



**Ann Arbor Public Schools
Preschool Activities Menu
Week #7 June 1, 2020**

[Weekly Message with Michelle and JoAnn - See how much the caterpillars have grown!!](#)

Week at a Glance

Quick Links to Activities

[Science: Creating Bubbles](#) Create bubbles, explore, enjoy!

[Physical: Obstacle Course](#) Create an obstacle course out of everyday things in your home or outdoors.

[Language/Science: Sense of Smell](#) Gather materials with pleasant smells, lemons, apples, spice containers, flowers, soaps, candles etc.

[Literacy, Language, Fine Motor: Creating a Picture](#) Your child draw a picture on a piece of paper

[Math: How Long is a Minute?](#) Have your child try to figure out how long a minute (or a shorter amount of time) while doing a physical activity.

SCIENCE

Learning Focus of this Activity: Creating bubbles with homemade wands and blowers

Overview of Activity: Create bubbles, explore, enjoy!

This is a simple recipe for bubble solution: **“Bubble Juice”**

- ¼ cup dishwashing soap
- ¾ cups water
- 1 teaspoons sugar

Help your child measure and mix the ingredients.

BE CAUTIOUS: Bubble Juice is special, and everyone is sad if it spills. 😞

Ideas:

Ideas:	Early	Middle	Later
<p>Bubble play</p>  <p style="font-size: small;">shutterstock.com • 172345067</p>	<p>Blow bubbles for your child to chase and pop. How will he pop them: Clap, stomp, poke? (Adult use some of the bubble blowers/wands in the next section.)</p>	<p>Bubble blowers for child to try: <u>Water bottle:</u> Adult cuts the end off a water bottle. Dip the open end in bubble juice and blow through the mouth of the bottle. <u>Plastic cup:</u> Poke a hole in the bottom of the cup. Dip the large open end in bubble juice, blow through the little hole.</p>	<p>Experiment! Try to make a bubble wand or blower:</p> <ul style="list-style-type: none"> -twist ties -plastic funnel -string loop taped to a stick -pipe cleaner or wire, bent in different shapes -fly swatter -adult cut shapes in thin plastic lid -plastic comb -try anything!
<p>More bubbles:</p> 	<p>Bubbles in a pan or sink: Put dish soap and water in a container. Whip it up with a whisk or your hand so it is full of bubbles. Let your child “wash” plastic animals or toys, big spoons, plastic cups, etc.</p>	<p>Bubbles with a straw: Put a little bubble juice (squirt of dish soap and some water) in a cup or bowl. Give your child a straw and let them blow until the bubbles are overflowing!</p> <p>Can she move a bubble? What happens if bubbles are touched</p>	<p>Bubble snakes: Adult cuts the bottom off of a plastic water bottle, attach a sock with a rubber band or duct tape. Put some bubble juice in a bowl or pan. Dip the sock in the bubble juice and then blow through the mouth of the water bottle. Bubbles will come out of the sock in long</p>

		with dry fingers? wet fingers? Good idea to use a tray or do this activity outside.	bubble snakes.
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- Ways to Support Your Child:**
- Play with bubbles outside, or in the bathtub. Choose a place you are comfortable with.
 - You can add a little food coloring to bubbles for more fun.
 - Young children will often suck bubble juice in instead of blowing it out... this usually doesn't happen more than a few times. 😊
 - Make it social: Take turns blowing bubbles. Try to blow a bubble together, and then try to pop them!

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PHYSICAL

Learning Focus of this Activity: Obstacle Course

Your child will move his or her body in many different ways. Your child will build gross-motor skills.

Overview of Activity: Create an obstacle course out of everyday things in your home or outdoors.

<p>Indoor Ideas: Put socks on and slide around on the kitchen floor 4 times. Crawl under the table or bed two times Dance in the living/family room Jump Up and Down 5 times Lie on the couch or bed for 20 seconds and pretend to be asleep</p>	<p>Outdoor activity ideas: Run a lap or two around your yard or up and down the sidewalk Jump over a stick, rock, or other object 10 times Fly like a bird around the yard, flapping your wings</p>
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Ideas:	Early	Middle	Later
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Get creative! Try any of the ideas above or make up your own.



