

Pre-Kindergarten Enrichment Activities May 11 - May 21

Home Activities for Pre-Kindergarten Students

Simple Daily Schedule for a Pre-K Student

- Take advantage of breakfast, lunch, snack, and dinnertime to have conversations with your child.
- Try at least 2 activity ideas throughout each day.

Note: (There are video and resource links in this document, but you do not need internet access for many of these activities if you simply save or print this document.)

- Find time to play outside for at least 30 minutes twice a day.
- Read a story to your child before bedtime.

Language and Communication

Activity 1

Guessing Game

Explain to your child that you are going to play a game called “Guessing Game.” Tell him that you will think of an object and give three clues for him to figure out what the item is. You can say, “I am thinking of a vegetable. It is crunchy. It is orange. Can you guess what it is?” Your child may suggest some vegetables he is thinking of. If he forgets some of the clues you gave, you can repeat them. If he is unable to guess correctly, you can give more clues, one at a time.

After your child has played this guessing game a few times, give your child a turn to think of an object and give you clues for you to guess.

Activity 2

Hey, Diddle, Diddle

Start by introducing each item or picture to your child, asking him if he knows what it is or telling him what it is if he does not know. Talk about how the moon is up high in the sky at night when it's dark outside. Then tell your child you are going to tell him a funny rhyme called “Hey, Diddle, Diddle.” See if he can repeat the name of the rhyme with you.

Recite the nursery rhyme and use the props to demonstrate the actions as you chant them.

*Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed,
to see such sport,
and the dish ran away with the spoon.*

Ask your child questions to familiarize him with the nursery rhyme and expand his understanding of the vocabulary words, such as *cow, jump, moon, over, under, next to, behind, on top, cat, fiddle, dog, laugh, ran, dish, and spoon*. Hold up each item or picture card when discussing the word. For example:

“Have you ever seen a moon at night?”

“What does a cow say?”

“How high can you jump?”

“Can you show me how you laugh?”

“A dish running—isn’t that silly?”

And so on.

Remember that it takes many repetitions for children to learn new rhymes and songs. You can expect that the first several times you do this activity; you may be the only one reciting the rhyme. If you encourage your child to say it with you, eventually he will learn it. Another way to help toddlers participate in the rhyme is to pause at the end of each line and encourage them to fill in the last word (e.g., “The cow jumped over the ____” or “The dish ran away with the ____.”).

Activity 3

Pass a Story

Explain the activity to your child by saying, “Today we are going to tell a story together. I will tell the beginning of our story, then you will get to tell what happens next. Then I’ll tell some of it again. We can go back and forth until we want the story to end. This story can be about whatever you want it to be about. What would you like our story to be about today?”

Allow your child time to decide what she wants the story to be about. Then hold up the toy or object you have chosen to use as a “Story Wand” (something to pass back and forth to show whose turn it is to talk). “This is called a Story Wand. Whoever is holding the Story Wand gets to

	<p>say what they want to happen in our story. When you're not holding the Story Wand, it's the other person's turn to talk and your job is to listen."</p> <p>Start telling the story first to model how it works. It's great to start stories with "Once upon a time." Don't talk too long before passing the Story Wand to your child. When it is your child's turn, really encourage her creativity, even if what she says is silly or doesn't follow a plot that makes sense. This activity presents a great opportunity to be silly and laugh together!</p>
Reading and Writing	
Activity 1	<p><u>I Spy Letters</u></p> <p>While in the house, in the car, out doing errands, or in the community (somewhere with printed material displayed), introduce the activity: "We are going to play I Spy Letters. To spy something means to see something. As we play this game, we will look all around and find letters. I will go first to show you. I spy the letter 'S.' Do you see the letter 'S' anywhere?" Have your child look around until he locates the letter. If he needs help, you can give clues about where to look for it. Then say to the child, "Now it's your turn to pick a letter that you see." If your child is hesitant, give him the words to say to start ("Say, 'I spy the letter . . .'")</p>
Activity 2	<p><u>Let's Write a Story</u></p> <p>Start by explaining the activity to your child: "Today we are going to think of a pretend story together. We can use our imagination to make up a story about anything we want. It can be silly, funny, scary, or whatever you would like!"</p> <p>Ask your child what she wants the story to be about. If she struggles to come up with an idea, help her by giving her some suggestions about things she enjoys. For example, "I know you love playing soccer and talking about princesses. Would you like to make up a story about one of those things?" Allow your child freedom and creativity as she is imagining her own story. The story doesn't have to make sense for it to be good writing practice.</p> <p>Some children may prefer to draw a picture first and make up a story about their picture. You can let your child choose whether to start by drawing or by creating a story. As your child tells her story, write down a few sentences on a piece of paper to capture the story. Encourage her to help with the writing as much as she is able. For example, your child might say, "And the princess had dark, curly hair!" You can ask her about the beginning sounds of the key words by saying, "What sound does the word princess start with? /P/, /P/, /P/... princess. Yes, princess begins with /p/. Do you know which letter says /p/?" If your child knows how to write some letters, ask her to write the letters she knows in some of the words.</p> <p>Once several sentences have been written, they can be reread and reviewed with your child. When the story is finished, encourage your child to draw some pictures with you to go along with your story if she has not already done so.</p>
Activity 3	<p><u>Letter Detective</u></p> <p>Spread out some magazines and newspapers on a table or on the floor.</p> <p>Tell the child that he is going to be a Letter Detective. His job is to find as many letters as he can using his magnifying glass.</p> <p>Start with one letter. You might choose a letter in your child's name or let your child choose which letter he would like to look for first. For example, say, "Your first detective job is to search for the letter H." If the child is unsure of what this letter looks like, write the letter to show him. Then encourage him to use his magnifying glass to search for as many H's as he can. Your child can mark the H's with a crayon or marker.</p> <p>If your child enjoys this game and wants to keep playing after finding lots of examples of the first letter, you can choose another letter together to hunt for. For example, "Now we'll solve the mystery of the missing letter P. Can you look closely to find where the letter P's are hiding?" If one letter is enough for now, you can play the game again at another time and your child can choose a different letter.</p>

