

At Home Learning Guide for Discovery Preschoolers (2 years old)

Week of April 13, 2020



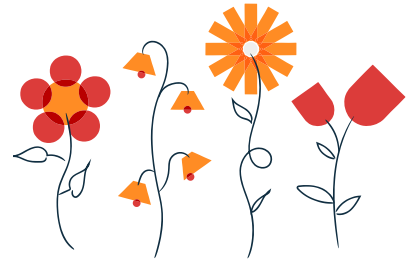
Typically, our centers spend the month of April exploring the natural world through the theme of gardens. Even though you're at home, there are lots of fun things you and your child can do to learn about all the growth and change that come with spring. Try a few of our tips as you plan activities for the week ahead:

Have a Plan! Children thrive when they have a consistent routine to follow. Keeping some structure and predictability will help keep you grounded through long days at home, too! That's why we've provided a sample schedule of activities that you can personalize to organize your week—and your child's.

Keep 'Em Busy! Keeping your child's active mind and body busy throughout the day is a full-time job (that's usually done by their KinderCare teachers—our heroes!). It's hard to juggle your actual full-time job with entertaining your kids. To help you keep your little one's brain and body busy, we've included activities that support each area of your child's development.

Developmental Domains are the areas of focus that support development of the whole child. Interested in learning more? Click [here](#) to discover the six developmental domains.

This Week's Theme: Plants and Gardens



What you'll find in this guide. . .

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

MONDAY

Get the Wiggles Out!
(Physical Development and Wellness)



"This Is the Way" Your child gets into the gardening groove using creative movement and song to imagine how they could work in a garden.

Read with Me (Language and Literacy)

My Cat Read Aloud and Colorful Cat Collage - Cute, creation, collage...all these /k/ words, and many more, show up in this story and art project about a cuddly kitty!



TUESDAY

Get the Wheels Turning
(Cognitive Development)



"Matching Leaves" Your child will match leaves by color to create groups.

WEDNESDAY

Growing Flexible Brains
(Executive Function)



Sorting Leaves Your child sorts leaves into groups based on their shapes.

THURSDAY

Express Yourself (Creative Expression)



"Falling Leaves" Your child explores movement using props while listening to a poem.

Make a Shaker Make a DIY musical instrument, then play along to a beautiful song sung in English and Twe.

FRIDAY

Rhyme with Me (Language and Literacy)



"Some Plants" Your child explores descriptive words and creative movement using a rhyme.

EVERYDAY LEARNING EXPERIENCES

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

FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Teaching social and emotional skills can be intertwined in everything you do. You'll find tips and activities to help your child continue developing these essential skills at home.

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Getting Ready for the Week: Materials to Gather

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

- Beads or tiny pebbles in a container
- Construction paper in green, yellow, and orange; or white paper and green, yellow, and orange crayons, markers, or colored pencils
- Glue stick
- ["I Am a Jewel" song lyrics](#)
- ["I Am a Jewel" music with song lyrics](#)
- Image or photo of a cat from a magazine, printed from online, or a photo of your own cat if you have one
- Masking or other heavy tape
- [My Cat by Lyssa Horvath, illustrated by Krista Martenson](#)
- Paper, one sheet
- Paper leaves (from Tuesday's activity Matching Leaves)
- Plastic egg or small cardboard tube
- Scissors (for your use only)
- Spoon
- Stapler (only if using a cardboard tube)
- Variety of colorful craft items such as torn pieces of construction paper; small fabric scraps; or craft foam, tissue paper, or gift wrap cut into various shapes
- [Video](#) demonstrating how to make a shaker

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

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MONDAY

Get the Wiggles Out: "This Is the Way"

Get into the gardening groove using creative movement and song to imagine how to work in a garden.



Length of activity:
10 minutes

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

Level of Engagement Required by Adult: High



Level of Prep Required: Low



What you need:
N/A



What your child is learning: While singing and performing the movements your child is learning to engage in pretend play and follow simple directions.