Allow your child to copy your moves as you travel around the obstacle course together.

Encourage your child to complete the obstacle course independently. Cheer them on as they go!

Your child can create their own obstacle course and teach you how to travel through it.

Ways to Support Your Child:

- Help your child draw an **obstacle course on the sidewalk** with chalk. Video: [Chalk obstacle course](#)
- **Make it Social:** Play Follow the Leader: the leader tells or shows the follower what actions to do, then change places.
- **Building Imagination:** Pretend you're a superhero, a favorite character, or a favorite animal as you go through the obstacle course. Maybe a super hero will pretend she is on an important mission, or Little Red Riding Hood is on her way through the woods to her grandmother's house, or the favorite monkey was told he couldn't jump on the bed, so he decided to jump in the sidewalk squares instead.
- **Building Vocabulary & Concepts:** Use words to describe the actions and where they are happening. Examples: You're jumping so **high!** How **far** will you jump this time (compare 2 jumps)? Crawl **under** the table. Jump **over** the stick. Run **next to** the fence. Follow **behind** me. Skate **slowly** and dance **fast**.

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Language/Science

Learning Focus of this Activity: Sense of Smell

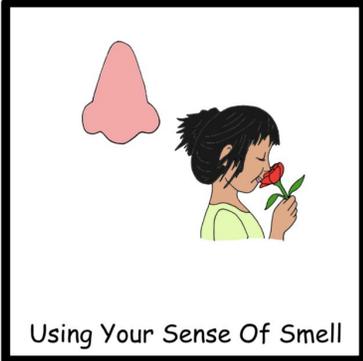
Overview of Activity: Gather materials with pleasant smells, lemons, apples, spice containers, flowers, soaps, candles etc.

Ideas:

Early

Middle

Later

<p>Sense of Smell</p>  <p>Using Your Sense Of Smell</p>	<p>Bring an object up to your nose to smell it first, then gently place the item near the child's nose. Does your child show any preferences for or aversions to different smells? Take note! As you go through this activity, talk to your child about what he or she is doing and smelling, using both familiar and unfamiliar words.</p>	<p>What does each object smell like to you? Does it remind you of anything? Share your observations as you smell each one.</p>	<p>Choose things that smell pleasant and things which do not smell as pleasant. Have your child sort the scents by likes and dislikes. Talk about each scent using descriptive words. Describe what it smells like, why you do not like it.</p>

Ways to Support Your Child:

- Encourage your child to gently sniff items. Use caution if smelling spices such as cinnamon for example.
- Try having your child close their eyes and smell items. Can they tell you what they are smelling?
- Make homemade scent bottles by placing scents such as vanilla, lemon extract or other spices on a cotton ball and placing the cotton ball in a recycled water bottle. (You can even make two of each to see if you and your child can find the matching scents!)

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Literacy, Language and Fine Motor

Learning Focus of this Activity: Creating a Picture
 Your child will use their fingers and hands to draw and or write in their journal (piece of paper)
 Your child will use words or gestures to tell you a story to write in their journal (piece of paper)

Overview of Activity:

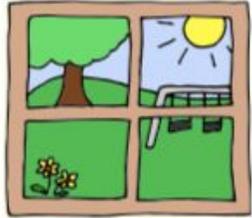
Your child will use crayons, markers, pencils or pens to draw a picture on a piece of paper *Your child will tell you “their story” and you can write the words for them. Say to your child, “Tell me your story.” Then, write exactly what they say

