



**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:**

[Sorting, Counting, and Patterning - Math](#)

[Recall](#)

[Rhyming - Do fingerplays at home to...](#)

[Motor and Coordination](#)

[I Spy](#)

## Math

**Learning Focus of this Activity:** Sorting, Counting, and Patterning























**Overview of Activity:** Sort and/or count how many forks, spoons or knives you have in your house.  
(DO NOT GIVE YOUR CHILD A SHARP KNIFE, just a simple knife you spread jelly with)

<b>Ideas:</b>	<b>Early</b>	<b>Middle</b>	<b>Later</b>
Where does the silverware go?	Make different piles. One for spoons, one for forks, one for knives. This is called sorting. Sort the silverware by spoons, forks, knives.	Sort by fork, spoon or knife and count how many are in each group.	Sort by fork, spoon or knife, count how many are in each group, record (write) the number of each group.
Can you make a pattern?	Lay all the spoons out making sure they are going in the same direction	Create a simple ABAB pattern using the silverware. Example: spoon, fork, spoon, fork.	Create a harder pattern such as an ABC or an AABB pattern. Example: spoon, fork, knife, spoon, fork knife <b>OR</b> fork, fork, knife, knife, fork, fork, knife, knife

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

- Sometimes it is helpful when learning to sort for students to begin by sorting items into containers. (Small boxes, baskets, whatever you might have around the house.)
- Hold up a utensil and ask your child to “find the one like this one” as a way to begin to think about sorting a like object.
- When patterning it can be helpful to say the name of the items as you make the pattern. For example, “Spoon, fork, spoon, fork.”

# Patterns ABAB, AABB, ABC

 Fork	 Spoon	 Fork	 Spoon	 Fork	 Spoon	 Fork	 Spoon
 Spoon	 Spoon	 Fork	 Fork	 Spoon	 Spoon	 Fork	 Fork
 Fork	 Knife	 Spoon	 Fork	 Knife	 Spoon		

[Back to Top](#)

## Thinking/Cognitive

**Learning Focus of this Activity:** Recall

**Overview of Activity:** Find objects and recall the missing object.

### Ideas:

Ideas:	Early	Middle	Later
What is the missing object?	Find 3 objects around the house. Have the 3 objects in front of the child. Hide one of the objects behind your back. The child will	Find 5 objects around the house. Have the 5 objects in front of the child. Hide one of the objects behind your back. The child will	Find 5 objects around the house. Have the five objects in front of the child. Hide 2-3 objects behind your back. The child will recall

	recall (remember) and say the hidden object.	recall (remember) and say the hidden object.	(remember) and say the hidden objects.

### Ways to Support Your Child:

- Have your child help you find the objects you are going to use.
- When you begin the activity look at the objects with your child. Say the name of the objects with your child.
- Talk about attributes such as the color, size and texture of the object.
- If your child has difficulty recalling what item is missing try giving them a hint by saying, “ \_\_\_\_\_ is here. \_\_\_\_ is here. Hmmm, I wonder what is missing?” You can provide further hints by describing an attribute of the missing item.
- You can have your child “hide” the object and the adult recall what is hidden.

[Back to Top](#)

## LANGUAGE & LITERACY (and some finger work!)

**Learning Focus of this Activity: Rhyming** Do fingerplays at home to help your child improve memory and language. Rhymes help children develop *phonological awareness*, the ability to hear the different sounds in language, an important pre-reading skill.

