



**Ann Arbor Public Schools
Preschool Activities Menu
Week 2: April 20, 2020**

[Weekly Message from Michelle and Jo Ann](#)

Welcome to the Week

Happy Monday! We hope you found some fun and engaging activities to do from last week's Activity Menu. This week your child's teaching team created more activities that will engage your child's mind and body. If reading the whole document is too much, use the Table of Contents below this section to find activities quickly. Remember, we are here for you! Please reach out to your child's teacher at any time with questions and/or concerns.

Important resource links:

- [Food Distribution](#)
- [Westerman Preschool website](#) with links to all Weekly Messages, [Classroom links](#) for Weekly Activity Menus, plus [Additional Resources](#) to support you and your family.
- For families of children transitioning to Kindergarten or Young 5's in the fall you must complete your enrollment online [Click here](#) for more information.

Caring for yourself and family: When there is so much uncertainty we can all begin to feel anxious. Children are no different. They are seeing and hearing many things that do not make sense to them right now. When you notice your child begin to get more upset or emotional you can help them calm down with this simple [5 Senses Grounding Technique](#). This is great for adults and older kids too!

Quick Links to Activities:

[Language / Literacy - Word Detective](#)

[Math - Counting](#)

[Physical - Movement and Balance](#)

[Art / Creativity - Make Your Own Puffy Paint](#)

Language / Literacy

Learning Focus of this Activity: Your child will build their language and literacy skills by reading and writing letters and words around them

IT'S AS EASY AS THIS!! (click link to view instruction video)

<https://youtu.be/1saHjsmkNv8>

Overview of Activity: Word detective: For this activity you and your child will be detectives, trying to uncover the mystery of words. How many words are there in your neighborhood? How many words have the letter "T" in them? Set out with your child to collect clues and discover a whole new world of words.

Suggested location: at home, in the car, on a walk

Materials: something for your child to write with, small notebook or several sheets of paper folded over and stapled to create a mini-book

Cleanup: let your child decide where to keep his or her detective book until it is needed for the next mystery.

Ideas:	Early	Middle	Later
Give children an empty toilet paper tube and let them walk around the neighborhood "spying" on letters.	You can do this activity while you are walking around your neighborhood, a local park, or even driving in the car. <i>Change the questions to meet the needs of your location.</i> What do you see?	How many words or letters can you find?	What was the longest word you found?
Give children the detective book, but let them draw pictures if they can't record letters or words. Once they draw a picture, then you can label the picture	Share that all detectives have a notebook in which they write down their clues or information they collect. Give the child a notebook that has "Detective (your child's name)" written on it.	How many places do you find letters? (dog tags, license plates, house plaques, street signs, yard signs, rooms in your home, etc)	What is the longest word in our neighborhood/home/park, etc?

When you get home, have children write the answers to the detective questions in full sentences. Help them to capitalize and put punctuation at the end of the sentences.	Tell your child that there are many mysteries around the world that detectives are trying to figure out. Add that you both will be detectives today, trying to answer some important questions about letters and words.	Which word should we put into a sentence?	Write a sentence with a word they found in it (may use invented spelling for some words).
Let them think of questions they want answers to. Follow their lead, and help them gather clues to answer their questions.	What they say may not have anything to do with the letters. Go with it. Learning is fun and takes many different paths.	Do more research.... books, siblings, other family members, internet	Continue to ask more questions and talk about what they have learned

Ways to Support Your Child:

- This activity is a playful approach to learning letters, but it also helps children to see the important role that letters and words play in their environment.
- If writing a whole word is too taxing, then let children simply write the first letter of each word they find.
- Provide a flat surface for writing in the car or, if you are walking, let children sit on the sidewalk as they write their information.
- If you can't stray too far from home, you can always write with chalk on the sidewalk around your home and let your child find those letters instead.
- **Social Skills Boost:** Encourage your child to take turns with you. You can bring two notebooks on your walk and one pencil to share. Model saying your child's name and making the request with manners "Addison, can I use the pencil please?"
- **Language Development Boost:** Model a sentence containing the letter/word your child found and the location/item (e.g, You found the letter S on the STOP sign", "I found the word WELCOME on the doormat")
- **Fine Motor Boost:** Encourage grasp on writing/drawing tools by using a small piece of chalk, broken crayons, golf size pencil.

