



**Ann Arbor Public Schools
Preschool Activities Menu
Week #4 May 4, 2020**

[Weekly Message with JoAnn and Michelle](#)

Welcome to the Week

As we go into Week 4 of our Activity Menus and contacts we want to focus on how you are doing at home. Last week's Menu included some tips to structure your day and develop routines that support you and your child/children. We are continuing with that same focus this week. We know many of you are struggling to get older children set up and doing their work, struggling to keep your preschooler busy, struggling to get your work done, etc. We want to help you any way we can. Your teacher will be reaching out to you this week asking you some questions about this. Please let them know

- What are your days like?
- Do you have a daily schedule, can we help you make it visual?
- Are you doing ok with helping your older children with their schoolwork?
- What are some of the hardest parts of your day, how can we help you?

We have a long road ahead of us and we want to help you navigate it the best we can, so please let us know what you need!

If you are looking to connect and get support from other parents please check out

[AAPS Parent Support Group](#)

From the Media Center: Here are two of the online activities your Preschooler has used at school

[tvokids.com](#) and [starfall.com](#)



Quick Links to Activities:

[Physical Activity: Movement Games](#)

[Science Activity: Shadows](#)

[Literacy Activity: Parts of a Book](#)

[Language Activity: Syllables](#)

[Math: Predicting and Measuring](#)

PHYSICAL

Learning Focus of this Activity: Have fun! Develop movement and balance skills.

Overview of Activity: Possible materials: music, scarf, paper, markers or red/green paper

Ideas:	Early	Middle	Later
For small spaces	Dance: Dance or move to any kind of music; wave a scarf or long piece of ribbon, or crepe paper.	“Freeze!” Dance or move while music is on, <u>freeze</u> when music stops. Hold that position until music starts again. (Try freezing on one foot, or hands on the ground and a foot in the air!)	Simon Says or Do what I Do: Challenge your child with more complex movements and directions, copy each other. Ex: -stand on one foot and touch your head, -touch your elbow to your ankle, -hop, -yoga poses
For larger spaces	Red Light - Green Light: (“ <i>stop and go</i> ”) Tell your child to walk towards you when you say “go” and to stop when you say “stop.” Change roles - you follow your child’s commands.	Red Light - Green Light: Change the movement command in the game (not “walk” anymore.) Ex: Jump, crawl, crab walk, tiptoe	Follow the Leader: move through your home or outside. Take turns being the leader. Try to go over, under, around and between, etc. Move in different ways: crawl, tiptoe, march, jog, hop, skip, etc. (or go backwards!)

Ways to Support Your Child:

- Make sure your child has a safe area to move and balance in
- Use red and green paper (or make red and green signs) to hold up during the Red Light-Green Light game. Variation: try using only the signs, do not say stop and go.
- Name body parts, motions and positions to increase vocabulary; encourage your child to give you clear directions using all the words (ex: crawl on your hands and knees, stand on one foot, go under the chair and around the table)

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Science and Creative

Learning Focus of this Activity: Shadows ☀️ Hopefully there will be some sunny days! ☀️

Overview of Activity: *Shadow: an area of darkness created when a source of light is blocked*

Ideas:	Early	Middle	Later
What is a shadow?	<p>Outside or inside, show shadows to your child. Use the word shadow often.</p> <p><i>(Look carefully, you'll be surprised at how many there are - look on floors and walls and table tops.)</i></p>	<p>Use a flashlight: Shine the light towards a wall. Hold up an object between the light and the wall. Try different items or your hand/body.</p> <p><i>If using a lamp, the shadow might appear on the table or floor - look for it!</i></p>	<p>Change the light:</p> <ul style="list-style-type: none"> -Move your body in and out of sunny spots outside. -Put objects in front of and behind light sources. Which one makes a shadow? -Can you make a shadow in the dark? Why or why not?
Create and play with shadows.	<p>That shadow is me! On a sunny day, help your child make and see their shadow on the ground. Make your shadow wave to your child's shadow. Have fun changing body shapes and talking about the shadows.</p>	<p>Shadow tag: On a sunny day, chase your child's shadow or see if your child is quick enough to step on your shadow (good exercise for everyone!)</p> <p>Chalk: if you have chalk, have your child create a shadow and then you draw around it.</p>	<p>Tower shadows: Use legos, blocks, or empty containers (from the "junk collection" or recycle bin). Build a tower on the floor about 6-8" away from the wall. Shine a flashlight...can you make a shadow on the wall? On the floor? Can you make the shadow bigger or smaller? Try building a tower in a different place or use a different light...</p>