**Overview of Activity:** Hearing and creating rhymes.

*Riddle dee dee  
Riddle dee dee  
Can you make a rhyme with me?  
I say **fall**, you say **ball**  
I say **key**, you say **bee**  
I say \_\_\_\_\_, you say \_\_\_\_\_*

*\*Or change the rhyme: “YOU say \_\_\_\_, I say \_\_\_\_”*

### **Busy Bees**

*One little bee flew and flew, she met a friend and that made two  
Two little bees as busy as could be, along came another and that made three  
Three little bees wanted one more, they found a friend and that made four  
Four little bees buzzing by the hive, saw their little brother and that made five  
Five little bees working every hour, fly away bees and find another flower!*

Ideas:	Early	Middle	Later
Rhyme practice  <i>Don't forget to laugh and have fun, rhymes can be silly !</i>	Put items in a bag (ex: car, sock, book). Child pulls out an item and states its name, adult makes a rhyme. ex: car-star, sock-clock, book-cook  More rhyme play with family names: Mama-Llama, Dad-Sad...	Make up silly rhymes: <i>(change first letter of names or objects during your regular day)</i> -pour the tilk (milk) -sing a kong (song) -hi Baniel (Daniel)	Try a rhyming game: <u>Which one does NOT rhyme?</u> <ul style="list-style-type: none"> <li>● <i>cat - hat - cake</i></li> <li>● <i>book - bake - look</i></li> <li>● <i>leaf - key - tree</i></li> </ul> <i>Sometimes children listen to the first sound (book-bake) or match items (leaf-tree) instead of finding the rhyme. It takes time and practice to learn!</i>
“Busy Bees” Hand & Finger work (fine motor development)	Encourage child to <b>pinch with thumb and pointer finger</b> to pick up small pieces: <ul style="list-style-type: none"> <li>● Act out “Busy Bees” rhyme with cheerios or cheese chunks</li> <li>● Drop a penny into a container for every rhyme - a point!</li> </ul>	Draw the numbers on paper. (4-5” tall) Show your child how to <b>trace over them with one finger</b> , (other fingers closed in a fist)	Create own hand motions to use with the finger play Busy Bees.  <b>Hold fingers up tall for the numbers.</b>  <i>Let your child be creative - it's their show!</i>

**Ways to Support Your Child:**

- Repeating the same rhymes over and over helps your child learn and be able to do more independently. (Not exciting for the parent, but great for the child!)
- Use a paper towel tube or a hairbrush as a microphone. Use a louder voice or a silly voice.

[Back to Top](#)

## Physical

**Learning Focus of this Activity:** Your child will develop bilateral coordination skills, moving both left and right sides at the same time or with alternating movements.

**Overview of Activity:** Materials: Music, cup, tray, small objects, rolling pin or cardboard tube, socks, tricycle/scooter, scarves/towels, small stuffed animals, paper

**Ideas:**

<b>Ideas:</b>	<b>Early</b>	<b>Middle</b>	<b>Later</b>
Moving both sides together	Sing songs or listen to music and clap, pat knees, pat head, etc. to the beat. Change the tempo, talk about fast and slow. Sing Row, Row, Row Your Boat, making rowing motions. Sit across from your child and hold hands to row.	Cup/Tray relay: Make a pile of small objects. Have your child place one at a time in a cup or bowl they need to hold with both hands. Make a spot for them to carry the objects to. They can also hold a tray or cookie sheet and try to balance the objects while they move.	Let your child use a rolling pin (or empty paper towel or wrapping paper tube), holding both ends and trying to push a small ball/sock ball away when you roll it toward them. Try having them do this lying on their tummy for an extra challenge.
Alternating/opposite movements	Sing songs or listen to music and march, alternate tapping knees (left up/right tap, left tap/right up). Have the child copy your movements.	Animal Walks: Practice moving like different animals (fly like a bird, swim like a fish, stomp like an elephant, crab walk, bear crawl on hands and feet, etc.).	Running/Biking or Air Biking – If it's nice outside, go outside and run/play tag. Tricycles or scooters are also good for bilateral coordination. If it's cold or raining, air bike inside – lie on your back and raise your feet in the air and “pedal” your bike.
More bilateral coordination ideas	Have your child tear paper (old magazines, ads, etc.), then crumple it up and make “balls” to Throw towards a target	Wheelbarrow walking: Have your child get on their hands and knees. Pick up their feet and let them “walk” on their hands, with their elbows straight, like a wheelbarrow.	Juggling – have your child toss a scarf, sock, small towel, small stuffed animal, etc. in the air with one hand, and try to catch it with both hands...or one hand!