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Letter & Word Detectives

 <p>Letters & Words Detective</p>	 <p>How many letters and words can you find?</p>	 <p>Materials Needed: Pencil and Paper</p>	 <p>Write letters that begin or spell out the word</p>
 <p>Draw pictures to represent what letters and words you find.</p>	 <p>Use sidewalk chalk to write your letters</p>	 <p>Can you find a Stop Sign?</p>	 <p>Speed and Stop both begin with S.</p>
 <p>Welcome starts with a capital W.</p>	 <p>How many C's are on this box?</p>	 <p>Look for environmental print!</p>	 <p>Write the letters of one license plate.</p>
 <p>Mitchell Elementary School</p>	 <p>Thurston Elementary School</p>	 <p>Allen Elementary School</p>	 <p>What school has the longest name?</p>
 <p>Count the letters!</p>	 <p>Let's use that word in a sentence.</p>		

Math

Learning Focus of this Activity: Your child will practice their counting skills in a variety of ways

Overview of Activity: Teaching preschoolers to count will improve their readiness for other math concepts that will be taught in the future, such as addition and subtraction.






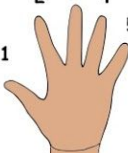


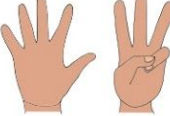


Ideas:	Early	Middle	Later
Count the fingers on your hands	Count fingers on one hand	Count fingers and toes on both hands and both feet	Count all of your fingers and toes, and then start adding other family members fingers and toes
Count objects around you (socks, shoes, pots and pans, toys, rocks, etc.)	Count how many people live in your home	Count all the socks in your drawer, or after they come out of the dryer	Write down the number of socks you counted, and then count on by counting all the shirts in your drawer or after they come out of the dryer (ex. I counted 20 socks, so I will start counting the shirts at 21 and continue to count on: 21, 22, 23, 24, 25, 26, etc.)
You can write numbers on a sheet of paper, paper plates, whiteboard, sidewalk with chalk, etc	Count with your child, touching each number as you count	Your child will count as high as they can, and then someone will count with them to practice counting higher	When asked what comes after 16, says "17" without beginning at 1 Independently and correctly counting objects around them

Ways to Support Your Child:

- Counting can happen in many ways, and wherever you are. Counting how many steps from one room to another, how many seconds until a snack is ready. The possibilities are endless.
- Meet your child where they are at. Your child may only count to 3, or count incorrectly at first. This is alright. Start slow and practice often for short periods each day.
- **Social Skills Boost:** When counting out loud or counting objects, take turns each saying a number in a rotation.
- **Language Development Boost:** Model a sentence containing the number and item your child counted (e.g., “You counted 3 cookies on the plate”, “You counted 10 toes on your feet”).
- **Fine Motor Boost:** Write a number (1-9) on a piece of cardboard, popsicle/craft stick, etc. Clip that many clothespins to the object, matching the number written. Encourage your child to use their thumb, index, and middle finger to squeeze the clothespin.
- Practice writing numbers using a variety of different materials (i.e. pan/tray with a layer of rice, beans, sand, etc, chalk, rolling playdough into a “snake” and then forming the number).

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Let's Count!

<p>1 2 3 4 5 Numbers</p>	<p>0  Zero</p>	<p>1  One</p>
<p>1 2  Two</p>	<p>1 2 3  Three</p>	<p>1 2 3 4  Four</p>
<p>1 2 3 4 5  Five</p>	<p>1 2 3 4 5 6  Six</p>	<p>1 2 3 4 5 6 7  Seven</p>
<p> Eight</p>	<p>1 2 3 4 5 6 7 8 9  Nine</p>	<p>1 2 3 4 5 6 7 8 9 10  Ten</p>

Physical

Learning Focus of this Activity: Your child will develop movement and balance skills

Overview of Activity: Materials: red and green paper (optional), furniture, music, puzzles, painters tape