What you do: Familiarize yourself with the words and movements to "This Is the Way." Stand with your child, so they can see and copy your movement. Tell them you're going to sing a song about different things you can do in the garden, and that you will perform some actions that go with the song. Sing the song and act out the movements, inviting your child to perform the same movements. Keep them engaged- sing the song fast! Can you go super slowly?

"This Is the Way"

This is the way we rake the leaves, **(pretend to rake leaves)**

Rake the leaves, **(pretend to rake leaves)**

Rake the leaf. **(pretend to rake leaves)**

This is the way we rake the leaves, **(pretend to rake leaves)**

When we're in the garden.

Additional verses:

This is the way we plant the seeds... **(pretend to plant seeds)**

This is the way we water the plants... **(pretend to pour water from a watering can)**

This is the way we pull the weeds... **(pretend to pull weeds)**

If your child is ready: Create your own verses to the song with your child by asking what else we can do in a garden. Invite your child to create movements to go with the verses. To grow your child's imagination, ask your child where they would like to go and what they would do there. Then start activity all over again in a new imaginary place!

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MONDAY

(continued)

Read with Me: *My Cat* Read Aloud and Colorful Cat Collage

Cute, creation, collage...all these /k/ words, and many more, show up in this story and art project about a cuddly kitty!



Length of activity:
10–20 minutes

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

Level of Engagement Required by Adult: High



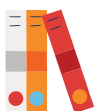
Level of Prep Required: High



What you need:

- Video [link](#) to the book *My Cat* by Lyssa Horvath, illustrated by Krista Martenson
- Paper, one sheet
- Glue
- Scissors (for your use)
- Image of a cat from a magazine, printed from online, or a photo of your own cat if you have one! In a pinch, you can even draw your own cat.
- Various colorful craft items like torn pieces of construction, tissue, or wrapping paper; small fabric scraps, craft foam

What your child is learning:



- The joy of listening to and talking about a book
- That books use pictures and words to tell a story
- To listen for and identify the initial sound /k/ in words

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What you do: Watch the video *My Cat* with your child. When the video's over, talk with your child about the story, helping them recall the characters and what happened.

If you like, you can mute the audio while you play the video and read the words yourself.

Talk with your child about the word *cat* and the letter sound at the beginning of the word, /k/. Say the /k/ sound together a few times.

Show your child the image of a cat and break out the art supplies! Explain that they can make a collage by gluing the colorful craft materials and the cat to the paper in any way they'd like. As you say each word that begins with the /k/ sound of letter c, emphasize it. As your child works, comment on what you see them doing.

When your child is done, point out that there many /k/ words in this activity, like *colorful*, *cat*, and *collage*. As you clean up, have fun playing with language as you practice these words and maybe even notice other words that start with the /k/ sound.

Questions to ask:

- Who was the story about?
- What did the cat do in the beginning of the story? What happened next?
- What was the girl doing in the pictures?
- How do you think the girl is feeling in this story? How about the cat?
- What sound do you hear at the beginning of the word cat?
- What colors did you use in your colorful cat collage?
- What can you tell me about this cat that lives in your colorful collage?



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TUESDAY

Get the Wheels Turning: Matching Leaves

Match leaves by color to create groups.



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: Medium



What you need:

- Construction paper in green, yellow, and orange; or white paper
- crayons, markers, or colored pencils in green, yellow, and orange
- Scissors (for your use only)



What your child is learning: Through this activity your child is learning about classifying and labeling objects as well as beginning to name shapes, objects and colors.

What you do: Cut out simple leaf shapes from the construction paper. Cut 3 or 4 different leaf shapes in each color, with each leaf about 3 inches in size.

