the cover and have them open their eyes. Ask them what they smelled. Can they identify the food in the bowl? Repeat this process for each of the bowls you prepared.

Then invite you child to enjoy the foods you've prepared. While your child is eating, talk with them about how they used their sense of smell to try and figure out what the foods were. Explain that insects and spiders don't have noses, but that they other body parts that help them smell. Insects use their antennae to smell. Some insects have antennae that look like feathers, which gives them a better sense of smell. Spiders detect smells using tiny hairs on their legs.

**If your child is ready:** Invite them to think about what it would be like to smell like insects and spiders. What would it be like if they detected smells using the hairs on their arms and legs? How would wearing pants or long-sleeve shirts affect their ability to smell? Think about smelling a flower, how would having antennae on top of their head change the way they smell the flower?

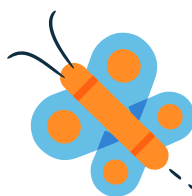
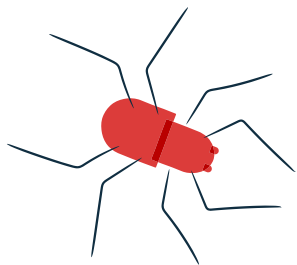


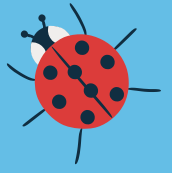


**FRIDAY**  
(continued)

## Virtual Field Trip: Audubon Nature Institute's Insectarium

Is your child interested in learning about more cool insects and spiders? Check out the [Insectarium](#). Encourage your child to make observations and ask questions about what they see. Read the information provided with each picture, calling attention to any information that relates to your child's observations or questions.

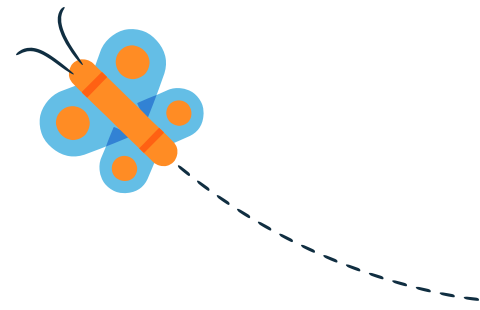




## Everyday Learning Experiences

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

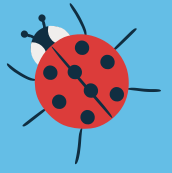
You and your child can work together during day-to-day activities to collect materials that can be **repurposed** for play. For example, if your family has finished a container of sour cream or bottle of coffee creamer, wash and dry the containers and lids and place them in a designated spot for your child to use in their play. Same goes for cereal and cracker boxes, cardboard tubes, and plastic lids to bottles you're going to recycle or dispose of. Encourage your child to dig into these materials for dramatic play props, to create fun art projects, or to inspire their inner engineer.



Focusing on each of the **five senses** can help your child slow down and center themselves when they feel overwhelmed. Have them stop what they are doing and one at a time reflect on what they see, what they hear, what they smell, what they feel, and what they taste (if applicable).

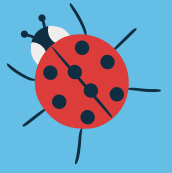
With a theme focusing on insects and spiders and nicer weather coming our way, there are sure to be some little creatures going about their day right outside your front door! Grab a pencil and piece of paper and head outside with your child. Look for insects and spiders. Write down the names of the **insects and spiders** you find, then make tally marks to show how many of each creature you find. This type of activity is a great way to hone your child's observation skills, inspire their curiosity and sense of wonder, and work on math skills, all at the same time!





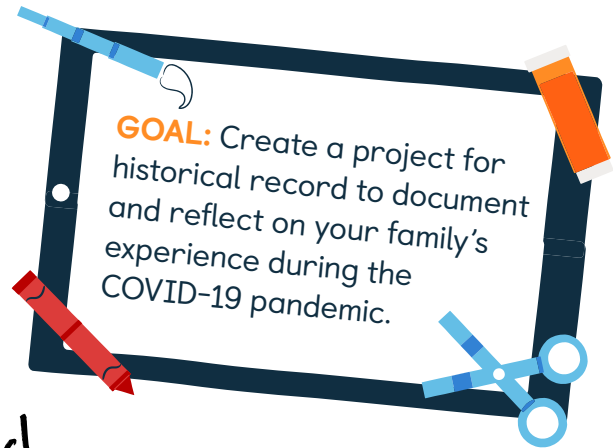
## Focus on Social and Emotional Learning

Preschoolers are at a great age to start practicing their empathy skills. We're all experiencing a range of emotions right now. As your child interacts with family members in emotional moments, encourage them to put themselves in "someone else's shoes" and think about how they feel. This could mean encouraging them to think about how their little sister felt when they took a toy out of their hands, or it could be encouraging them to think about how happy their sister felt when they shared a favorite toy with them. Encourage your child to think through how they feel when those things happen to them, and then extend that feeling to another person.



## Family Project

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



For the past couple weeks, your family has been working through the first four themes of your family project. This week, we invite your family to explore the theme ***Who Are the Helpers?***

*Try this!*

## Helpers

Through the last few months, your family has experienced a new way of living. As with all new and challenging situations, there are always people helping others in creative and thoughtful ways. How has your family been helped by others? How have you helped others through this crisis? Add another layer to your family project to represent the helpers in your life.

**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?



## Breakfast Muffins recipe card

**REUSE IT, REDUCE IT!**

## Breakfast Muffins

### Ingredients:

(makes 12 muffins)



12 eggs



½ cup milk



6 slices  
Canadian  
bacon, diced

















¼ cup green  
onions, sliced



1 cup shredded  
cheddar cheese

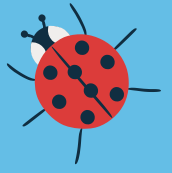
### Instructions:

1. Preheat  to 350 degrees. Spray a  with cooking spray.
2. In a large , whisk  together  and .  in  and .
3. Divide egg mixture evenly among , then sprinkle with .
4. Bake 25–30 minutes or until  set. Cool slightly before serving. If saving to eat at a later time, cool completely and arrange on  so muffins are not touching. Freeze overnight, then transfer frozen muffins to a freezer-safe container. To reheat from frozen,  for 2 to 3 minutes on High.



## Butterfly Life Cycle





## Flying Insects

