

Preschool Choice Board: Week of May 25

Pick 1-2 boxes to do each day. Put a happy face in the box or color the box when completed.
Remember to read everyday to your child.

Literacy Skill

Finger Salt/Cool Whip Writing

Materials needed:

- Cookie Sheet (or tray with edges)
- Salt or Cool Whip
- Colored Paper or Food Coloring



Instructions:

1. Add colored paper to the top of the tray, before adding salt or add food coloring to the cool whip to create a colorful writing experience!
2. Encourage your child to use his/her finger to:
 - make straight, curvy or zig zag lines in salt/cool whip
 - Practice name, letters and numbers in salt/cool whip



Math Skill

Legos

*Did you know that the name 'Lego' is derived from the Danish phrase **leg godt** which means **play well**?*



- Build something with Legos
- Talk about more or less
- Sort them by color
- Sort them by shape
- How many different colors do you have?
- How many different sizes do you have?

Some of the endless benefits of Legos include promoting fine motor skills, building creativity, developing problem solving, persistence and confidence. They also aid in mathematical thinking and planning skills. **Go and play well!!**

Art Experience

Preschool Picassos: Shapes

Materials needed:

- Construction paper of many colors
- 1 Sheet Construction Paper (to glue the shapes onto)
- Glue
- Scissors
- Marker/Crayon



Instructions:

If your child can cut out their shapes (circle, triangle, square, diamond, heart, & rectangle), encourage them to do so. If your child needs assistance, then trace shapes on construction papers for them to cut out. Allow them to do as much as they can to *encourage independence and build fine motor skills using the scissors and manipulating the paper to cut the shape*. Once they have the shapes cut out, let them create their masterpiece of shapes.

Outdoor Experience

Chalk Obstacle Course

Materials:

- Sidewalk Chalk or Homemade Chalk Paint

Build gross motor muscles and coordination skills by making an obstacle course with chalk. Make it for your child's level. Add some letter and number learning too. Have fun!

Homemade Chalk Paint Recipe

- 1 Cup Cornstarch
- 1 Cup Water
- Measuring Cups & Mixing Bowls
- Food Coloring or Tempera Paint
- Paint Brushes
- Muffin Tin or Small Plastic Bowls



1. Add water to cornstarch.
2. Mix until there are no clumps of cornstarch and then pour the mixture evenly into the cups of a muffin tin or small plastic bowls.
3. Next add a few drops of food coloring to each cup and mix until blended.

Now use the paint brushes to create your obstacle course for lots of fun while building those large muscles (gross motor).

Fine Motor Skill

Jell-O Playdough

Materials needed:

- 1 Cup Flour
- 1 Cup Warm Water
- 2 Tablespoons Salt
- 2 Tablespoons Cream of Tartar
- 2 Tablespoons of Cooking Oil
- 13 oz Package of Jell-O

Instructions:

1. Mix all ingredients together in a saucepan until lumps gone.
2. Cook over medium heat, stirring continuously until it thickens into a ball of dough.
3. Place the dough onto a floured cutting board and wait for it to cool (at least 20-30 minutes).
4. Once cool, have your child **wash hands** and then begin kneading it, adding in flour until it is no longer sticky (about ½ cup).



When children mold playdough, they are building strength in their hands. When squishing, rolling, and flattening playdough they develop muscles used in their hands for fine motor movements that are useful for holding a pencil or using scissors.

Storage: Place playdough in a plastic ziplock bag; squeeze air out of the bag. Place in the refrigerator.


Gross Motor Skill

Lava Floor

The Floor is Lava! Place items around the room such as: paper, washcloths, paper plates, etc and have the children pretend the floor is lava and only these will keep them safe.



The children can hop, leap or jump to the items that will keep them from touching lava.

Volcano Extension: Learn more about volcanoes with National Geographic Kids  www.youtube.com/watch?v=Xtkys3-T-Y8



Visit www.milanareaschools.org to:

1. View the [Kindergarten Orientation Slide Show](#)
2. Complete the [Preliminary Kindergarten Registration Survey](#)

Text And Learn for Kindergarten (www.texttlearn.com) Text TALK to 77453
to receive FREE easy suggestions for how parents of young children can
“make any time learning time” with daily interactions

Additional Online Family Resource Links:

Healthy at Home: A Toolkit for Supporting Families Impacted by COVID-19: healthyathome.readyrosie.com/en/

HighScope at Home: highscope.org/active-learning-at-home/

PBS Meet the Helpers: www.wtvp.org/coronavirus-meet-the-helpers/

READING	<p>Scholastic Learn at Home: Prek-K: classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html</p> <p>Storyline Online: www.storylineonline.net</p> <p>Unite for Literacy: www.uniteforliteracy.com</p> <p>KidLit TV: kidlit.tv/?s=read+out+loud</p>
LITERACY & MATH	<p>Starfall: https://www.starfall.com/h/index-kindergarten.php</p> <p>ABCya: www.abcya.com/grades/prek</p>
SCIENCE	<p>Kids National Geographic: kids.nationalgeographic.com</p> <p>Mystery Science: mysteryscience.com/school-closure-planning</p>
SOCIAL STUDIES	<p>Virtual Field Trips: docs.google.com/document/d/1SvIdgTx9djKO6SjyvPDsoGlkgE3iExmi3qh2KRRku_w/mobilebasic?urp=gmail_link</p>
HEALTH & NUTRITION	<p>Nomster Chef: www.nomsterchef.com/nomster-recipe-library Children cooking with their grown-ups encourages culinary skills, literacy, math, and science skills.</p> <p>Exercise with Regie Rainbow: www.youtube.com/watch?v=3d5TFt7JolY&feature=youtu.be</p>
MUSIC	<p>Music Classes with Mrs. Mellinger on YouTube.com: https://youtu.be/TkunprDGQQ</p>



Your child is special and truly one of a kind. Keep this in mind as you watch your child’s growth from day to day. As your child grows, some changes may come quickly and others more slowly. During these early years, you may have concerns or would like additional resources about your child’s growth, development, health or behavior. If you do have concerns or questions, make sure to talk with someone, such as a doctor, your teacher or you may contact me at any time at 734-439-5159 or through email at mellingerl@milanareaschools.org.

Respectfully,
Lisa Mellinger, Early Childhood Director
Paddock’s Early Childhood Center

FACE COVERING DO'S & DON'TS

DO make sure you can breathe through it.

DO wear it whenever going out in public.

DO make sure it covers nose & mouth.

DO make sure that it's clean.

DON'T use if under two years old.

DON'T use surgical masks or other PPE intended for health-care workers.

Additional Choice Board Extensions:

Outdoor Experience Extension: Chalk Obstacle Course

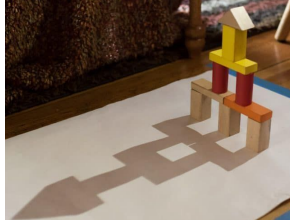
LAYOUT SAMPLES: Feel free to change according to your child's favorite moves. <https://www.youtube.com/watch?v=zKljMfV9uQ8>

OBSTACLE COURSE IN MOTION

<https://www.youtube.com/watch?v=iYb8Qbzbsvs>

Chalk Rocks! Outdoor Learning Activities for Preschoolers with Chalk

<https://thepreschooltoolboxblog.com/easy-chalk-and-rocks-activities-for-preschoolers-outdoor-playful-learning/>



Tracing Extension: Shadow Tracing

This **tracing** activity comes out of the **shadows** and onto your paper with a roar. Just position building blocks, your animal figure or any toy you like in a way that casts a **shadow** on the paper. **Trace** the **shadow's** outline, then color it in.

