



**Ann Arbor Public Schools  
Preschool Activities Menu  
Week #8 June 1, 2020**

[Weekly Message with JoAnn and Michelle - Let's make some music!](#)

**Week at a Glance**

Quick Links to Activities

[Writing & Letter names](#) Write on the sidewalk. Use a bucket of water and a rag “pencil” (a washcloth, a sock, or a big paint brush).

[Enhancing Language Development](#) Ideas and information to help you support your child’s language development.

[Bouncing Blanket](#) Use a blanket or bed sheet to bounce rolled up socks into the air.

[Finding Shapes](#) Find and describe shapes

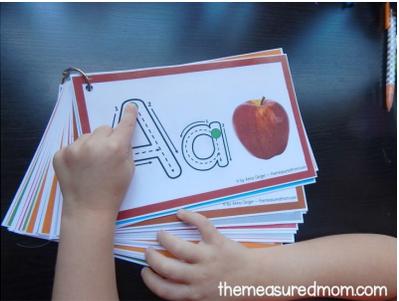
[Garden Yoga](#) Exercise your bodies, breath, and minds, while also learning about gardens.

# LITERACY

**Learning Focus of this Activity:** Writing & Letter names

**Overview of Activity:** Write on the sidewalk. Use a bucket of water and a rag “pencil” (a washcloth, a sock, or a big paint brush).  
 \*Experiment with the “pencil.” You might have to squeeze a little water out so it’s not just a puddle.  
 Chalk is another possibility for outside.

**You can also do these activities inside with a pencil and paper.** 😊

Ideas:	Early	Middle	Later										
<p>Writing</p>  <p><small>©images - illustrationsOf.com/1119216</small></p>	<p>Dip the rag “pencil” in the water and make some straight lines and some curves (rainbow shape) on the sidewalk.                      Say <u>line</u> or <u>curve</u> as you write.                      Your child can jump on the lines and curves shouting “line!” or “curve!”</p>	<p>Encourage your child to make their own lines and curves with the wet “pencil” on the sidewalk.                      Help your child make a few letters from their name, using lines and curves. Say the letter names many times.</p>	<p>Encourage your child to use lines and curves to make specific letters independently and say the letter name.                      Try making giant letters, or tiny letters. How many letters can you make before they start to dry up?</p>										
<p>Inside writing</p>  <p><small>themeasuredmom.com</small></p>	<p>Write child’s name in large CAPITAL letters on paper (4-5”). Help your child trace over the letters with one finger, other fingers closed in a fist. Say the letter name, and then say line or curve as you trace.</p>	<p>Make up a name song/chant (see below) to help your child learn the names of their own letters.                      Make individual letter cards for your child to practice putting in order.</p>	<p>Make a practice grid for your child. You write in the top, child writes in the bottom.</p> <table border="1" data-bbox="1528 1125 1810 1256"> <tr> <td>D</td> <td>A</td> <td>V</td> <td>I</td> <td>D</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	D	A	V	I	D					
D	A	V	I	D									

**Ways to Support Your Child:**

- Capital letters are made with lines and curves. Ex: D = 1 line + 1 curve. E = 1 big line + 3 little lines. P = 1 line + 1 little curve.

- Pick the easiest letter in your child’s name to start with. (S is a hard letter to write, so is Y)
- Spell your child’s name in a chant to help her remember the letter names. Make up your own rhyme.  
Ex: “T-A-Y-L-A-R Taylor, she’s a superstar!” Repeat it over and over. In TAYLAR’s name, the easiest letters to write are L and T.
- You can roll playdough snakes and use them to make letter shapes, or mix up biscuit or pretzel dough and make letters to eat!
- Sprinkle some salt on a plate or small tray. Use one finger, like a pencil, to make lines, curves, or letters.