Ideas:	Early	Middle	Later
Movement/balance in small spaces	Dance to music or with singing, take turns making up dance moves	Freeze dance with specific movements: run in place, jump, hop, spin, etc. while music is playing, freeze when music is paused	Simon Says or Do What I am Doing - Challenge your child based on their ability, stand on one foot, hop, yoga poses, etc. Take turns leading the activity.
Movement/balance in larger spaces	Red light, Green light or Stop and Go - Tell your child to walk toward you when you say "Go", stop quickly when you say "Stop"	Red light Green light - Change the way your child moves when you say "Go" (jump, crawl, crab walk, tip toes, roll, gallop, skip, etc.)	Follow the leader- Take turns being the leader moving through the house or outside - march, jog, run, crawl, hop, skip, etc.
Obstacle course	Set up obstacles using chairs, furniture, etc. for you child to safely crawl over, under, around. Make a starting point and an ending point	Tell your child how to move around the obstacles (jump to the sofa, roll to the table, crawl to the chair, etc.) Make balance beams on the floor with painters tape (straight, zig-zag, etc.)between obstacles	Take out puzzle pieces and put the empty puzzle at the end of an obstacle course. Have your child balance one piece at a time (on their hand, arm, elbow, etc.), moving around the obstacles to put the piece in place. Go back and repeat with other pieces

Ways to Support Your Child:

- Making sure you have enough space for activities and your child is safe when moving/balancing
- Use red and green paper as a visual for stop and go games

- Label body parts during movement activities (crawl on your hands and knees, balance on one foot, put the piece on your elbow, etc.)
- **Language Development Boost:** Use language with location words, for example: over, under, around, next to, behind with obstacle course activities. Use construction paper visuals (Red=stop, Green=go).

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Let's Get Moving!



Let's Get Moving!



Go



Stop



Dance



Hop



Crabwalk



Crawl



Skip



Touch Toes



Yoga Tree Pose



Twist



Wall Push Ups

Art / Creativity

Learning Focus of this Activity: Your child will create artwork using their imagination and a few items typically used for cooking

Overview of Activity: Homemade puffy paint: the recipe is easy to make with just 3 ingredients: self-rising flour, salt and water. Paint your picture, put it in the microwave, and it puffs right up! Your kids will love it!

HOMEMADE PUFFY PAINT INGREDIENTS

- 1 tbsp self-rising flour / food coloring in the colors of your choice / 1tbsp salt / little bit of water (start with $\frac{1}{4}$ tsp per color)

How to make self-rising flour (if you do not already have it at your home)

- 1 cup all purpose flour / 1 $\frac{1}{2}$ tsp baking powder / $\frac{1}{4}$ tsp salt

- Combine your flour and salt in one bowl
- Add a little bit of water and stir until you get a smooth, thin paste (like stirred yogurt)
- Add your food coloring, mix well

- Thicker paper or some recycled cardboard will work well - you can use paint brushes, Q-tips, fingers, or whatever else you can think of to create
- Create your masterpiece, pop it in the microwave for about 30 seconds and watch your painting puff up
- It will be warm, so ask your family to help you get it from the microwave

Ideas:	Early	Middle	Later
Have fun, put the paint on the paper	Feel and manipulate the paint	Begin to make lines, shapes, and other recognizable features	Creates art, and is able to talk about what they created
Think of something you like and try to paint it	Creates art, someone what it is (may be unrecognizable to others)	Creates art, tells someone what it is (some recognizable features)	Creates art, tells someone what it is (recognizable features - child is able to talk about and describe what they have created

Ways to Support Your Child:

You want to paint with your child but how do you keep your preschooler interested for more than a few minutes while controlling the mess?

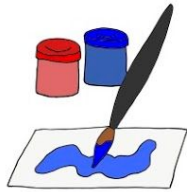
Paint is messy / Paint requires more work for you / Paint requires time.. But did you know painting with your child literally grows their brain?

Click this link to read more about why painting is important for your child's brain development: <https://kidssteamlab.com/preschool-paint/>

Fine Motor Boost: When drawing lines, encourage your child to draw a vertical line from top to bottom and a horizontal line from left to right.

Language Development Boost: If your child participates in making the puffy paint, tell them each step you are doing. Model words for ordering steps: first, then, next, finally.

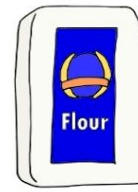
Puffy Paint Recipe



Let's Make Puffy Paint



Materials Needed:



Flour



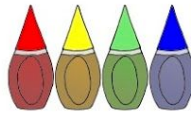
Baking Soda (Self-Rising)



Salt



Water



Food Coloring



Measuring Spoons



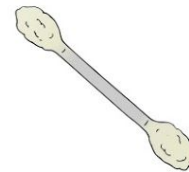
Microwave



Paper



Paintbrush



Cotton Swab