<https://www.youtube.com/watch?v=FyyJDXq-7uU>

Science Experience Extension: Rainbow Milk Science Experiment

Materials:

- White plate or shallow bowl
- Food coloring
- Small white paper towel or washcloth
- Hand soap
- Small glass of milk



Directions:

1. Place the white plate or shallow bowl on a flat surface.
2. Pour a small amount of milk onto the plate or bowl to line the bottom.
3. Begin to place drops of different colors of food coloring all over the surface of the milk on the plate.
4. Leave space between the dots for a better outcome.
5. Dip the bottom of the rolled paper towel/washcloth into some hand soap.
6. Place the paper towel/washcloth soap side down into the center of the milk covered plate.
7. Observe how the colors are sucked up into the bottom of the white washcloth, and change its color.

How does a milk rainbow happen?

While the kids might think it's pure magic, it's really all about a little bit of science and gravity. The milk is the main base that keeps the food coloring in smaller sections. Then, when you put the soapy end of the paper towel/washcloth into the milk mixture, it starts soaking up that milk and the food coloring follows.

Science Experience Extension: Volcanic Eruptions

Materials:

- Plastic Water Bottle
- Water
- Vinegar
- Food Coloring
- Baking Soda

Instructions:

1. Fill your plastic water bottle with a mixture of 1/2 water and 1/2 vinegar
2. Adding food color to the water/vinegar mixture
3. Take your bottle outdoors and find an area or dirt/sand pile for the perfect setting for your volcanic adventure. Pick a spot where your bottle will be stable. If you are able, bury it a little in the dirt or sand so only the top portion of your bottle is peaking out.
4. Add a teaspoon of volcanic ash (baking soda) to add to the bottle.
5. Stand back and watch the eruptions begin...



A Multi-Disciplinary Process

This process brought together **outdoor play** and **large motor skills** (climbing in the dirt/sand); **science** (exploration, the flow of gravity and the mixing of different properties); **problem-solving** (asking questions and seeking answers to how to keep the bubbles going); **math** (measuring out the ingredients)

Now I Know My ABCs

9 Ways to Teach Preschoolers Their Letters & Raise Print Awareness

1 Name Poems. Simple Name Poems are a catchy way to teach kids how to spell their names. Here's an example: "J-O-C-E-L-Y-N/That's how you spell Jocelyn!" Create a name poem for each child. Read several in class and have the child repeat the poem with you. Then visit with each child individually during small-group activities to teach them their name poems.

3 Print Scavenger Hunt. Point out that letters appear on many things besides books. Then give children about five minutes to look around the classroom and identify things that have print on them, such as cubby labels, wall displays, memos, envelopes, and school supplies labels.

5 Name Necklaces. Create an uppercase Name Necklace for each child in the class, print each child's first name in *uppercase* letters on *both* sides of stiff stock (e.g., half of a 3" x 5" index card), and add string to make a necklace. Distribute the

Name Necklaces and have the children put them on. Ask them what they see on the cards and make sure they all understand the necklaces are printed with their names. Have them check out the letters in each other's names. Explain that if they want to see their own names, they can hold out their Name Necklaces and look at the printing on the back of the card.

7 Sing It Soft, Sing It Loud. This game is just like Sing as I Point, but it's a little livelier. Ask the children to sing the letter name in their soft, gentle voices when you point to any letter with your pinkie, and use their loud, booming voices when you point to letters with your thumb.

9 Alphabet Bounce. During times when your students have energy to spare, sing the alphabet as a class to the tune of "Jimmy Crack Corn" and have the kids jump to the beat. Sing it a few times, going a little faster each time. This will help children learn to hear individual letters as they sing them—and it's a fun way to burn off excess energy.



2 Exploring Print. Bring in different types of books—illustrated children's storybooks, nonfiction books for kids, and print-intensive books such as *Harry Potter*—and show children the print inside them.

Explain that learning the alphabet is an important part of learning to read, and that once children know how to read, they can discover all types of stories and learn about anything they want.



4 Alphabet Books. Read a colorful, engaging alphabet book with your class to introduce and reinforce each letter in order. (One of our favorites is Paula Kluth's *A is for All Aboard*, a train-themed alphabet book with beautiful uncluttered artwork. It's designed especially for kids with autism, though it's fun and appropriate for all young children.)

6 Sing as I Point. The goal of this game is to get children to think about the alphabet as a set of separate letters. Ask your students to sing the Alphabet Song as you point to the letters, and explain that they should not sing any letter until you actually point to it. Lift your finger away between letters, moving it slowly from letter to letter, prompting the children to leave real space between the letter names as they sing them. Vary the pace unpredictably when you repeat this game. (You can use this game to teach both uppercase and lowercase letters.)

8 Uppercase Letter Draw. Divide children into small groups and give each group a sturdy strip of paper or cardboard with the alphabet printed clearly on it. Each group should also get a stack of shuffled cards, each with a different uppercase letter on it. Group members can take turns drawing cards and placing them over the corresponding letter on the alphabet strip. When a group finishes placing all of the cards, the members should sing the "Alphabet Song," pointing to each letter, until you come to check their work.

Find complete activities and many more ideas in the book behind this tip sheet:
ABC Foundations in Young Children by Marilyn Adams, Brookes Publishing Co.



Tips for Interacting With Your Child

Young children are constantly learning — everything is new to them. Here are some adult-child interaction strategies that will help foster children's active learning and development.

- **Join children in their play.** Get on the floor with children, join them at a table or in the sandbox, play games with them — become engaged in what they are doing!
- **Imitate what the children are doing; that is, play with the same materials in the same way as the children.** For example, an adult gives Emma a portion of play dough that has marbles hidden inside. Emma squeezes the dough with both hands. The adult also squeezes the dough with both hands.
- **Make observations and comments about what you see the children doing.** While watching Emma squeeze the play dough with the marbles hidden inside, the adult comments, “It looks like you have lots of marbles in your dough.” Emma responds, “Yeah, and I am going to pick them out and line 'em up.”
- **Ask open-ended questions, but ask them sparingly.** Open-ended questions encourage children to talk more, because these types of questions cannot be answered by a simple yes or no. For example, an adult lays out puzzle pieces and asks Nathan, “What do you think this puzzle picture might be?” Nathan responds, “I think it's a bear because...look...it's furry.” Rather than asking more questions about why Nathan thinks it looks furry, the adult waits until he completes the puzzle and comments, “It looks like you were right; it is a big, grizzly bear.” Questions can help get a conversation going, but it is more important not to overwhelm a child with too many questions.
- **Follow children's pace and interests.** Belinda was measuring the number of giant steps to the garage at her grandma's house. She then turned around at the garage door and decided to make “tiptoe” steps to the sidewalk. Her grandma followed Belinda by making tiptoe steps to the sidewalk.

Ed Extras: Pre-K

Helpful information about learning brought to you by Reading Rockets, Colorín Colorado, and LD OnLine

Developing Writing and Spelling at Home

Writing is a terrific way for children to express their thoughts, creativity, and uniqueness. It is also a fundamental way in which children learn to organize ideas. And learning to write well helps children to be better readers.

When engaging in writing, young children often mirror what they see around them – adults and older children writing lists, notes, text messaging. They are observing the way writing is used in our everyday lives.

Here are some simple things families can do to support young children’s writing:

- Keep markers, pencils, and crayons available at home. Children develop skills that prepare them for writing through their normal play – like drawing, painting, and tracing objects. This kind of play helps prepare the brain and the muscles for holding a pencil and forming written words.
- Help them learn to write their name. This is an empowering experience, and allows them to begin to identify themselves as writers.
- Involve them in your writing activities. Make a shopping list together and point out the words that start with the same letter as the child’s name.

And most of all...

- Read books with kids. Early and frequent exposure to letters, sounds, words, and stories helps kids learn to read and write.

Once children start learning letters, you can practice writing them on paper, in the air, or in sand or snow. These tactile experiences help them feel the shape and motion of the letter.

As your child begins to write letters, caption what they’ve written. Ask your child, “What does this say?” Write their words under their writing. This helps them learn more about letters and words.

As you read to your children, point out things the book author did to make the book so fun to read. “Wow! Listen to how the author describes the ocean. Don’t those words make you feel like you’re back jumping over waves?”