Math

Activity 1

Number Cups

Materials

- 11 cups (plastic, styrofoam, or paper cups) with numbers 0–10 written on the side of the cup (one number on each cup).
- Marker or pen (that make visible numbers on the cups)
- Box or bowl of Cheerios™ or other small food or item of your choice (e.g., buttons, chips, pennies, paper clips, etc.). You will need at least 55 pieces to have enough for all the cups.

Introduce the game to your child:

“Let’s play a game. We have 11 cups with numbers on them and lots of Cheerios™ (or other small food or item of your choice). I am going to say a number and we are going to count that many Cheerios™ to put in the cup.”

Then say a number from 0–10 and see if your child can find the cup with that number and count out that many Cheerios™ to put into that cup. Help your child count correctly if needed. Continue this game until you have done all the numbers.

Allow your child to eat or play with the items as you play the game!

Activity 2

Line Up Snakes!

Materials

- Pieces of yarn cut into different lengths
- Table, tray, or other flat surface

Before beginning, cut some yarn into different-length pieces. You can start with about four different lengths and then add more once your child gets the hang of this game.

Put the yarn pieces on the table or tray, say, “**Look, these are my yarn snakes! Some of them are short and some are longer.**” You can pretend to make the snakes hiss or wiggle. You can also pretend they are worms or caterpillars instead of snakes, if your child prefers. Next, talk about putting the “snakes” in order of length: “**Let’s see if we can make our snakes line up next to each other in order of their lengths. Let’s start by picking two snakes to compare.**”

Your child can then pick two pieces of yarn. Show your child how to make the “tails” of both snakes be right next to each other so they have the same starting point. Then smooth out each “snake” to its full length and see which one is longer. Once your child compares and lines up the first two snakes, have him pick another one. Help him compare the length of the new “snake” to the others and figure out where it belongs in the line-up, in order from shortest to longest snake.

One by one, add each new snake to the line-up according to its length. When all of the snakes are lined up by length, celebrate your child’s accomplishment! The snakes can have a dance party where they all wiggle together and get out of order again. If your child wants to play again, he can re-order the pile of snakes.

Activity 3

Shape Hunt

Materials

- Shapes (for example, from a shape puzzle, shape sorter, or set of blocks) or objects with different identifiable shapes; for example, a Lego (rectangle), a plastic cookie (circle), a Dorito chip (triangle), a square pillow, etc.
- Cards with matching shapes (at least including circle, square, triangle, rectangle. May also include diamond [rhombus], heart, star, etc.)
- Small bag or box