Sit with your child and place the leaves in front of your child. Ask your child what colors the leaves are. Then tell your child that you're going to work together to match all of the leaves of the same color. Have your child select one leaf to begin. Ask your child the color of the leaf, and then to find other leaves of that color in the pile. If your child selects a leaf of a different color, encourage them to start a new pile. "What color is that leaf? It is yellow, should we put it in the same pile as the red leaves? Let's start a new pile for yellow leaves." Continue matching leaves of the same color until all of the leaves are gone.

Save the leaves for Wednesday's Sorting Leaves activity and Thursday's "Falling Leaves" activity.

If your child is ready: Invite your child to take all the matching leaves in a pile and place them in a line, then ask them to help you count the leaves, pointing to each leaf as you count it.

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WEDNESDAY

Growing Flexible Brains: Sorting Leaves

Sorts leaves into groups based on their shape



Length of activity:

10–15 minutes

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

Level of Engagement Required by Adult: High



Level of Prep Required: Low



What you need:

- Paper leaves (from Tuesday's activity Matching Leaves)



What your child is learning: Through this activity your child continues to learn about sorting and classifying objects, naming shapes, objects and colors, and learns to group things based on specific attributes.

What you do: Sit with your child and place the leaves in front of them. Ask your child to select one of the leaves and look at the shape. What do they notice about it? Have your child put the leaf aside and select another leaf. Encourage your child to look at the shape of this leaf. Is it the same or different from the first leaf? Ask your child questions to prompt their thinking. "The first leaf had big rounded sides. What do the sides of this leaf look like?" If it is the same shape, put it with the first leaf. If it is different, set it in a separate pile. Have your child repeat this process with each leaf until all of the leaves have been sorted into piles.

If your child is ready: Once the leaves are sorted, invite your child to choose one pile of leaves and place them in a line, then ask your child to help you count the leaves, pointing to each leaf as you count it.

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THURSDAY

Express Yourself: Falling Leaves

Explore movement using props while listening to the poem "Falling Leaves".



Length of activity:

5–10 minutes

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

Level of Engagement Required by Adult: High



Level of Prep Required: Low



What you need:

- Paper leaves (from Tuesday's activity Matching Leaves)



What your child is learning: Your child is learning to move their body in different ways and use props in creative ways.

What you do: Familiarize yourself with the words and movements to the poem "Falling Leaves." Sit or stand with your child so they can see and copy your movements. Show your child the paper leaves and invite them to select one to use for this activity, then select one for yourself. Tell your child you are going to say a poem about a falling leaf, and that they can use their leaf to copy your movements. Recite the poem for your child using your hands to represent the falling leaf. Repeat the poem several times throughout the day or week, inviting your child to join you in saying familiar words or lines and performing the movements.

"Falling Leaves"

I saw a leaf fall from a tree **(start with leaf over your head)**

And to the earth below. **(slowly bring leaf down to chest level over this and the next line)**

It was such a lovely sight to see

As it danced to and fro. **(move leaf from side to side)**

Up and down and up it went **(move leaf up, down, and up, holding it up)**

And then came tumbling down. **(slowly bring leaf down while shaking it)**

Feeling tired, the dancing leaf **(continue to slowly bring leaf down while shaking it)**

Fell to the waiting ground. **(bring leaf to rest on the ground or in your lap, if seated)**

If your child is ready: Invite them to use one leaf in each hand to perform the movements or encourage them to create their own movements while you recite the poem.

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THURSDAY

(continued)

Express Yourself: Make a Shaker

Make a DIY musical instrument, then play along to a beautiful song sung in English and Twe



Length of activity:
15–20 minutes

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

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



Level of Prep Required: High



What you need:

- ❑ Beads or tiny pebbles in a container (Note: Monitor closely until beads or pebbles are enclosed in container tightly. Choose objects that won't create a choking hazard)
- ❑ Masking or other heavy tape
- ❑ Music [video](#) with "I Am a Jewel" song lyrics
- ❑ Plastic egg or small cardboard tube
- ❑ [Song lyrics for "I Am a Jewel"](#)
- ❑ Spoon
- ❑ Stapler (only if using a cardboard tube)
- ❑ [Video](#) demonstrating how to make a shaker.