Show your children that you write too. Let your children see you writing thank you notes, composing an e-mail, or communicating with your child’s school.

For more information about kids and writing, visit:

<http://www.readingrockets.org/article/c37/>



Reading Rockets, Colorín Colorado, and LD OnLine are services of public television station WETA, Washington, D.C. Reading Rockets is funded by the U.S. Department of Education, Office of Special Education Programs. Colorín Colorado, a web service to help English language learners become better readers, receives major funding from the American Federation of Teachers. Additional funding is provided by the National Institute for Literacy and the U.S. Department of Education, Office of Special Education Programs. LD OnLine is the world’s leading website on learning disabilities and ADHD, with major funding from Lindamood-Bell Learning Processes.

Compare Two Amounts

Yes, you showed me the one that has less dough.



Give your child something to play with, such as playdough or water, that can be divided into two parts.

You can help your child notice amounts and talk about them using the words *more* and *less*.



Why this is important

Recognizing the difference between two amounts is the basis for many math concepts. Your child will enjoy grouping, dividing, and pouring to create amounts she can label with *more* and *less*. Later, she will use her skills to arrange items in a series.

What you do

- Provide playdough for your child.
- Notice when she divides her playdough: *You made this into two different parts. Look, this ball has more playdough and this ball has less.*
- Move the balls around on the table and say, *Point to the one that has more dough. Point to the one that has less.*
- Continue the game by pressing the dough back together and then making a new ball from part of the dough.
- Show her the ball you made and suggest that she make a smaller ball, one with less dough. Describe the balls using the words *more* and *less*.
- Encourage her to use the words by asking, *How much dough does this one have? How much does the other one have?* Help her with the words as needed.

Another idea

Play the game again using two identical cups with water. Your child will learn a new form of more and less by looking at the level of the water in the cups. Then try other materials and containers, such as sand in buckets, air in balloons, or yogurt in bowls.

Let's read together!

Little Rabbits' First Number Book
by Alan Baker

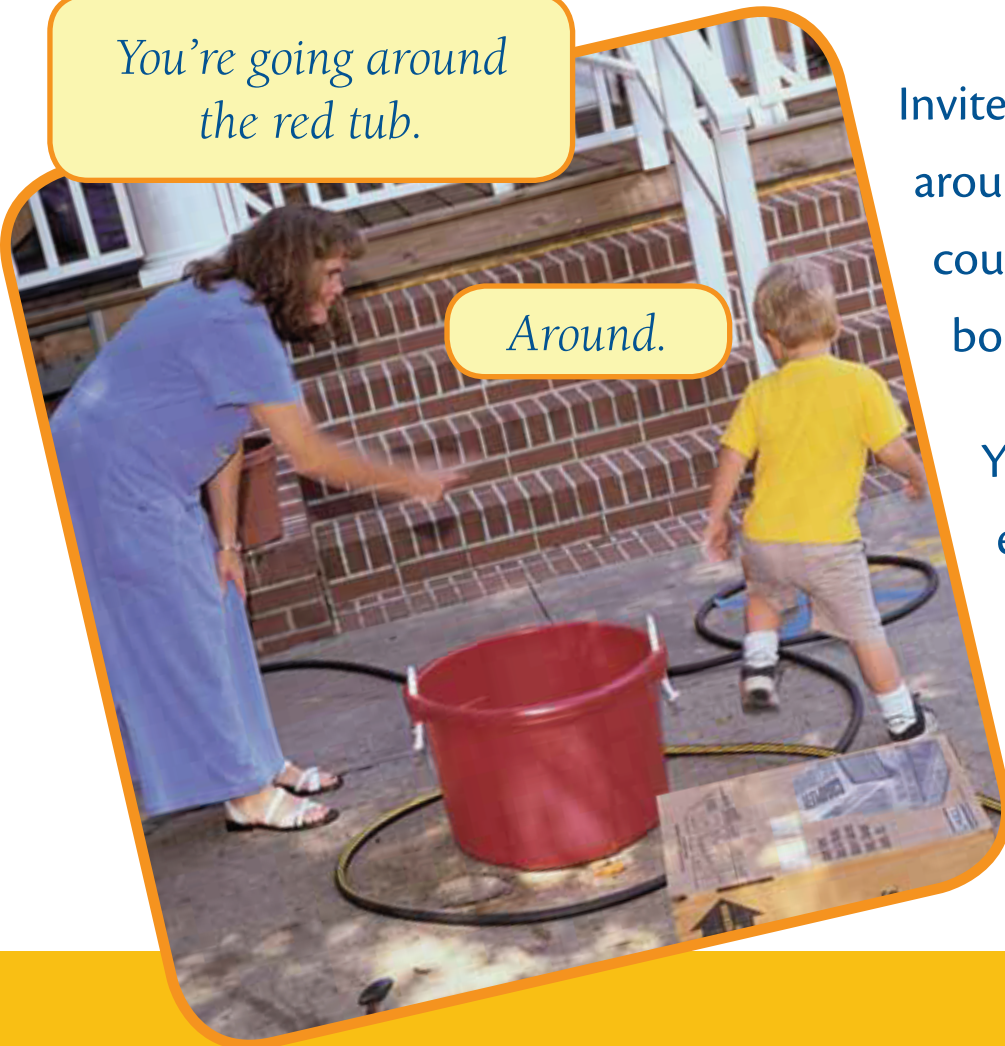
Move and Say

*You're going around
the red tub.*

Around.

Invite your child to maneuver around a small obstacle course while you describe his body motions.

Your child will gain experience using position words to talk about what he is doing.





Why this is important

The best way for your child to learn action words is to hear them and say them just at the moment he is engaged in doing them. Performing the actions increases his understanding of positions in space. Knowing the words for spatial relationships increases his understanding of situations and instructions. For example, *Go around the puddle to the car* is quite different from *Go to the car*.

What you do

- Use a garden hose or rope to mark an interesting path for your child to follow.
- Describe his movements as he moves along the path: *through the box tunnel, under the bench, over the block*.
- Invite him to say the words first with you and then encourage him to describe his position by himself. *Where will you go next?*
- Add new challenges to the path to increase his physical skills. Try incorporating a small plastic lid that he can stand on with one foot or a one-inch wide tape for walking on a line.
- Describe more subtle movements such as *walk next to the box, jump away from the paper, go around the puddle, or tiptoe along the line*.
- Periodically, reposition the obstacles to provide new actions and help him learn new positions.
- Walk him through the path the first time you use the new position words.

Ready to move on?

