



**Ann Arbor Public Schools  
Preschool Activities Menu  
Week 9, Date: 6/8/20**

[Final Weekly Message with Michelle and JoAnn - Releasing of the Butterflies](#)

**Week at a Glance**

As we enter into this last week of school we want to make sure you all know we continue to be here for you and your children. Michelle and JoAnn can be reached anytime via email. These are challenging times, as we watch our friends, colleagues, children, family continue to suffer. We want you to know our commitment to stand up against and speak out against racist, oppressive, and exclusionary practices and policies. We will ensure every child coming to our Preschool programs is valued and has a safe place in our classrooms with our teachers. We want to share some resources with you as you navigate hard conversations with your young children.

[Sesame Street: Standing Up Against Racism](#) - Airs on 6/6 at 10am. For children and parents

[Talking to Your Children about Protests and Racism](#)

[Family Resources - For Talking about Race](#)



[ALL lessons explained](#)

Quick Links to Activities:

[Language and Literacy](#) Keep a Summer Journal!





[Science and Art](#) - Paint with water!

[Physical](#)--Time for an Obstacle Course!

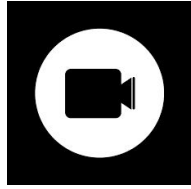
## Language and Literacy

**Learning Focus of this Activity:** Children learn to write and convey ideas.

**Overview of Activity:** Children use simple drawings and writing to share their summer experiences. (examples may be: I saw a frog today, I played in a rain puddle, I went for a walk and I saw..., )

Ideas:	Early	Middle	Later
<p>Summer Activity Journal</p>  <p><a href="#">Work out to the LETTER SOUNDS!!</a></p> 	<p>Uses drawing, and controlled linear scribbles to convey a message Ask your child about their drawing and write down what they say (Parents write what the children dictate about the picture)</p> 	<p>Uses drawing, and mock letters or letterforms to convey a message</p> 	<p>Uses drawing, dictation, and early invented spelling to convey a message</p> 

[Video TIPS for doing Journals](#)



### **Ways to Support Your Child:**

**Social Boost:** After the children are finished with their writing or drawing, help them decide who they want to share it with. One option would be to take a picture of it, text the picture to their chosen person, and then have your child talk to the person on the phone to explain their creation. Another option would be taking a little video of them showing and explaining their creation and sending it to your teachers on SeeSaw.

**Fine Motor Boost:** When writing letters, encourage your child to use correct letter formation.

[Capital Letter Formation Chart.pdf](#)

[Lowercase Letter Formation Chart.pdf](#)

Encourage your child to hold the writing/drawing tool using their thumb, index, and middle finger. Use broken crayons or short pencils to encourage an age appropriate grasp.

**Language Boost:** Encourage longer sentences and describing skills by adding an adjective/visual to the picture (e.g., I saw a frog/I saw a green frog/I saw a small frog, I played in a rain puddle/I played in a huge rain puddle/I played in a deep rain puddle)

Practice adjectives and opposites:

<https://safeYouTube.net/w/8wal>





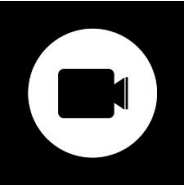
<https://safeYouTube.net/w/sxal>

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## **Science and Art**

**Learning Focus of this Activity:** Draw with water, and observe what happens when drawing in the sun and the shade

**Overview of Activity:** Children use paintbrushes, q-tips, cotton balls, pieces of fabric, sponges to paint, draw pictures on the sidewalk, fence, gate, house with water.

Ideas:	Early	Middle	Later
<p>Painting with Water</p>  <p>www.laughingkidslearn.com</p>	<p>Child explores with the water and materials.</p> 	<p>Child tells you about their picture</p>  <p>MotherhoodOnADime.com</p>	<p>Child talks about what happens when using different materials and what happens when drawing in the sun and the shade.</p>  <p>TODDLER ART PAINTING WITH WATER</p>
<p><a href="#">Painting with water</a></p> 			

**Ways to Support Your Child:**

**Activity Extension:** Add dish soap or shampoo to the water. See if you can paint (clean) something with the bubbles. Grown ups, this is a great and fun way to get your outdoor furniture, tables, or chairs cleaned up for the summer. While you have the bowl of water outside, brainstorm with your child to see what toys could be taken outside to wash and dry in the sun. Example: pretend kitchen props, duplos, little people, my little ponies, etc.

**Fine Motor Boost:** Use chalk to write letters/numbers or draw shapes on a fence (if you do not have a fence, you can do the same activity on the sidewalk). To work on hand strengthening, use a spray water bottle to squirt and erase the letter/number/shape. As an additional activity, have your child find/spray the letter/number/shape that you say.



**Language Boost:** Practice categorizing toys by placing them in groups to wash (e.g., cars, blocks, toy dishes, dolls). If you have several buckets or empty pots, have your child place each group in their own container.

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## Physical

**Learning Focus of this Activity:** Children learn to move their bodies in different ways from Point A to Point B.

**Overview of Activity:** Children create an obstacle course using items they can find in their house (boxes, shoes, strings, etc) empty boxes to climb over, crawl under, hop, jump, walk backward, balance, or skip around.

Ideas:	Early	Middle	Later
Obstacle Course	Child follows a simple obstacle course created by their parents.	Child creates an obstacle course with parent support and ideas. Then moves through it on their own.	Child creates their own obstacle course and is able to tell you how to move through the course.
 <p><a href="#">Obstacle Course Video</a></p>		 <p>Outdoor Obstacle Course</p>	

**Ways to Support Your Child:**

**Language Boost:** More ideas & pictures from a Speech Language Pathologist on household items and language to use in your obstacle course:

<http://www.playingwithwords365.com/obstacle-course-great-for-language/>

**Movement Boost:** Extend the game! Keep kids interested in trying the obstacle course multiple times by putting **puzzle pieces** at the start of the obstacle course and the puzzle board at the end. Ask them to pick up one piece and take it to the puzzle each time they complete the course until the puzzle is finished. You can also use magnet letters and have them complete their name at the other end of the course.

**Social Boost:** make the obstacle course a relay race with one team at each end of the course, give a high five to someone on the other team to let them know it's their turn

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