What your child is learning:

- How to play an instrument while listening to a song
- How to move their body to a beat
- Fine motor skills while making, holding, and playing an instrument
- Hearing a song with lyrics in two different languages

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What you do: Help your child make their own instrument – a shaker! This [video](#) demonstrates how. If you're using a plastic egg, take the egg apart and Invite your child to use the spoon to scoop up some beads or tiny pebbles and place them inside half the egg. Put the egg back together and reinforce the seam with masking tape.

If you're using a cardboard tube, pinch the edges of one end of the tube together and staple it shut. Place tape over the staples to make sure the seal is secure. Invite your child to use the spoon to scoop up some beads or tiny pebbles and place them in the open end of the cardboard tube. Pinch the edges of the open end of the tube together and staple it shut. Place tape over the staples at this end, too, to fully secure the opening. Voila!

If you have enough materials, make your own shaker so you can play along too!

Play the music [video](#), starting from where the song begins to play. Ask your child to listen to the words and the sounds of the instruments. After playing the song once, give your child their shaker. Play the song portion of the video again, encouraging your child to play their shaker and sing along with the chorus. Use the song poster for help with the lyrics.

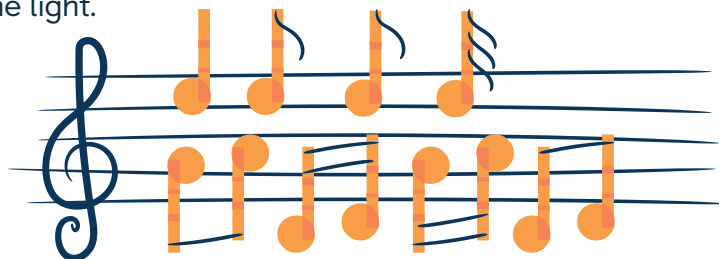
If your child is ready: Play the song a few times, asking them to create a different sound or perform a different action each time. They can try clapping to the beat, spinning around, or any other sweet moves they come up with!

Questions to ask:

- What do you think the beads (or pebbles) will do inside the shaker?
- What are some different ways you can play your shaker?
- What does this music make you think of?
- How does this music make you feel?

About the Song

The lyrics in this song are in English and Twi (pronounced CHWEE). Twi is a language that is spoken most commonly in southern Ghana, Africa. The lyrics, melody, and instrumentation celebrate the brilliant colors of planet Earth, the sea, the Sun, the Moon, and each and every person! Each person is colorful like a precious jewel, shining in the light.



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FRIDAY

Rhyme with Me: "Some Plants"

Explore descriptive words and creative movement using the rhyme "Some Plants".



Length of activity:
10–15 minutes

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

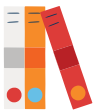
Level of Engagement Required by Adult: High



Level of Prep Required: Low



What you need:
N/A



What your child is learning: Through this activity your child will become more comfortable with moving creatively and will begin to express themselves through their own creative movement.

What you do: Familiarize yourself with the rhyme "Some Plants." Sit or stand with your child so they can see you. Recite the rhyme for your child one line at a time. After each line, ask them how they could use a movement to show the underlined word. For example, you might say "Some plants are big. How can we use our bodies to show that something is big?" If needed, you can use the movements in parentheses as a suggestion. Repeat the poem several times throughout the day or week, inviting your child to join you in saying familiar words or lines and performing the movements they created.

"Some Plants"

Some plants are big. (**spread your arms out wide**)

Some plants are small. (**squat down low**)

Some plants grow sideways. (**lean toward the side**)

Some plants grow tall. (**reach your hands up high**)

Some plants grow flowers. (**spread your fingers and place your hand by your face**)

And we love them all! (**give yourself a hug**)

If your child is ready: Create additional lines to rhyme, such as 'some plants grow fast, some plants grow slow,' and invite your child to create movements for them.