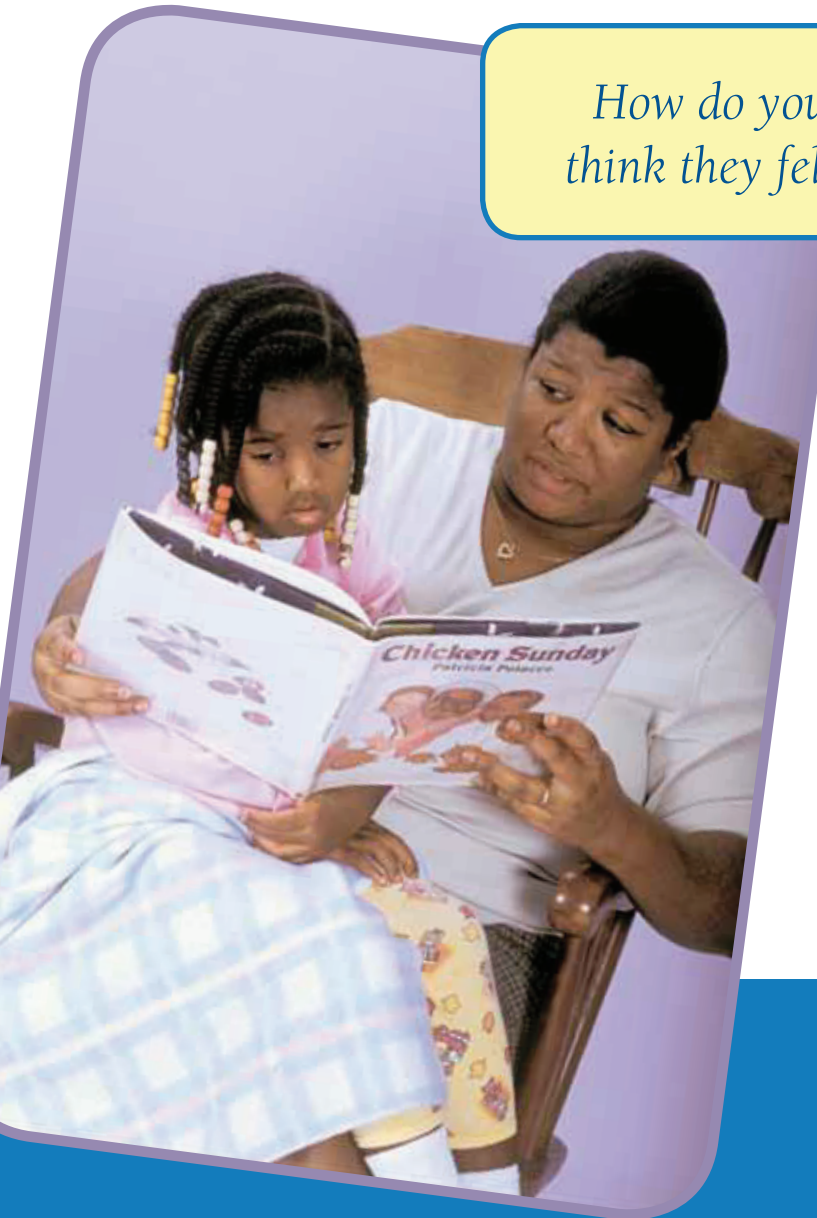
Play a game with one rule: Your child must say the word that describes his action as he does it.

Let's read together!

Copy Me Copycub
by Richard Edwards

I Wonder How She's Feeling

How do you think they felt?



Pause when reading a story to ask your child how she thinks one of the characters in the story feels.

This helps your child become more aware of others' feelings and be able to say a few words about them.



Why this is important

You can guide your child to think and talk about the needs and feelings of characters in stories. Taking an active role in storytime builds early literacy skills and increases her vocabulary. We understand the feelings of others by mentally projecting ourselves into their situation. This skill will help your child begin to be more aware of the feelings and needs of others.

What you do

- Invite your child to read a story with you.
- Pause occasionally as you read to encourage your child to wonder about the feelings or needs of one of the characters. For example, in the story of *The Three Bears*, pause when Goldilocks tastes the bowls of porridge. Say, *I wonder how she's feeling. What do you think?*
- Accept your child's answer and continue with the story. If she needs help answering the question, encourage her to use clues from the illustrations or give her a few choices: *Do you think Goldilocks is full or hungry? You were right. She is full now. She was hungry, so she ate all of the porridge in the little bowl!*
- Limit the number of questions you ask per story, and rephrase any question that seems to be too difficult for your child. You can change *How do you think she's feeling?* to *Do you think she's feeling scared?*

Another idea

Ask your child how she would feel if she were in the character's place. *How would you feel if you lost your favorite toy?*

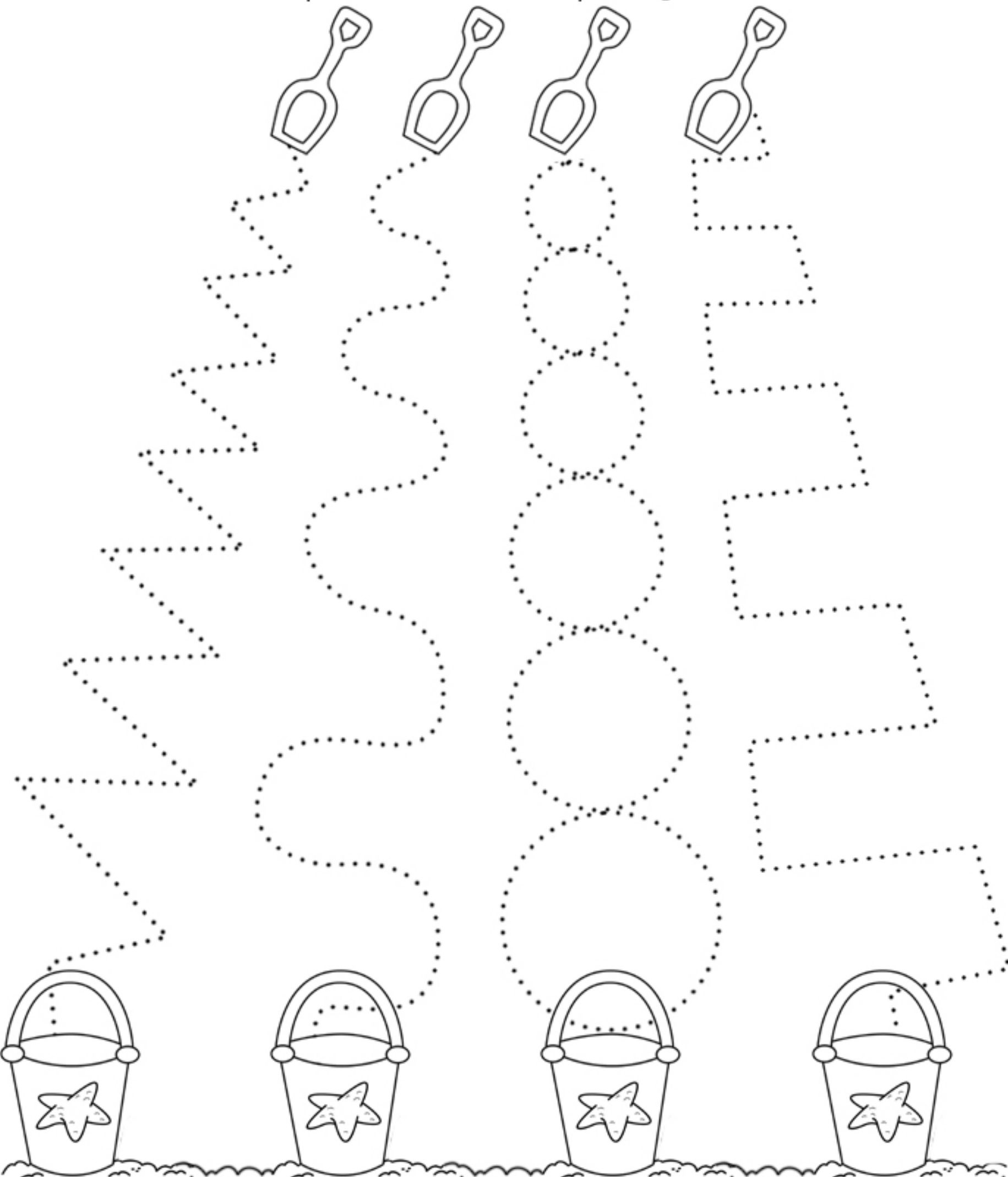
Let's read together!

