



**Ann Arbor Public Schools
Preschool Activities Menu
Week #6 May 18, 2020**

[Weekly Message with JoAnn and Michelle](#)

Week at a Glance

The **Week at a Glance** section will provide you with a brief summary of each activity this week. You can access this simplified Weekly Plan or for more details and additional support for your child. Click on the activity link to find detailed descriptions, ideas for varying developmental levels and support to help you and your child be successful.

Join JoAnn and Michelle Friday, 5/22/2020 from 2pm - 3pm for an opportunity to talk and connect with other Preschool parents. In this time of isolation, we are here for you to talk about what you are experiencing, what you might have questions about, etc. Please complete this [FORM](#) if you are interested in joining us. We will meet via ZOOM and will send a link via the email you provide.



Quick Link to Activities

[Math: Counting, Numbers & Adding](#) Combine two groups of objects, how many all together?

[Thinking/Cognitive: Sorting](#) Describe objects and sort them into groups.

[Physical: Red Light, Green Light](#) Play a fun game of Stop and Go with your child.

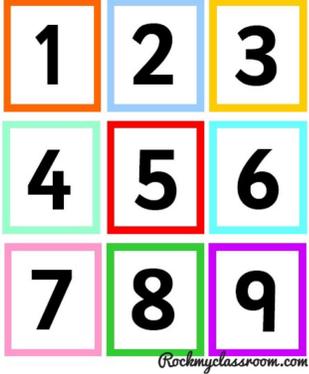
[Science: Nature Walk](#) Take a walk and look for butterflies, caterpillars, worms, spiders or other animals.

[Cognitive: Pretend Play](#) Your child will use objects like your sofa, a chair, and a sheet to create a tent, or cabin, or a secret cave. Use your imagination and follow your child's interest.

MATH

Learning Focus of this Activity: Counting, Numbers & Adding

Overview of Activity: Combine two groups of objects, how many all together?

Ideas:	Early (Easier)	Middle	Later (Challenging)
<p>Adding</p>  <p>Rockmyclassroom.com</p>	<p>Count: Give your child a number card (see below) and have them put an object on each large dot. Count the items and say the number name.</p>	<p>One more, one less: Use a number card (see below). Place objects and count. Say, "you have 3 cars. Here is one more car, how many do you have now?" or "you have three cars, I'm taking one away, how many do you have now?"</p>	<p>Add 2 numbers: Pick 2 number cards (see below). Place items on dots, and count each. Say "you have 2 legos and 3 cars, how many toys all together?" Count again for the answer.</p> <p>Use the Number cards and make lots of math problems - addition!</p>

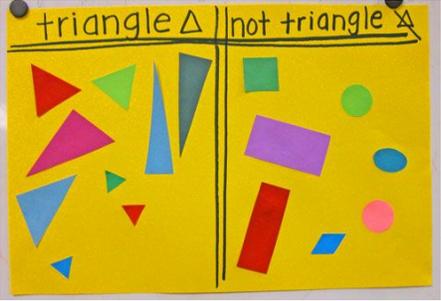
Ways to Support Your Child:

- Number Cards: Write a large number on a paper plate and draw big dots ex: write number 3 and make 3 big dots (or use a piece of paper or cardboard - insides of cereal boxes or tissue boxes work for writing on) Start with cards for 0, 1, 2 & 3, then add number cards as your child is ready.
- Include zero on a card. Zero is an important math concept.
- If your child struggles to count the items, make sure he touches each item with his finger as he counts. Help him learn to touch items only one time.
- If your child can put 6 items in a pile without a helping number card, she is ready to use dice. Roll the dice (ex: 3 & 2) and use those numbers for adding. Continue to use objects (ex: 3 pennies + 2 nickels) so your child can count the two groups together (ex: 5 coins).

THINKING (cognitive)

Learning Focus of this Activity: Sorting, also called Classifying

Overview of Activity: Describe objects and sort them into groups.

Ideas:	Early (Easier)	Middle	Later (Challenging)
<p>Sorting</p>  	<p>Use objects you have several of and make piles for each one: (ex: use legos, cars, coins, toothpicks, hair beads, etc...)</p>	<p>Look at the piles and group them a different way: ex: <u>Red Things</u> (red lego, red car, red bead) or <u>Toys</u> and <u>Not Toys</u> (cars, legos <i>and</i> coins, toothpicks)</p>	<p>Let your child play with collections of items and sort them anyway they choose. Ask your child why something goes in a pile. Pick up an item and ask what pile it should go in.</p>

Ways to Support Your Child:

- When sorting use descriptive words (attributes): color, size, quality (shiny, pointy, fast), function (what it does or is used for).
- Egg cartons, cupcake pans, yogurt cups, etc. make fun sorting containers
- Laundry is a perfect sorting activity: Dirty: lights/darks, Clean: fold all the shirts, fold all the pants; piles for mom, brother, sister; sizes