Everyday Learning Experiences

Any time is a good time to learn! Here are some ways to keep your kiddo learning and growing through everyday experiences.

1

At any time during the day, pick a word that's easy to **rhyme** with, like "ball." Ask your child to show you what that word looks like with their body, such as by bouncing up and down. Then help your child think of a word that rhymes, like "tall." Can they show you what that word looks like with their body, too?

2

When it's time for your child to participate in an activity like washing their hands or brushing their teeth, make it fun by **singing a song** about what you're doing. While you sing, ask your child to show you how to do the task- can they do it all by themselves while you watch?

3

When it's time for your child to rest, help them **practice their rest routine** on a familiar object like a doll or a stuffed animal. Encourage them to get the object ready to rest by reading it a story, tucking it under a blanket, or giving it a kiss good night. Practice the routine several times until it is familiar, then get your child ready to rest using the same steps.

4

While completing any task that includes multiple objects like clothes or dishes, show your child each object and **talk to them** about its size, shape or color. For each new object, help your child compare the item to the others they've seen. How are they the same? How are they different?

5

At any moment when your child shows interest in an object, ask them what **color** it is. Help them name the correct color, then ask them to look for another object of the same color anywhere else in the room. How many objects of the same color can they find?

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Focus on Social and Emotional Learning: The Power of Play

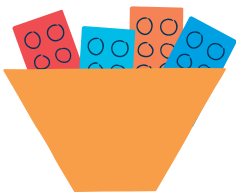
Play might look random or disorganized, but it's actually the most meaningful and natural way for young children to learn. During play, children are engaged in active learning and developing skills from head to toe. Check out the information and resources below to understand the power of play and what you can do to guide it.

Play-Based Learning for School Readiness

Play is more than just fun and games. Check out this [podcast](#), featuring KinderCare's Chief Academic Officer Dr. Elanna Yalow, about how play builds skills that help children succeed in school and in life.

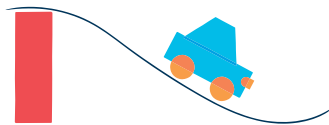
Active Learning: What's Really Happening During Play

Children love to play, and for good reason. Play is powerful! During play, children are active learners — they make choices, create meaning, and form connections.



Making Choices

Red paint or blue? A bike or the slide? A tall tower or a long tunnel? Children are naturally curious, and letting them follow their curiosity by making choices means they're guaranteed to be interested in what they're doing.



Making Meaning

Children are natural-born scientists! They experiment, form theories, and test those theories during play. Even if they can't spell out the science behind things, children are constantly paying attention to what happens during play and fitting it into what they know about the world.



Making Connections

The more children play, the more they learn. Can I make this tower as tall today as I did yesterday? Does this ball bounce the same as that one? Children make meaning from their play experiences, and they also make connections between them. These connections aren't just passing thoughts—they are real neural pathways in the architecture of a child's brain that help them build skills and knowledge over time.

For more on the importance of play, check out [this article](#) from the National Association for the Education of Young Children (NAEYC).

How To Encourage Active Learning During Play:

Offer choices like where to play and what to play with.

Make comparisons between different materials and experiences.

Ask open-ended questions (not “yes” or “no”) to encourage curiosity about what’s happening during play.

I Am a Jewel

Sun is gold.
Moon is silver.
Me ye, me ye aboode. (*I am, I am precious.*)

Chorus:

I am a jewel.
I catch the light.
Spinning, spinning,
Me kanae. (*My light.*)

Me shrine, me shrine, (*I shine, I shine,*)
Te s3 agude. (*Like a jewel.*)
Me shrine, me shrine,
Te s3 agude.
Me shrine, me shrine,
Te s3 agude.
Me shrine, me shrine,
Te s3 agude.

Earth is green.
Sea is blue.
Me ye, me ye aboode.



Chorus

LEARNING ADVENTURES® - MUSIC EXPLORERS™

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