



**Ann Arbor Public Schools
Preschool Activities Menu
Week #3 April 27, 2020**

[Weekly Message with Special Guests](#)

Welcome to the Week

Happy Monday! We hope you are all well. This week your teachers have once again created some fun, engaging, and easy activities to help keep your family active. We know that you may be feeling very overwhelmed with older children's school work, your own work, the stress of our current situation, we want you to know that we are here for you! This plan contains suggestions that you may or may not be able to get to everyday. Use it when you can and do what you can. Please let your teacher know how it is going for you!

Setting schedules during this time at home can be a challenge for some families. Children thrive with routine as it creates predictability and lowers anxiety for both children and adults. Here is a link that provides some suggestions [Building Routines at Home](#). You can also ask your child's teacher about the schedule they used in school and ways to adapt it at home.

We know our preschoolers are really missing school. We miss them too! Here is a story you can share with your child to help them with understanding how school routines can happen at home, just differently. [Westerman Preschool Story - Home Routines](#)

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.

Quick Links to Activities:

[Math: Patterns](#)

[Physical: Body Part Identification](#)

[Language: Answering a Question](#)

[Literacy: Letter Hunt](#)

[Art: Make a Rainstick](#)

MATH & THINKING (COGNITIVE)

Learning Focus of this Activity: PATTERNS Patterns help children learn to make predictions, to understand what comes next, to make logical connections, and to use reasoning skills. Patterns also prepare children for complex number concepts and mathematical operations.

Overview of Activity: Use objects, sounds, or movements to create repeating patterns.

Ideas:	Early	Middle	Later
Body Movements	Touch your head say "head" Touch your shoulders say "shoulders" Repeat this several times and see if your child can copy you. Later, use 2 different body parts.	Encourage your child to repeat 2-3 motions - a moving pattern! Ex: - jump, wiggle, clap (repeat) - arms up, flap arms, cover eyes (repeat)	How many movements can you remember and copy? One person does movements, the other person copies. Start with 2 and keep adding a movement until someone makes a mistake.
Objects	Pick 2 things that are very different: ex: spoons & socks. Make a long line, alternating the objects: spoon-sock-spoon-sock-spoon... Touch and name each item, over and over, to the end of the line. (This is a pattern).	Encourage your child to find items in your home to make a pattern line all by herself. (see "early" idea) Examples: <ul style="list-style-type: none">• Books & cars• Legos & barrettes• Shoes & crayons	Challenge your child to make a pattern on paper, drawing objects or making colorful marks. + ☺ + ☺ + ☺

Ways to Support Your Child:

- Patterning begins with sorting. If your child is struggling, start with putting items into piles that are the same (ex: all the cars, all the markers, all the spoons)
- If your child is good at making patterns with two items, challenge him/her to use more items in a pattern: !@#\$!@#\$!@#\$ (this is a 4 item pattern, your child could use 4 colors, or 4 objects)

- Make it social. Take turns creating a pattern with your child. For example, you place a red block, they place a yellow block, you place a red block, etc. It is important that everyone waits for their turn.

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Physical

Learning Focus of this Activity: Body Part Identification Your child will develop body awareness skills, being able to recognize where their body is in space.

Overview of Activity: Materials: Music, laundry jugs/basket, household chore items, socks ball or stuffed animal, furniture

Ideas:	Early	Middle	Later
Body Part Identification	Ask your child to touch or point to different body parts (touch your head, touch your knee, etc.).	Play Simon Says focusing on labeling body parts (stand on one foot, touch your back, touch your elbow to your knee, kick your right leg etc.). Play/sing the Hokey Pokey	Do yoga poses, talking about body parts (on hands and knees, lift your right arm and left leg, on hands and knees arch your back like a cat, curve your back down and raise your head like a cow, stand on one foot and raise your arms in tree pose, etc.
Heavy Work Activities	Stomp feet, march, clap jump, etc. to songs.	Make a relay for your child carrying laundry jugs or other objects (heavy books, etc.) that make them use their muscles.	Help with chores! Carry the laundry basket, carry grocery bags, vacuum, sweep the floor, help load/unload the dishwasher, help make the bed, etc. Any activity with reaching, lifting, pushing/pulling is great!
Body/Spatial Awareness	Ask your child to balance a small	Make an obstacle course, using	Guess how far? Have your child

	stuffed animal, sock ball, etc on different body parts (head, shoulder, hand, elbow, food, back, etc.).	direction words to ask your child to crawl over the pillow, under the table, around the chair in between the cushions, etc.	stand a distance from a wall/object, and have them guess how many steps, jumps, hops, backwards steps, etc. it will take to get there. Then have them count and see!
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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 (body parts, directional words like over, under, behind, around, etc.).
- Make it social by including others taking turns, or work as “teams” to complete activities.

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Language

Learning Focus of this Activity: Answering a question on topic

Overview of Activity: Ask your child a simple question, such as, “What did you eat for breakfast?” See if they can answer correctly.