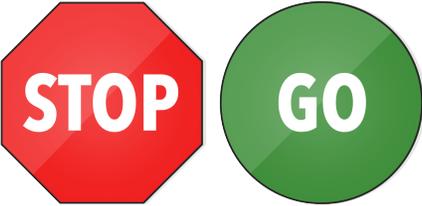
Dancing

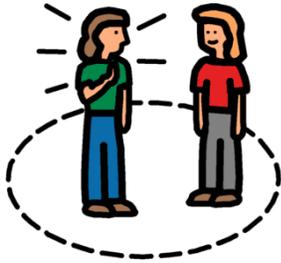
Learning Focus of this Activity: Red Light, Green Light

- Following directions
- Waiting
- Taking Turns

Overview of Activity: Materials needed: Stop and Go sign that you and your child made and a small to medium space; that's it!! Designate a start line and end line. **If playing inside remind your child to be safe as they walk, crawl, or skate (sliding feet on floor).

Ideas: {Provide families with variations and/or additional things they do with this activity. Provide opportunities to extend learning}

Ideas:	Early (Easier)	Middle	Later (Challenging)
<p>Follow Directions</p> 	<p>Review what red/green signs mean. Mark the starting line with something such as a towel, shoe, or chair. Tell and show your child to wait at the starting line. The second person stands 15-20 ft away, holding up the stop sign. Start by saying, "Red means _____!" Then hold up green and say, "Green means _____!" After practice try without prompting.</p>	<p>If players are still moving when you call "Red Light," they must go back to the starting line. Make it fun - you can say, "Oops, you forgot, silly; try again." Remind them to watch and listen to the directions</p>	<p>Think about new colored lights, you and your child can come up with variations of how to move towards the finish line such as, run on green light, crawl for yellow light, hopping for purple light, skipping, galloping, tip toeing, etc.</p>
<p>Taking Turns</p>	<p>First parent, then child</p>	<p>Make a plan by deciding together who will go first. Let your child control the signs (take turns). Include siblings, letting them rotate in taking turns.</p>	<p>Take turns to decide how you will move.</p>



Ways to Support Your Child:

- **Symbolic Play:** *
- Pretend like you're in a car (you can use a hula hoop if you have one), going somewhere, and you have to listen to your co-captain. Walk around your house, listening to your co-captain, "Go straight, turn left, slow down, red light stop, green light go, turn right, back up, we are almost there, put your blinker on, turn right, and we will be at WalMart (the couch)."
- Calming/regulation through heavy work - using the whole body when moving - crawling, crab walking, pushing a laundry basket or box that has weight in it can calm and regulate your child.

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Science

Learning Focus of this Activity: Nature Walk

Overview of Activity: Take a walk and look for butterflies, caterpillars, worms, spiders or other animals.

Ideas:	Early (Easier)	Middle	Later (Challenging)
I Spy	Take a walk and look for butterflies, caterpillars, worms, spiders or other animals. Say I spy and see if the other family	Take a walk and look for butterflies, caterpillars, worms, spiders or other animals. Say I spy and see if the other family members can spy the same	Take a walk and look for butterflies, caterpillars, worms, spiders or other animals. Say I spy and see if the other family members can spy the same

	<p>members can spy the same animal.</p>	<p>animal. Once at home draw a picture of the animals you found.</p>	<p>animal. Once at home draw a picture of the animals you found. Write the beginning sound of the animal(s) you just made a picture of and for a challenge see what other sounds you hear in the word and write those down, too. Example: If your child draws a spider he/she might write the letters spdr.</p>
<p>Map It</p> 	<p>Have your child draw a picture of something he/she saw on your walk. Could be a house, flower, animal, etc.</p>	<p>Have your child draw a picture in order of three things he/she saw on your walk. Example: first (we saw a) tree, second mailman, third bird.</p>	<p>Have your child draw a picture in order of 3-5 things he/she saw on your walk. For a challenge the adult could help draw a map and draw the items on the map where each was spotted.</p>
<p>Ways to Support Your Child:</p> <ul style="list-style-type: none"> • When drawing, have your child use short crayons to encourage correct finger grasp.. • Make a telescope out of rolled up paper, or a toilet paper/paper towel tube to help your child “look” for things. • If you have a magnifying glass, take that on your walk to get a closer look at things. • Make it social: Take turns looking for things. <p>Look for Specific objects but not limited to them:</p>			



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Cognitive / Engaging in Sociodramatic Play

Learning Focus of this Activity: Your child will use objects from your home to engage in pretend play

Overview of Activity: Your child will use objects like your sofa, a chair, and a sheet to create a tent, or cabin, or a secret cave. Use your imagination and follow your child's interest.