			Experiment and Explore!
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Ways to Support Your Child:

- Use the flashlight on your phone, or a lamp to make shadows inside
- Use descriptive words and questions: ex: your shadow is long and skinny; what happens if the light is in front of you?
- Make it social: Show your child your shadow “jumping”, have them make their shadow “jump.” Then have your child do a movement that you imitate. Have fun seeing how many things you can do with your shadows!
- You may notice that shadows change at different times of the day. For example, the sun may not make the same shadow in a room at different times of the day.

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Literacy

Learning Focus of this Activity: Parts of a Book**Overview of Activity:** Help your child find these parts of a book: cover, back, spine

Ideas:	Early	Middle	Later
Parts of a book	Have your child hold a book correctly (not upside down) and turn the pages starting from front to back.	Have your child show you where the different parts of a book are: cover, back, spine.	Have your child show you where the different parts of a book are: cover, back, spine. Have your child show you where to find the author of the book, where to start reading, and which way to go.
Other book activities	When reading, have your child find a letter in his/her name somewhere in the book.	When reading, have your child find a letter in his/her name, a letter of a sibling's name or a letter of a friend's name. See if	When reading, have your child show you a period (means to stop) an exclamation mark (say it with excitement) or a question

		he/she can find a word that starts with the same letter as his/her name or end in the same letter.	mark (asking a question). If your child is up for the challenge have him/her find words in the text that he/she knows.
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- Ways to Support Your Child:**
- To help with language concepts:
 - Talk about what’s on the ‘front’ and ‘back’ of the book, and what’s in the ‘middle’
 - When you find identify a letter in your child’s name, make the sound aloud i.e. ‘J’ says ‘juh’
 - Talk about the pictures in the book and ask questions about what you see happening, i.e. “what is the dog doing? Who is that?”
 - Use a favorite book that your child will be interested in.
 - If a large amount of print is overwhelming to your child, use a book with less print.
 - Make it social:
 - If your child would like, let them “teach” you. Showing you the book, parts of the book, asking you questions about the book etc.
 - Make it a game: “I spy the front of the book.” “I spy the first letter in your name.” Let your child also “spy” things for you to find.

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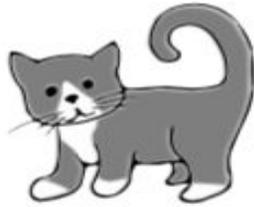
Language			
Learning Focus of this Activity: Learning Syllables			
Overview of Activity: Clap out syllables			
Ideas:	Early	Middle	Later
Clapping out Syllables	When learning syllables an easy way to learn is to clap for each syllable. Clap out these words with your child: apple, carrot, circle, feather, monkey, lion,	When learning syllables an easy way to learn is to clap for each syllable. Clap these words out with your child: see list in the Early Column for two syllable words. Clap these three syllable	If your child is able to clap out syllables give him/her these words and see if he/she can clap them out and tell you how many syllables each has. See list for two syllable words in the Early

	pumpkin. All these have two syllables. You will clap two times.	words: dinosaur, computer, hamburger, butterfly, cucumber, banana. Once your child is able to clap out syllables and understands, switch up using two or three syllable words and have him/her tell you the correct number of syllables.	Column. See list of three syllable words in the Middle Column. Four syllable words: alligator, caterpillar, helicopter, pepperoni tarantula. One syllable words: bird, bus, cat, glass, snake, goat, star
Jumping out Syllables First, use tape to make a numbered ladder on the floor. Child stands behind the first line. The adult says a word or holds up a picture card and the child will jump once for each syllable.	Adult will say a two syllable word and clap out the syllables. Use the two syllable list above or the two syllable pictures below.	Adult will say a two or three syllable word or hold up a two or three syllable picture from below. With adult support the child will jump to the correct number of syllables.	Adult will say a word. Child will jump to the correct number that corresponds to the number of syllables for the word. Adult will use any words from the list above or pictures below. You can come up with other words, too.
Sorting picture cards. Sort the picture cards below for the correct number of syllables.	Use only the two syllable pictures below. Help your child clap out the syllables for each word.	Use only two and three syllable pictures from below. With adult support, help your child sort the pictures into piles by number of syllables.	Use the syllable pictures from below. Have your child sort the pictures into piles by number of syllables.