**Ways to Support Your Child:**

- Make sure you have enough space for activities and your child is safe when moving/balancing.
- Use language during movements (together, apart, up, down, fast, slow, etc.).
- Label body parts during movement activities (crawl on your hands and knees, tap your knees, march your feet, etc.)
- Model the movements for your child if they are having a difficult time coordinating the motions, do them together (side by side) or gently walk your child through the activity using your hands to move their body in the desired way. This will help build muscle memory and skill.

## Science Math and Technology

**Learning Focus of this Activity:** I Spy to help build your child's skills at identifying colors and shapes. Your child will experience critical thinking, identifying colors, and identifying shapes

**Overview of Activity:** Explain to your child how to play "I Spy" by picking out something in the room and then describing it by saying "I spy something (name a color)." Once your child understands how to play, begin by describing a new item by color. If they can't guess it, then give them another hint by describing the shape. If they need extra hints, narrow down the location by telling them it is on a specific wall. Try to limit the clues to only color and shape so they focus on those two characteristics only.

Take turns with children. Use a variety of different colors and shapes to describe items in the room.

**Colors** Red Purple White Orange Violet Gray Yellow Brown Violet Green Black Silver Blue Pink Gold

**Shapes** Circle Rectangle Square Cone Triangle Pyramid Oval Cube

Let children know that this will be the last turn and then bring the activity to a close





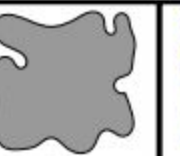
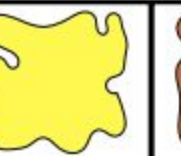








Ideas:	Early	Middle	Later
Color and Shapes	<p>Cut out shapes from colored construction paper and put them around the room. They will be very obvious to you, but the children will still find it fun and challenging to find the shapes you are describing.</p> <p>If using a whole room to play the game is overwhelming for children, play "I Spy" on one page of a book</p>	<p>Have children draw or write on a piece of paper each of the items they find.</p>	<p>Have children draw or write on a piece of paper each of the items they find.</p> <p>Create a graph that has shapes listed on the bottom row and colors listed in the left column. See the example below. Have children check off a box each time they find an item that matches the criteria. For example, if they find a round, yellow plate that you described, then an X would go in the box.</p>

			<table border="1"> <tr> <td>Red</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yellow</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Green</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Triangle</td> <td>Square</td> <td>Circle</td> </tr> </table>	Red				Yellow			X	Green					Triangle	Square	Circle
Red																			
Yellow			X																
Green																			
	Triangle	Square	Circle																
Height and size	If using a whole room to play the game is overwhelming for children, play "I Spy" on one page of a book	Give children a ruler and let them measure each item they find and record it on a piece of paper.	Give children a ruler and let them measure each item they find and record it on a piece of paper. Have them list the objects in order of size.																

**Ways to Support Your Child:**

- Draw a quick doodle of what you 'spy' while describing the item as a visual reminder of what they are looking for. Ask them to doodle what they 'spy' while describing their item to you as well.
- For added fun make a "spy glass" from a paper towel tube, toilet paper tube or a piece of rolled up paper.

# Colors

 Red	 Purple	 White	 Orange	 Gray	 Yellow	 Brown
 Green	 Black	 Blue	 Pink	 Gold	 Violet	 Silver



# Shapes



Circle



Triangle



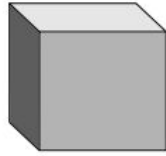
Square



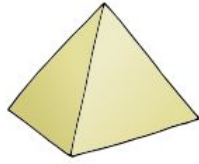
Oval



Cone



Cube



Pyramid



Rectangle

[Back to Top](#)