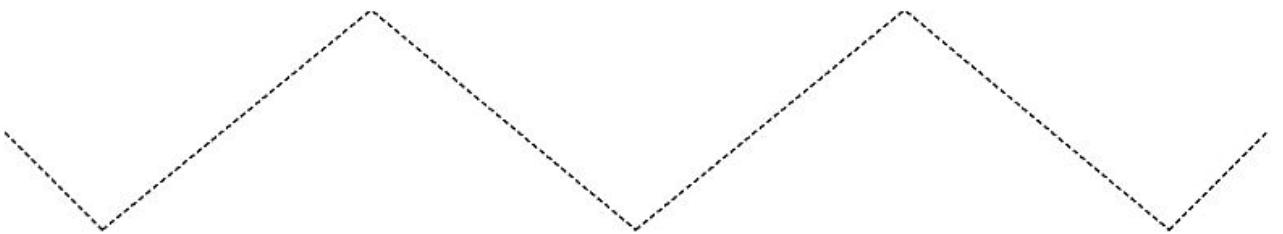
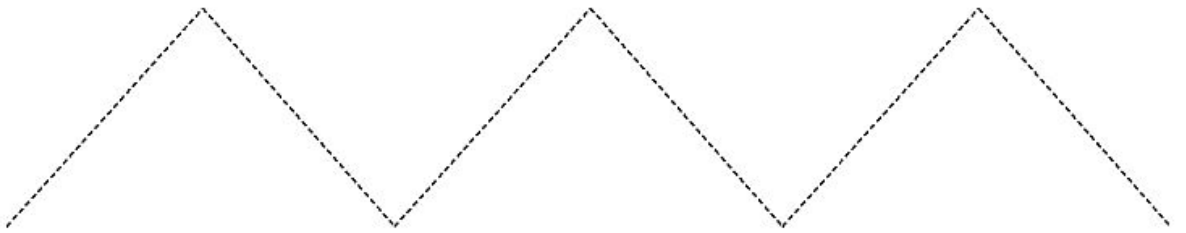
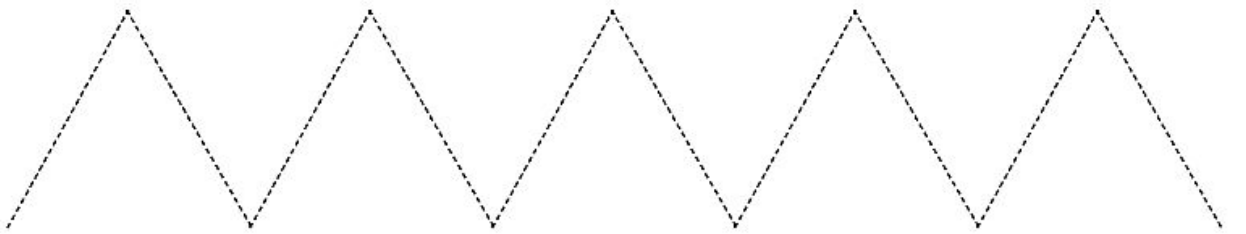
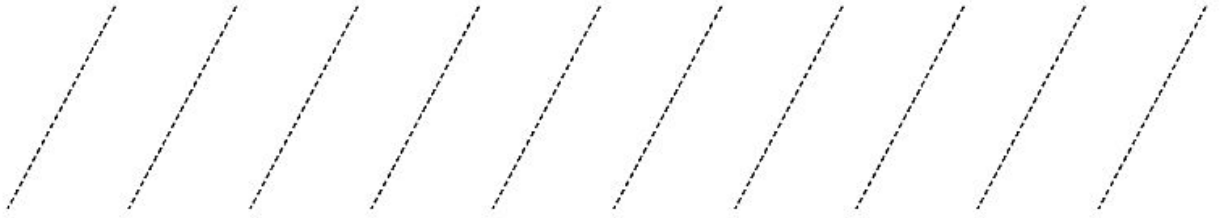
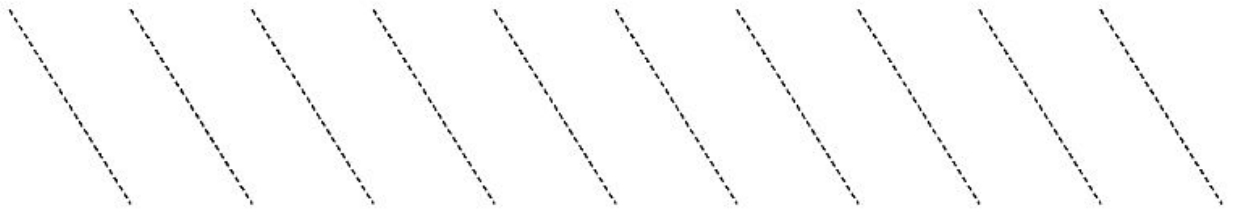
Chicken Sunday
by Patricia Polacco

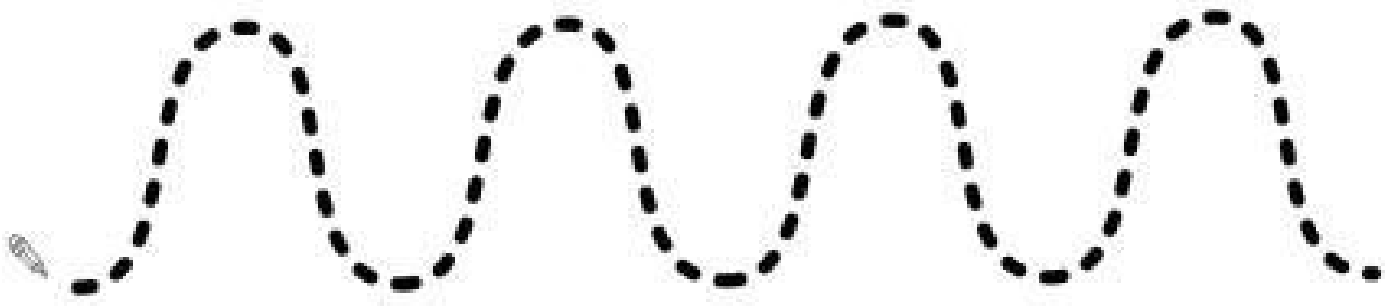
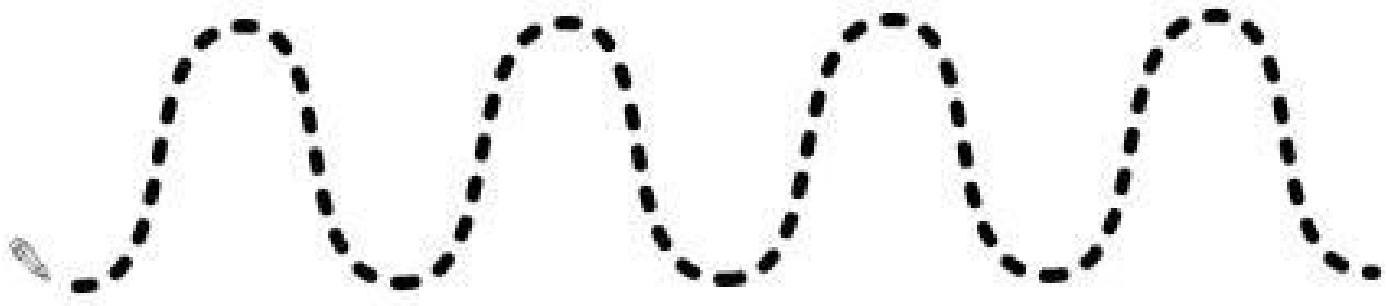
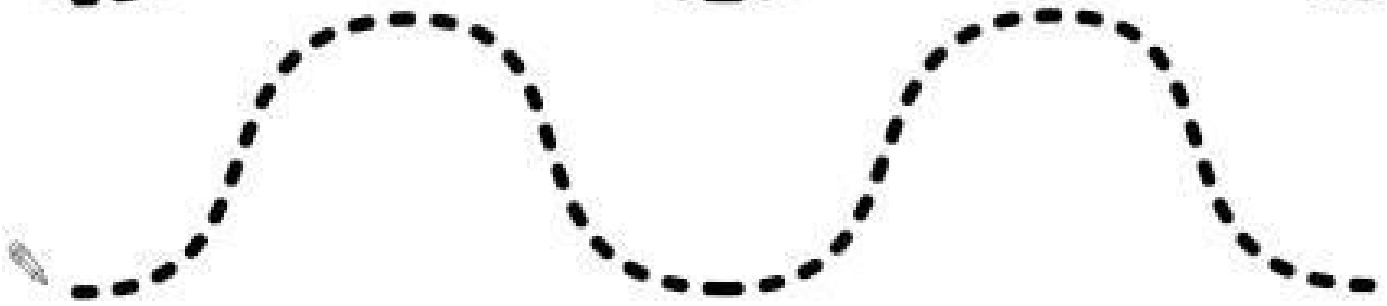
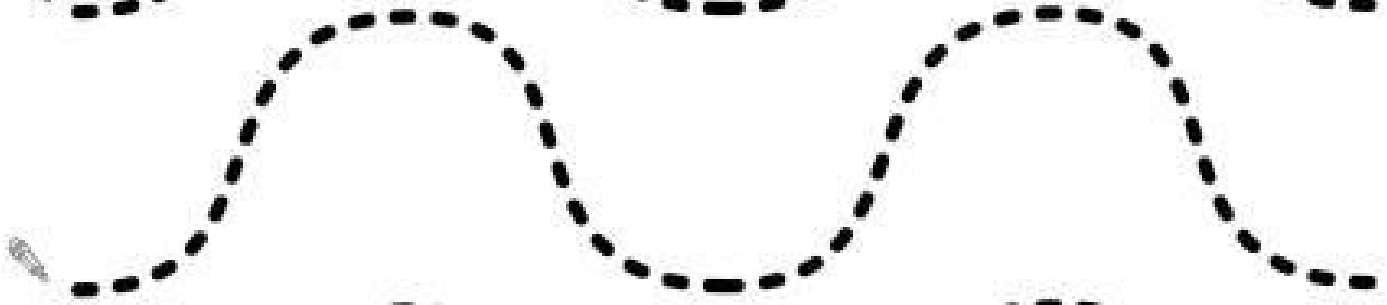
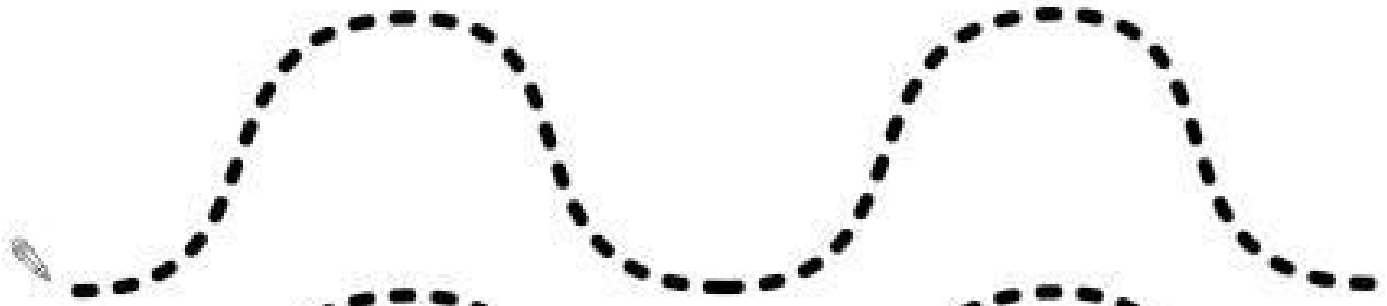
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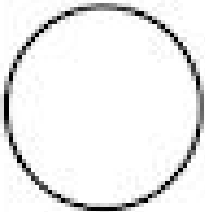
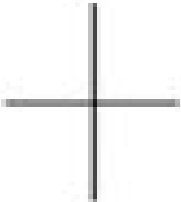