Ways to Support Your Child:

- **This is a great activity to help all students and especially those who have some speech & language difficulties.**
 - Start with parent drawing attention to child's name and other meaningful words then clapping the syllable(s), i.e. "Mary. Mama. Dad puppy"
 - Parent claps syllables for the child as it can be difficult for the child to clap and produce the sounds at the same time. Have fun!
- To make it visual, use items (such as balls, or other toys) to show the number of claps/syllables you heard.
- Make it social:
 - Ask your child, "Should we clap or should we jump for the syllables?"
 - Invite others in your home to play too!
 - Your child can also help you to come up with words that you can use. (They can think of words or find pictures of things in magazines/books/etc.)

Syllable Sort



Cat



Car



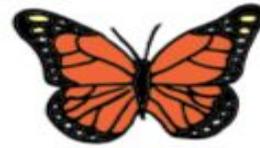
Rabbit



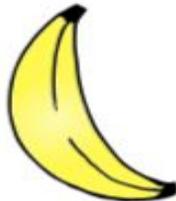
Apple



Tree



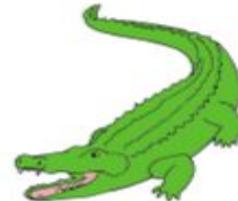
Butterfly



Banana



Pumpkin



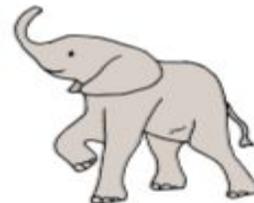
Alligator



Watermelon



Caterpillar



Elephant

Math & Cognitive Thinking Skills

Learning Focus of this Activity: Predicting and Measuring

- Your child will be able to make a prediction (guess) as to how many cupfuls or spoonfuls it will take to fill containers
- Your child will be able to count (with or without help) how many pours it took to fill the container
- Your child will be able to compare their prediction to the actual measurement

Overview of Activity:

Materials needed: a small bucket/ bowl/ container for pouring into, another small bucket with water all ready in it, a measuring cup, and a measuring spoon (or regular spoon)

Beginning: Have your child pick which container they want to fill first, the small bucket or the measuring cup. Then ask them how many cupfuls/ spoonfuls it will take to fill their selected container. (Don't worry if they make a prediction of 1 million 2 hundred and 689) it's their prediction. You can make a more reasonable prediction.

Middle: Start scooping and pouring, don't forget to count! Once the container is full, stop and see how many scoops it took. Who was closer? Now try and fill the other container

Ending: Tell them once they are done filling the second container, the activity is done and that they should put their things away.

Ideas:

Ideas:	Early	Middle	Later
Filling the small container	Water play, let them pour the water back and forth from each scoop	Help them count if they get stuck on a number, see if they can tell who had the closest guess or who's prediction was bigger/ less than	Write down their prediction or have them write it down. Have them fill their container and then help them write how many scoops it took. Have them compare their prediction to the actual number, can they answer if they were

			close? Guessed too high/ too low?
Filling the measuring cup	Water play, let them pour from the spoon, or have them use the spoon to pour into the container	Help them count if they get stuck on a number, see if they can tell who had the closest guess or who's prediction was bigger/ less than	Write down their prediction or have them write it down. Have them fill their container and then help them write how many scoops it took. Have them compare their prediction to the actual number, can they answer if they were close? Guessed too high/ too low?

Ways to Support Your Child:

- To increase language during the activity talk about “How many scoops? Should we get *more*? Do you want *A lot* or *A little*? Which one has *More, The Most, The least..?*”
- *Make it social:*
 - *Take turns adding water to a container with your child, counting as you both add water.*
 - *Use two of the same type of container. Each person can predict how many scoops they think will be needed. When the water is in the containers, look at both. Which container has more water? Which one has less water?*
 - *Invite others in your home to participate. Have fun!*
- *If your child does not like getting their clothing wet during water play:*
 - *Have them wear short sleeves.*
 - *Have towels close by.*
 - *Let them know that first they can play in the water then they can change their clothing. (See visual below.)*

First



Play In Water

First Then Cards

Then



Change Clothes

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