	<p>Gather your items of different shapes. Introduce the game to your child, for example, “Let’s play a shapes game and see what kinds of shapes can we find in our house?” Hold up one item and ask your child, “What is this?”(Dorito or chip) and “What shape does it have?” (triangle) If your child doesn’t know, show how to look at the sides (and other features) to identify the shape of the object. For example, say, “This Dorito chip is a triangle shape. See, there are one..., two..., three sides. Triangles always have three sides.” Do this for each item to see what your child already knows.</p> <p>Next, put the shape matching cards in a bag or box. Have the child pull out a card and identify the shape. Then encourage your child to find the objects that are the same shape as the shape on the card. Continue playing as long as your child is interested.</p> <p>After your child masters this game, go on a “shape hunt” to look for additional items in your house that are a specific shape (e.g., “Let’s walk around and see what else in our house is shaped like a circle!”)</p>
Science	
Activity 1	<p><u>Rolling Down a Ramp</u></p> <p>Materials: toy car or small balls, blocks or books, piece of wood or cardboard of different lengths</p> <p>Allow your child some time to play freely with the toys. Notice what your child does that is interesting to her, and join her play for a few minutes.</p> <p>Show her how to build a ramp. Stack blocks or books, then add a piece of wood or cardboard to the top of the stack to create an incline or ramp to the floor. Explain what you are doing as you build. You might say, “I’m going to make a low ramp by putting one block under this long piece of wood.” Prompt your child for predictions by asking, “What do you think will happen when we put the car on this?” Encourage your child to share her ideas and predictions with you. Then try it out! Encourage your child to put a toy or car at the top of the ramp and let it roll down. Ask her to describe what happened and compare it to her predictions. Then change the ramp to make it longer, shorter, or higher, and ask your child, “What do you think will happen this time?”</p> <p>Continue to explore different ramp heights and lengths and how they affect the speed of the toy. You might ask, “What could we do to make the car go faster?” or “What would happen if we stacked the ramp up too high?” To make comparisons easier, build two ramps of different heights/lengths side-by-side and race the cars down the ramps.</p>
Activity 2	<p><u>Shadows and Light</u></p> <p>Materials: flashlight, craft stick, glue or tape, cut-outs of shapes (circle, star, heart, etc.), blank wall</p> <p>Glue or tape each shape to a craft stick.</p> <p>Place the light or flashlight behind your child and point it toward the blank wall. Turn off the lights and tell him that he will be making shadows. Say to your child, “Look at how I have created a shadow by placing my hand in front of the light. You can try it, too!”</p> <p>Using the cut-out shapes glued to the craft sticks, place one in front of the light. You can move the light closer to or farther away from the cut-out shapes. Have the child explore making shadows using the shapes. Discuss why shadows change during the day. Discuss how shadows get bigger or smaller.</p>
Activity 3	<p><u>Sink or Float</u></p> <p>Materials: tub of water, rock, household items such as:cork, crayon, cotton ball, feather, small plastic toy boat, metal toy car, plastic Easter egg, paper, plastic straw, outdoor twigs, small bars of soap, and crumpled ball of aluminum foil, etc.</p> <p>Begin by introducing the activity, saying something like, “Do you know what it means to</p>

	<p>float?” Relate this concept to swimming or bathing in a bathtub. You can explain that “When something falls to the bottom of the water, we say it sinks. If it stays at the top of the water, we say it floats.” You can also introduce the term experiment and explain that when we try things out to see if our ideas are correct, this is called an experiment. You can tell your child that you will be doing an experiment together to see which items float in the water and which ones sink.</p> <p>Fill a tub with water. To demonstrate the activity, you can first ask your child to predict if a rock will sink or float. Say, “A prediction is a guess. It is what someone thinks will happen. Do you think this rock will sink or float?” You can then carefully put the rock on the top of the water. Confirm if she was correct or incorrect in her prediction and discuss conclusions. Discuss real world connections, for example, a past experience when your child saw rocks sink when thrown in a pond or puddle, or how rocks rest at the bottom of rivers and streams.</p> <p>Next, introduce your child to the household objects one at a time. For example, “This is a cork. Do you predict that this will sink or float?” Place the object on top of the water and observe what happens.</p> <p>You can discuss with your child how her predictions matched her observations, emphasizing the words <i>float, sink, predict, and experiment</i>.</p>
Physical Development	
Activity 1	<p><u>Bean Bag Balance</u></p> <p>Materials</p> <ul style="list-style-type: none"> • String or masking tape • Bean bags (or socks filled with dried beans or rice and sealed tightly) <p>Begin by making two lines (a “start” line and a “finish” line) on the ground with string or masking tape. For younger children, make the distance between the two lines shorter (5 to 6 feet), and for older children make it longer (10 to 12 feet), as they can run longer distances.</p> <p>Stand with your child at the starting line. Explain that the goal is to get to the finish line without dropping the bean bag. Show your child how to walk slowly and balance the bean bag on your head. Narrate what you are doing in a playful way, such as “Whoa! I want to keep the bean bag on my head... Oh no, it’s almost falling off! I have to walk slowly and keep my head very still.”</p> <p>With your child at the starting line, say “Ready, set, go!” Your child can walk while balancing a bean bag on his head, going as slowly as he needs to in order to get to the finish line without dropping the bean bag. After playing this game over and over, encourage the child to walk faster or even run.</p> <p>Next, your child can try crawling with a bean bag on his back or walking with the bean bag between the knees, under their chin, on the shoulder, etc. Emphasize the names of the different body parts being used to balance the bean bag as well as “position” words and phrases, such as <i>on top of, between, under, etc.</i></p>
Activity 2	<p><u>Jump to the Number</u></p> <p>Materials</p> <ul style="list-style-type: none"> • 11 pieces of paper with one number (0-10) written on each paper and taped to the floor in random order around a room. <p>Say to the child: “Let’s play a game. I am going to say a number and I want you to jump to the number on floor. Let’s practice. ‘7’—we both will jump to number 7” (both parent and child should jump to the paper with number 7).</p> <p>Continue the game by calling out other numbers in random order and having your child jump on that number. If the numbers are placed close to each other, the child may be able to leap from</p>