Fill Up the Bucket!

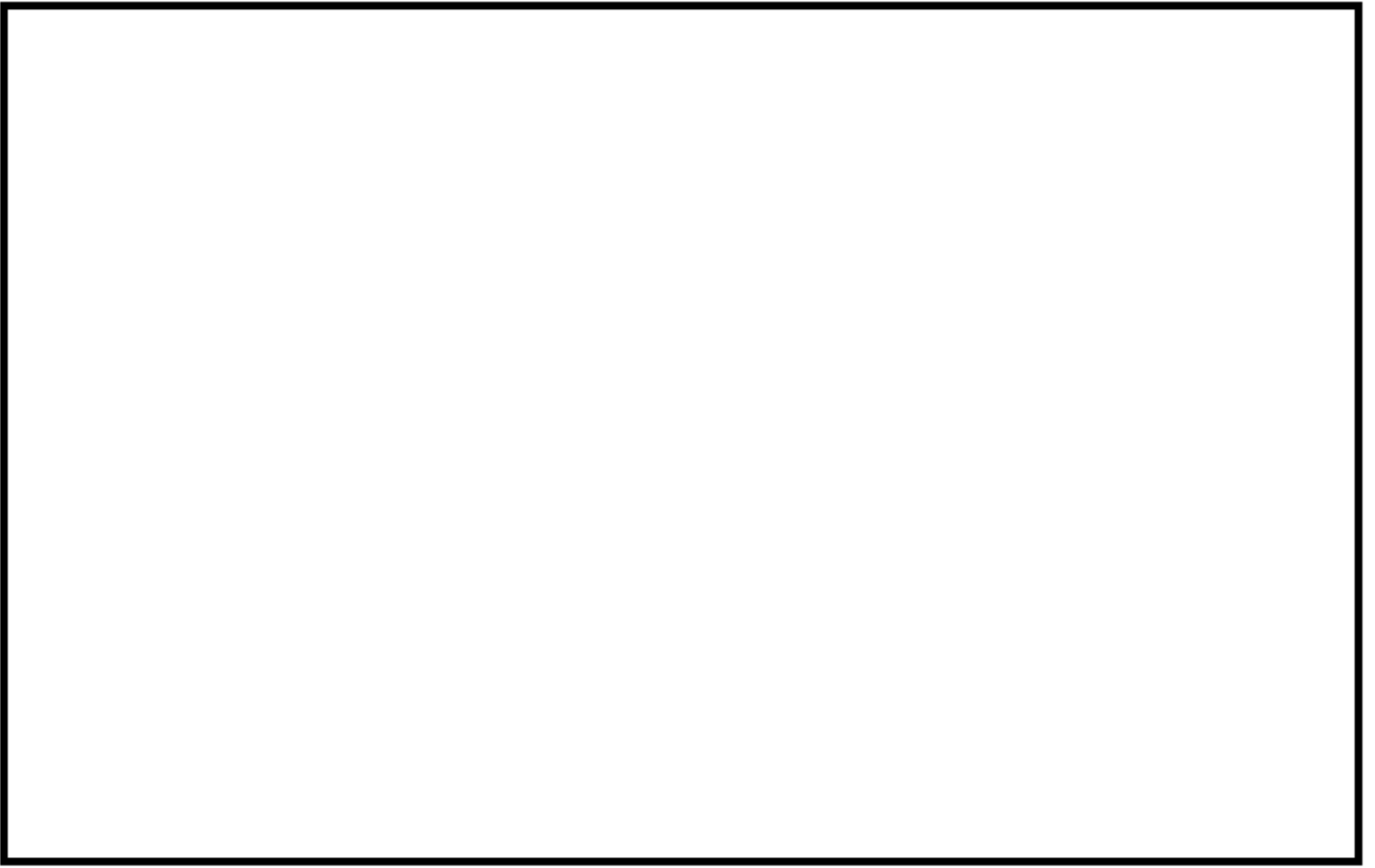
Fill up the bucket with sand by tracing the lines.