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## LANGUAGE

**Learning Focus of this Activity:** Enhancing Language Development

**Overview of Activity:** Ideas and information to help you support your child’s language development.

Ideas:	Early	Middle	Later
Questions 	-Help your child understand and ask questions. Play the yes-no game. Ask questions such as "Are you a boy?" "Are you Marty?" "Can a pig fly?" -Later, encourage your child to make up questions and try to fool you.	-Ask questions that require a choice. "What do you want: an apple or an orange?" "Where will you play: inside or outside?" -Later, ask questions starting with "what," "who," or "where," but without a choice. "Who has the book?"	Ask more complex questions and expect complete answers. If your child gives a one word answer, say "tell me more" or "help me understand." Ask questions using "how" and "why" and "when."
Vocabulary	Expand vocabulary. Tell your child about items and what they do. Ex: "This is my nose. I can smell	Place familiar objects in a container. Have your child remove the object and tell you what it is	Offer a description or clues, and have your child identify what you are describing: "We use it to

<p><b>How does it taste?</b></p> <p>Taste words</p> <table border="1"> <tr> <td> Spicy Hot</td> <td> Sweet Sugary</td> </tr> <tr> <td> Sour Tart</td> <td> Salty Savory</td> </tr> <tr> <td> Bland Tasteless</td> <td> Rich Flavorful</td> </tr> </table> <p><small>americanenglish.state.gov American English at State </small></p>	 Spicy Hot	 Sweet Sugary	 Sour Tart	 Salty Savory	 Bland Tasteless	 Rich Flavorful	<p>flowers and popcorn." or "This is a button. It is round and goes on my shirt."</p>	<p>called and how to use it. "This is my ball. I bounce it. I play with it."</p>	<p>sweep the floor" (a broom). "It is cold, sweet, and good for dessert. I like strawberry" (ice cream). Can your child give you some clues?</p>			
 Spicy Hot	 Sweet Sugary											
 Sour Tart	 Salty Savory											
 Bland Tasteless	 Rich Flavorful											
<p>Conversations</p> <table border="1"> <thead> <tr> <th>FIRST</th> <th>NEXT</th> <th>LAST</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	FIRST	NEXT	LAST							<p>Use photographs of familiar people and places, and retell what happened or make up a new story.</p>	<p>The television also can serve as a valuable tool. Talk about what the child is watching. Have him or her guess what might happen next. Talk about the characters. Are they happy or sad? Ask your child to tell you what has happened in the story. Act out a scene together, and make up a different ending.</p>	<p>Take advantage of daily activities. For example, while in the kitchen, encourage your child to name the utensils needed. Discuss the foods on the menu, their color, texture, and taste. Where does the food come from? Which foods do you like? Which do you dislike? Who will clean up?</p>
FIRST	NEXT	LAST										
												

- Ways to Support Your Child:**
- Make sure you have your child's attention before you speak.
  - When your child starts a conversation, give your full attention whenever possible.
  - Pause after speaking. This gives your child a chance to think and continue the conversation.

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**Learning Focus of this Activity: Bouncing Blanket**

**Overview of Activity:** Use a blanket or bed sheet to bounce rolled up socks into the air.

Ideas:	Early	Middle	Later
<p>Bouncing blanket</p> 	<p>Spread out a blanket or sheet and ask your child to hold the edge. If just you and one child are at home use a smaller blanket. Ask the child to pretend the blanket is a giant popcorn popper and you want to help you make popcorn. Place balls or rolled up socks in the middle of the blanket. Depending on the type of popcorn popper your child is familiar with, pretend to add oil and turn up the heat. Talk about how the balls are moving. Use words such as rolling, bouncing, jumping, etc.</p>	<p>Spread out a blanket or sheet and ask your child to hold the edge. Play music quietly and help children shake the blanket. Shake slowly at first to pretend it is like the popcorn getting hotter and hotter. As you are shaking with the children, talk about how the balls are moving. Use words such as rolling, bouncing, jumping, etc. Use other words that show direction like over, under, in and out. Play the music louder now and have the children shake faster so the balls pop up into the air. When the balls fly off the bed sheet, encourage your child to put them back on. When you and the children start to get tired, have your child slow the shaking and turn the music down, slow the popping and finally, stop.</p>	<p>Spread out a blanket or sheet and ask your child to hold the edge. Play music and have your child move the blanket to the rhythm of the music. Use words such as rolling, bouncing, jumping, etc. Use other words that show direction like over, under, in and out.</p>
<p>Pop popcorn</p> <p>*An air or microwave popper works best because the children can see the kernels popping, but popcorn in a microwave bag is</p>	<p>Talk to your child as you hear and see the popcorn popping. As you talk you might say: "Wow! I hear a lot of noise!" "What do you notice is happening?" "What changes do you see?"</p>	<p>Talk about the steps in making popcorn or why corn pops. As you talk with your child, you might say: "Wow. I hear a lot of noise! What do you think is happening?" "How do you think those hard,</p>	<p>Talk about the steps in making popcorn or why corn pops. As you talk with your child, you might say: "Wow. I hear a lot of noise! What do you think is happening?" "How do you think those hard,</p>

fine.



yellow kernels turn into fluffy popcorn?" "What does popcorn feel like in your mouth?" "Look at the pieces of popcorn and find your favorite shape.

yellow kernels turn into fluffy popcorn?" "What does popcorn feel like in your mouth?" "Look at the pieces of popcorn and find your favorite shape. Let children help you finish making the popcorn by dumping it into a bowl and pouring on butter and shaking on salt.