	<p>one to the other. If you spread them out more, the child may jump or hop all the way to the number you say. Either arrangement is fine.</p>
Activity 3	<p><u>Dance Party!</u></p> <p>Materials</p> <ul style="list-style-type: none"> • Phone, computer, or device to play music <p>Tell your child that today you are going to have a dance party! Pick a favorite song together. Hit play and jump around, twirl, shake your hips, and have fun dancing to the music.</p> <p>When the song is over, tell your child that you're going to make it into a game. You will take turns copying each other's dance moves. Show your child how to play the game by going first. Start the music and pick a dance movement to do. Tell your child to try to copy your move. Once he does, tell him that it's his turn to show off one of his dance moves. Let him pick a dance move that you have to copy. Take turns back and forth seeing who can come up with the coolest dance moves.</p>
Sensory and Art	
Activity 1	<p><u>Finger Painting Fun</u></p> <p>Materials: large sized (gallon) freezer Ziploc-type bags, several colors of paints, masking tape</p> <p>Put several spoonfuls of paint into a heavy duty, gallon-size ziploc bag. Close the bag while gently pressing out the air. Next tape over the zipper with masking tape. Then lay the bag flat on the table or floor and tape it in place.</p> <p>Model drawing in the paint as your child watches. Encourage your child to use his fingers to draw in the paint and to mix the colors. He can try drawing squiggly lines, circles, and other shapes in the paint. As your child grows older, he can try drawing a picture, writing his name, or writing letters and numbers in the paint.</p>
Activity 2	<p><u>Paint a Pie</u> (modify to fit the spices/seasonings you have on hand)</p> <p>Materials: Paper plate (not styrofoam), Washable paint – orange, beige, brown, Spices – pumpkin pie spice, cinnamon, ginger, cloves, nutmeg, peppermint or extracts – lemon, almond, peppermint, etc., White school glue, Paint brushes, Art smocks</p> <p>Talk about what a pie is. Ask your child questions like: “What shape is a pie? Do you remember eating a pie, like an apple, blueberry, or pumpkin pie? Which pie is your favorite pie?” Talk about how a pie smells, taste, and looks.</p> <p>Demonstrate and explain to your child how to create a whole pretend pie by painting paper plates with a mix of paint and white school glue (orange for pumpkin, brown or beige for apple, dark brown for chocolate, yellow for lemon, etc.). Next, explain that s/he can add spices, which will stick to the glue, to create a pretend pie that will smell delicious. Let your child smell each of the spices as you name them so they can begin to identify and describe them.</p> <p>Have your child complete a pie using paint brushes and the paint/glue mixture, and then help sprinkle some spices on top. Continue to reflect on past experiences of eating pies as your child finishes creating his/her pie. If your family eats meat or vegetable pies, talk about those foods with your child.</p>
Activity 3	<p><u>Creating Art with Shapes</u></p> <p>Materials: Various shapes cut out of colored construction paper (e.g., circle, square, rectangle, triangle, trapezoid), Large white paper, Glue</p> <p>Ask your child to start by picking her favorite shape. Hold up the shape she chooses and ask her to identify it. If she does not know the name, point out the features of the shape with your finger (e.g., “Look, it has one, two, three sides. Do you remember which shape has three</p>

sides? It starts with a 't' sound"). If your child still needs help, tell her the name (triangle). Repeat this process of asking your child to pick a shape, name it, and describe its features together until all of the cut out shapes have been identified.

Encourage your child to glue the shapes onto the white paper, making whatever kind of design she wants. She can make an abstract design or try to make a recognizable object such as a house, hat, person, or animal.

Talk with your child as she is working. You might ask some questions like, **"How many rectangles are you using?" "Did you use any circles?"** You can also show interest by commenting on what you see, such as, **"I see you're putting the blue triangle on top of the blue square."** or **"You used three circles in your picture."**