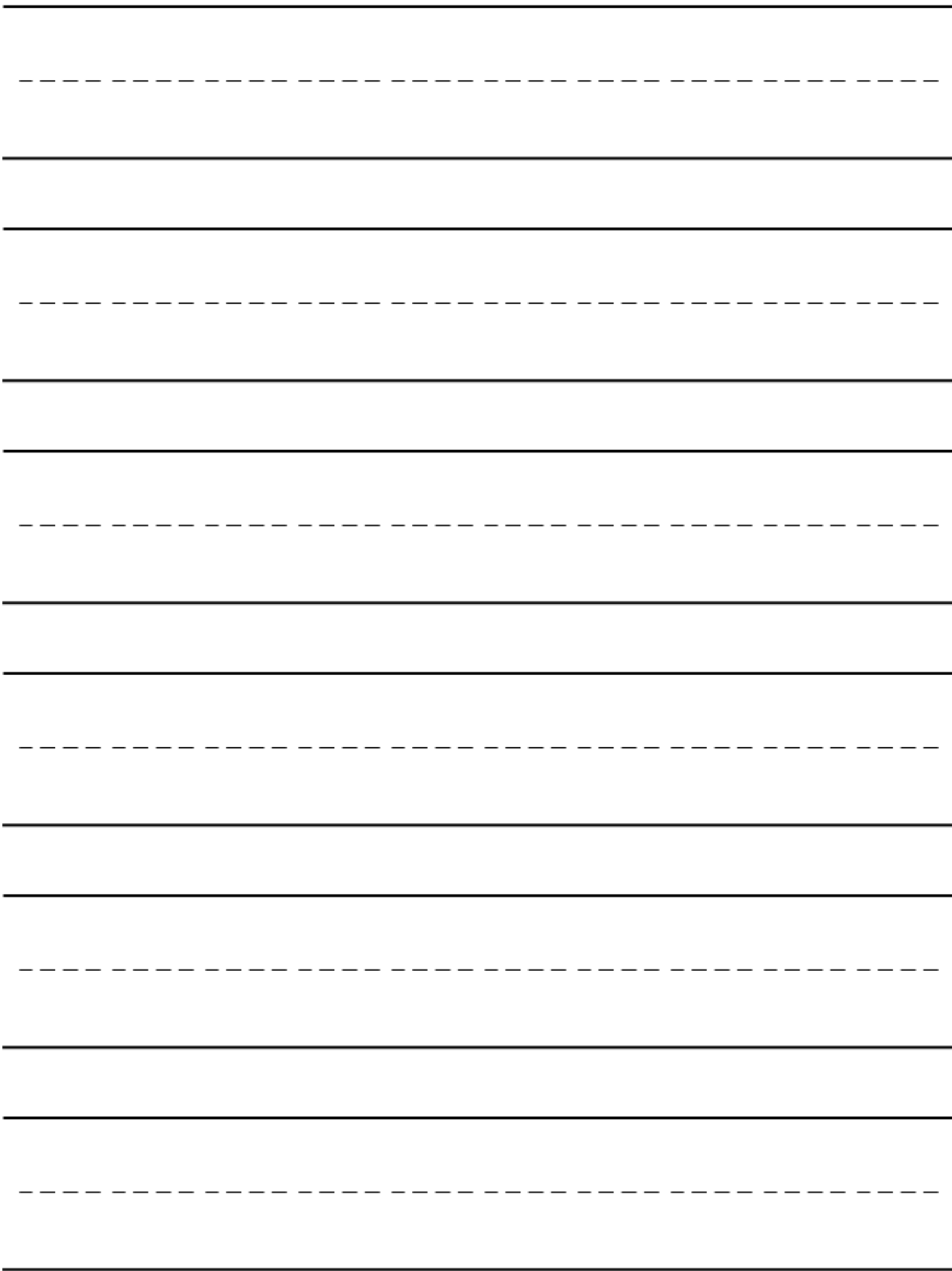


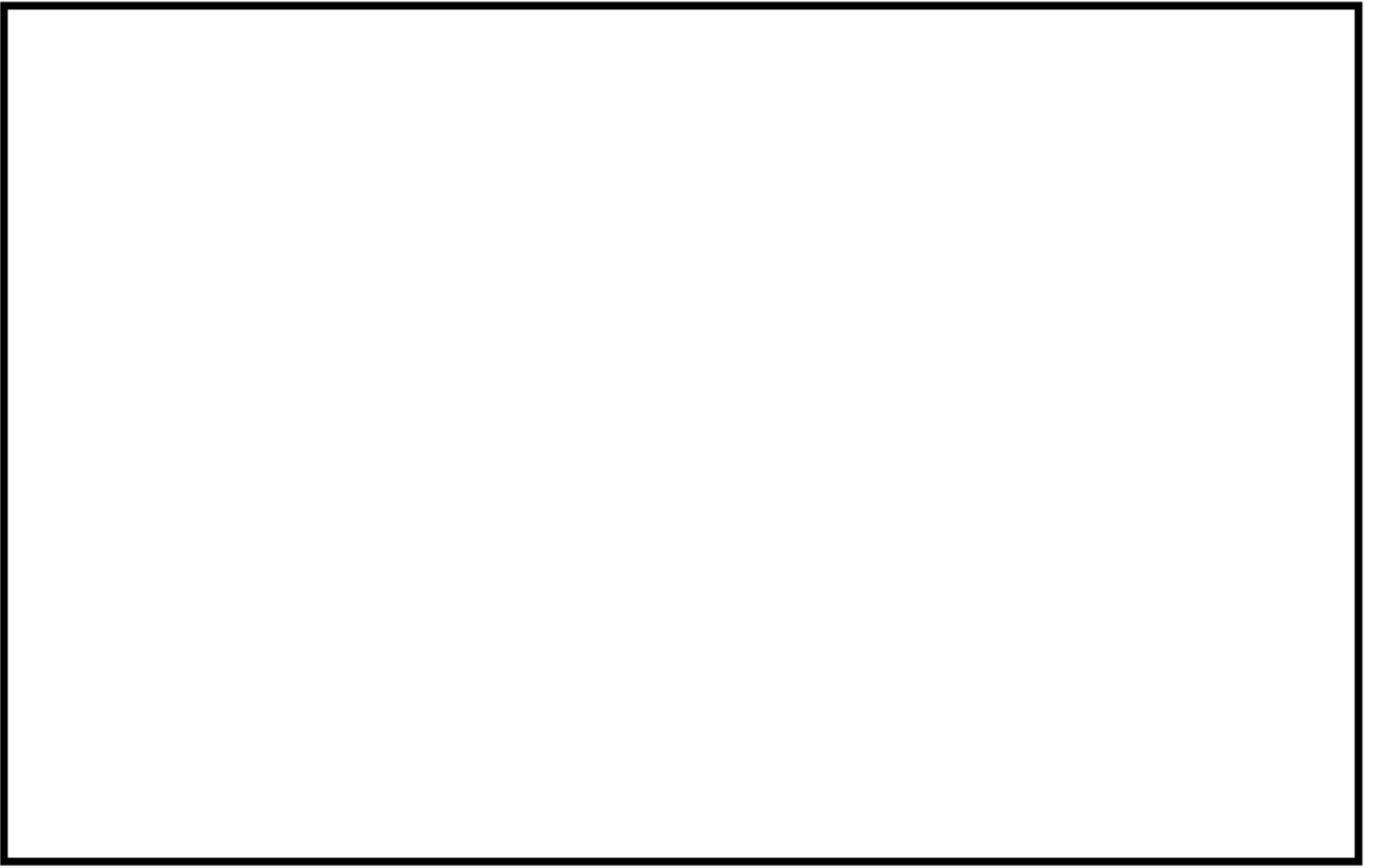


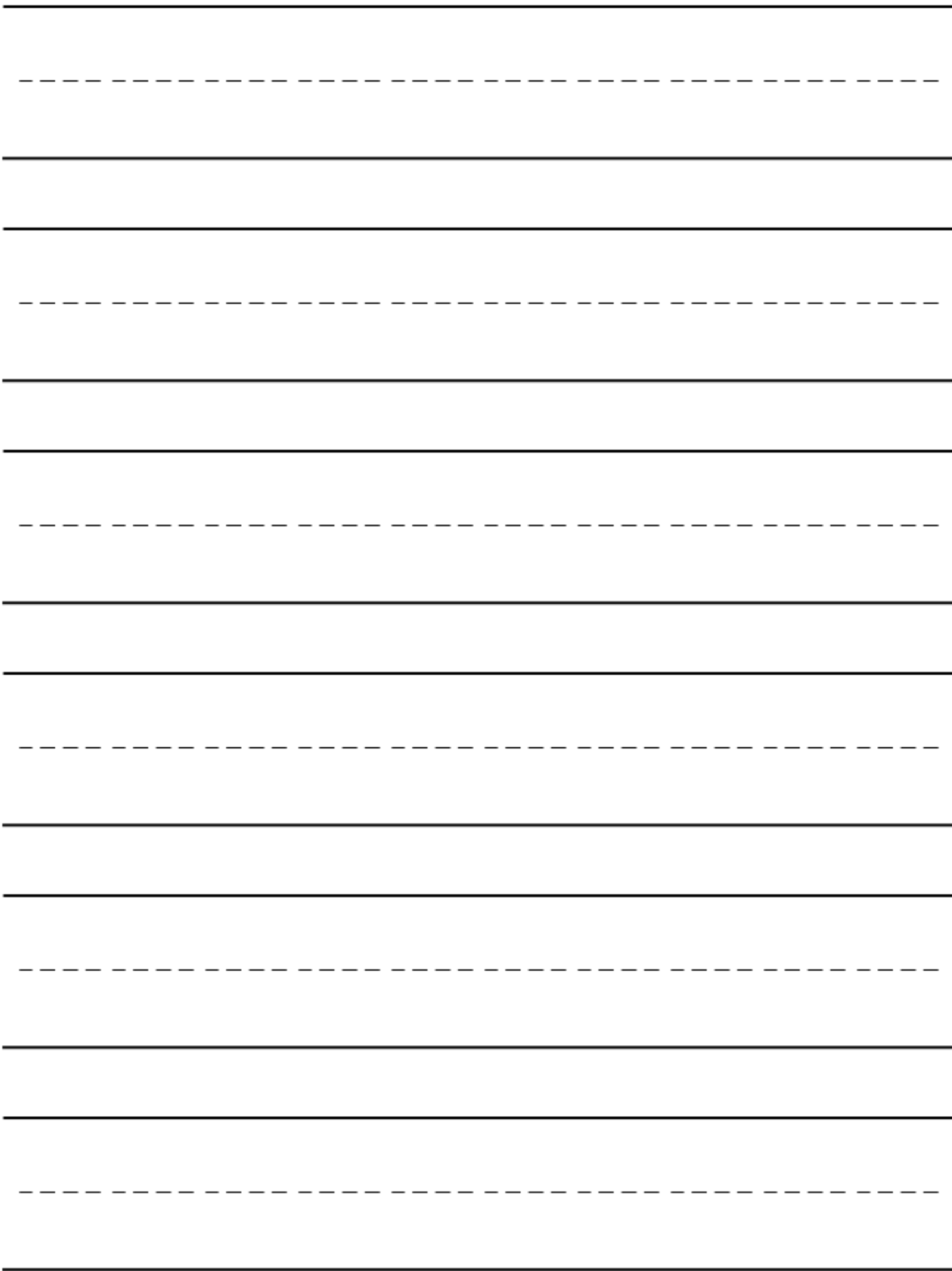










SCISSOR SKILLS: There's a lot that goes into cutting. The grasping of scissors, opening and closing loops, holding and manipulating paper, keeping scissors on the line, maintaining endurance to keep on snipping...it can be a difficult task for children with hand weakness or difficulty with any of these scissor tasks. Children need to cut things, a lot of things, all different things, again and again. *Have fun with your cutting adventure!*