Ideas:	Early	Middle	Later
<p>Drawing and writing</p> 	<p>Your child scribbles or makes marks on a paper</p>	<p>Your child begins to draw shapes or uses colors to resemble objects.</p>	<p>Your child draws detailed pictures and may write some words, letters or numbers</p>
<p>Language</p> 	<p>Comment on your child’s drawing choices. For example, “You used a lot of red” or “I see lots of circles.”</p>	<p>Your child uses a few words to describe their drawing. You can ask follow up questions. For example, if your child says “It’s mommy,” say to them, “What is mommy doing?” Then, write their words.</p>	<p>Your child describes their picture with some detail. Their story may have a beginning, middle and end. When finished, say to your child, “Is there anything else you would like me to write?”</p>

Ways to Support Your Child:

- **Fine motor Support:** Have your child use short crayons when drawing/printing. Let your child watch you draw a picture and see if he/she can draw one like yours.
- **Language Support:** - Draw your own picture using the ideas above and talk about what you’re doing to model the activity for your child - Comment on your child’s picture while he or she is working (“Wow, you’re drawing lots of lines!” etc.) - Ask questions about your child’s picture
- **Choosing a Topic:** Here are some ideas of topics your child can “write” about:

What Can I Write About?



Playing Outside



Planting A Garden



Taking Care Of Pets



Cooking



Playing Dress Up



Playing With Toys



Spending Time With Family



Doing My School Work



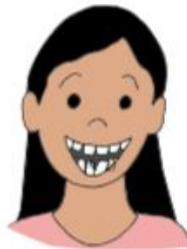
Talking To Someone On The Phone



Reading A Story



Using Technology



Loose Tooth

Math

Learning Focus of this Activity: How Long is a Minute?

Overview of Activity:

Have your child try to figure out how long a minute (or a shorter amount of time) is by having them use a timer while doing a physical activity.

Ideas:	Early	Middle	Later
<p>Walking/Crawling/etc.</p>  <p>The illustration is a 2x2 grid. The top-left panel shows a girl crawling, labeled 'Crawl'. The top-right panel shows a boy dancing, labeled 'Dance'. The bottom-left panel shows a boy running, labeled 'Run'. The bottom-right panel shows a boy walking, labeled 'Walk'. Above the grid is the text 'How Will You Move Your Body?'.</p>	<p>Have your child move their bodies as you set a timer for a minute (or 30 seconds, 15 seconds, 10 seconds) and tell them when to stop when a minute is up. Show them the timer as it counts down</p>	<p>Have them move their bodies as you set a timer for a minute and have them stop when they think a minute is up. Then tell and show them how much time is left. Then use the stopwatch feature and do the same thing, have them move until they think a minute is up. Show them how close they were to a minute.</p>	<p>Have them move their bodies as you set a timer for a minute and have them stop when they think a minute is up. Then tell and show them how much time is left. Then use the stopwatch feature and do the same thing, have them move until they think a minute is up. Show them how close they were to a minute. Have them do a different movement and have them compare their differences. Did it feel like one movement was longer than the other? Why do they think that?</p>
<p>Time your child while they do a task that they can do by themselves (put shoes on/ put toys in a basket/ run across the room/etc.</p>	<p>Use a stopwatch or a clock and time how long it takes. Tell them how long it took including words second/minute. Can they improve their time?</p>	<p>Have your child predict how long it will take them to do their task. Write down their prediction and if they include a unit of time, write that down too (2 hours, 3 million</p>	<p>Have your child predict how long it will take them to do their task. Write down their prediction or have them write down their prediction and if they include a</p>



seconds, etc.) Then time them and show them how long it took. Compare the answers, have them do the same or another task and have them predict again.

unit of time, write that down too (2 hours, 3 million seconds, etc.) Then time them and show them how long it took. Compare the answers, have them do the same or another task and have them predict again, go ahead and do one more so you have 3 measurements from the same activity and talk about the results, why do they think they got faster or slower?

Ways to Support Your Child:

- This can lead into daily routines, such as brushing teeth for 2 minutes, or how fast they can get dressed.
- Ask your child how they want to move their body. Make it fun!
- Make it Social:
 - Do the movements with your child.
 - Invite another person in your house to join in as well.
 - Take turns deciding on different ways you can move your bodies.

How Will You Move Your Body?



Crawl



Dance



Run



Walk

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