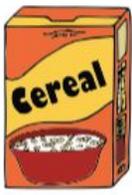
Ideas:	Early	Middle	Later
What did you eat for breakfast?	If no answer, give a choice of 2 possibilities “I ate pizza or I ate pancakes” If answers with one or two words, help model a 2-3 word sentence “Eat cheerios” or “I eat/ate cheerios”	See if they can tell how breakfast was made, (example: got out cereal box, bowl, spoon, poured cereal into bowl, poured milk into bowl, ate cereal, put bowl in sink)	See if they can tell how breakfast was made, (example: got out cereal box, bowl, spoon, poured cereal into bowl, poured milk into bowl, ate cereal, put bowl in sink)

		Use words 'first, then, next, last' to help them remember and tell the story	
Show your child a recent picture of them doing something, ask them, "Tell me about what you are doing"	If answers with one or two words, help model a 2-3 word sentence, "Make tower, big tower, look - tower!" or "I make/made tower"	See if you can have a 2-3 sentence conversation about the picture Ask who, what, where, why questions	See if you can have a 2-3 sentence conversation about the picture, ask what they would change if they could do it again.

Ways to Support Your Child:

- If you notice your child isn't speaking, model the words he could say.
- If your child has difficulty remembering or coming up with words, cue him in by giving two choices - one correct and one incorrect/silly
- If your child is only saying a 2 word phrase, repeat their phrase and add a 3rd word.
- Use your fingers to help remember things that happened.
- Use pretend play to help your child remember what happened. (For example, pretend to make breakfast.)

Making Cereal

						
Get Spoon	Get Bowl	Get Cereal	Get Milk	Cereal In Bowl	Milk In Bowl	Eat

Literacy

Learning Focus of this Activity: Letter hunt, identifying and finding letters in your home

Overview of Activity: finding and identifying letters in your child's name, noticing uppercase and lowercase letters. Using books, newspapers, boxes, clothing, etc. to look for letters.

<p>Ideas: Find the letters in your name</p>	<p>Early look around your house with food boxes, clothing, toys, books and see if you can find the letters in your name.</p> <p>Write your child's name on paper to have when looking so you can compare. Cross off a letter when you find it.</p>	<p>Middle look around your house with food boxes, clothing, toys, books and see if you can find the letters in your name, can you find them in order? Use a newspaper or mailing ads and circle the letters in your name.</p>	<p>Later look around your house with food boxes, clothing, toys, books and see if you can find the letters in your name, can you find them in order? Use a newspaper or mailing ads and circle the letters in your name. Can you find the letters of your last name? Family member's names?</p>
<p>Find and identify at least 10 different letters</p>	<p>look around your house with food boxes, clothing, toys, books and see if you can find different letters</p> <p>Take a paper with number 1-10 and write the letter you find next to each number.</p>	<p>Look around your house with food boxes, clothing, toys, books and see if you can find different letters. Use a newspaper or mailing ads and circle the letters you know and can name, write out the letters as well. (If your child is unable to write the letter, you can write the letter, and your child can then trace it with their finger and/or a marker/crayon.)</p>	<p>Look around your house with food boxes, clothing, toys, books and see if you can find different letters. Use a newspaper or mailing ads and circle the letters you know and can name, write out the letters as well.</p>

Ways to Support Your Child:

- To begin this activity it may be helpful to use items your child is interested in. (For example, their favorite book.)
- If looking at a large amount of print at once is overwhelming for your child, use items with less print. (The front of the cereal box as opposed to the back of the box, books with less words per page etc.)
- Make it social. Take turns with your child “finding” letters.
- Have your child use short crayons to encourage correct finger grasp when writing.
- To encourage writing letters the adult can write a letter on a white board/chalk board. Encourage your child to “trace/erase” the letter. When using a chalkboard, your child may also use a small piece of damp sponge to “trace” the letter.

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Art

Learning Focus of this Activity: Make a Rainstick

Overview of Activity: Use an empty toilet paper roll or paper towel roll to make a rainstick. You will need rice, beans or something small to put inside the toilet paper roll or paper towel roll. Rainsticks are instruments that feature a hollow core and are filled with small objects like rocks or beads to produce a variety of interesting noises and effects.

Ideas:	Early	Middle	Later
Create a rainstick	Have your child decorate a toilet paper roll or paper towel roll with markers or crayons. Adult adds a small amount of the rice, beans or beads and tapes a square piece of paper to each end.	Have your child decorate a toilet paper roll with markers or crayons, stickers or pieces of aluminum foil. Adult tapes on a square piece of paper to one side. With adult help have your child put a small amount of rice, beans or beads into the toilet paper roll. Adult then tapes a square piece of paper to the other end of the toilet paper roll.	Have your child decorate a toilet paper roll with markers or crayons, stickers or pieces of aluminum foil. Have your child count out 20 pieces of rice, beans or beads. Have your child cut out two square pieces of paper and tape to each end of the toilet paper roll.

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Ways to Support Your Child:

Talk about what you put 'in' and 'on' the rainstick.

Talk about the colors, shapes, textures of the materials.

Talk about what sounds you hear and compare to others that sound similar and different.

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