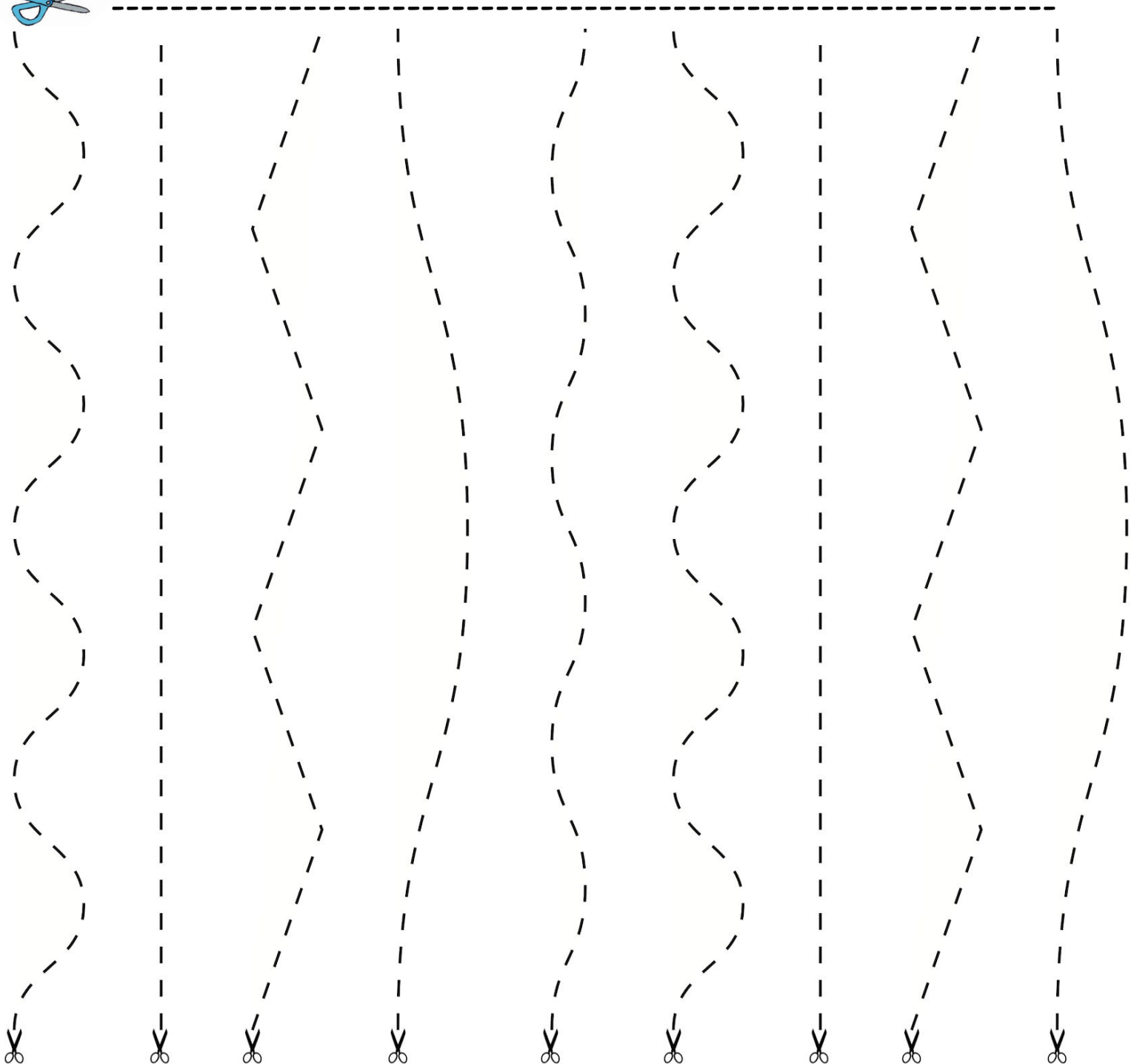
Remember to always supervise when children are using scissors.

Extension Activities with no lines or instructions to help your child master scissors and cutting:

- play dough
- simple strips from junk mail or newspapers
- strips or pictures in magazines or catalogs
- flowers, leaves or grass
- yarn, ribbon or streamers
- food packages and boxes

Challenge Activity: Have your child measure with a ruler and then cut to that length.

Have your child carefully cut along the mixed lines below for practice.



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