**Ways to Support Your Child:** {Supplemental prompts families could use to support engagement, adaptations/accommodations, visual supports, etc could be stated/linked here}

**Movement Boost:** Is your child excited about the popcorn they are about to eat? Use up that energy and have them squat down low to the ground like a popcorn kernel, then jump up and down fast while the popcorn is popping fast, then slow down when they hear fewer pops.

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## Math

**Learning Focus of this Activity:** Finding Shapes

**Overview of Activity:** Find and describe shapes

**Ideas:**

**Early**

**Middle**

**Later**

<p><b>Finding Shapes</b></p> 	<p>Help your child find circles and squares in your house. How many can you find?</p>	<p>Find a circle, square, rectangle and triangle. Ask your child what the difference is between a rectangle and a square (Rectangle: two long sides and two short sides. Square: all side the same)</p>	<p>Find a circle, square, rectangle and triangle. Have your child teach you about what each shape looks like. Ask questions like: How many sides does a square have? Does a rectangle have any points? What shape is round?</p>
<p><b>Ways to Support Your Child:</b> {Supplemental prompts families could use to support engagement, adaptations/accommodations, visual supports, etc could be stated/linked here}</p>			

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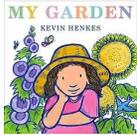
## Physical & Science

**Learning Focus of this Activity:** Garden Yoga, a walk through a garden

- Yoga is a way to exercise our bodies, our breath, and our minds all at the same time.
- In yoga, there are poses for things you might find in a garden
- Imagine what you might see as you walk through a garden, what type of plants and animals

**Overview of Activity:** Explore and do Yoga poses

Use language to describe things you would find in a garden, and explain/create new poses for the things  
 Watch video about a little girl who grows a garden click below



[My Garden by Kevin Henke](#)

**Ideas:**

Ideas:	Early/Easiest	Middle	Later/Challenging
<p>Poses with visual</p>  <p><a href="#">Garden Yoga</a></p>	<p>Invite your child to join you for Yoga. Give them the explanation above of what yoga is. Look at the pictures and get into a pose. Invite your child to try with you. Try moving from one pose to the next, don't worry about perfect posture.</p> 	<p>Let your child pick the poses. Ask your child why do you think that pose is called that? What about it makes you think it looks like that garden thing? Ask Questions encourage conversation</p> 	<p>Think about the things you thought of that you would see in a garden, can you create your own yoga poses of those garden things? Draw or write about your garden yoga poses for others to try. How does yoga make your body feel? Can you remember any of the poses without looking?</p> 
<p>Have a talk or discussion</p>	<p>After doing the yoga exercises, talk about what garden plants and animals were in the story.</p>	<p>Talk with your child about your and their favorite yoga pose was they did. What was your child's favorite plant that the little girl planted in her garden</p>	<p>Have you child create a yoga pose of for one of the plants or animals is the story "My Garden" What were some of the unusual plants that the little girl planted in</p>

			<p>her garden? What type of unusual plant would you like to grow in your garden? Draw a picture or write about what that plant would look like.</p>
<p>Other FUN Yoga videos:</p>  <p><a href="#">Cosmic Kids Yoga</a></p>			

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

- When engaging in movement/balance activities, please make sure activities are completed in an open space.

**Language Boost:** Point out the spring vocabulary from the Yoga lesson when you see it outside: seed, tree, butterfly, frog, flower

**Fine Motor Boost:** When drawing or writing about yoga poses, encourage your child to grasp short crayons/markers using thumb and fingers.

**Social Boost:** Play mirror yoga. You do a pose and say, “try this,” and have your child imitate. Let them have a turn leading. Point out that it is fun to take turns!

More fun and easy yoga poses to try; click below



[Kids Yoga Poses](#)

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