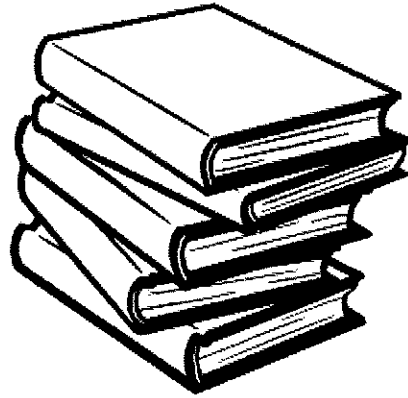


Pre-K



Resources

Please find attached a variety of activities and strategies for you to use with your child.

Unit 3

Activities For You And Your Child

Theme of the Month:
"Wind and Water"

Thought for the Month:
You are your child's first and most important teacher.

At bath time, add toys and plastic cups to the tub. Notice which things sink, float, squirt, or soak up water.

Take a walk in the rain with your child. Talk about the raindrops and the sounds they make.

Each night at bedtime, talk about one way your child was helpful during this day.

During a thunderstorm, watch the sky through a window. Talk about what you see. Count slowly between the lightning and the thunder.

Go outside on a windy day. Notice all the ways you can tell the wind is blowing and talk about them.

Read a few pages in a new storybook. At an exciting point, ask, "What do you think is going to happen next?" Listen to your child's ideas, then keep reading.

Let your child help load and unload the dryer. Talk about how the clothes feel and look when going in and coming out.

Watch the weather forecast. Explain words such as *windy*, *gusts*, or *humidity*. The next day, discuss whether the forecast was correct.

Turn on some music you both like. Dance!

Play a rhyming game: "I see something wet and it rhymes with *lane*. It's ___ (rain)!" Make the clues easy so the game is fun.

Let your child help feed your dog, cat, or pet bird tonight. Talk about what your pet needs to be healthy and happy.

Go on a shape hunt in a magazine or catalog. Find circles, squares, triangles, and rectangles. Help your child trace the shapes with a finger.

In the tub, float plastic lids. Blow on them and give little plastic animals boat rides. Talk about the wind.

Let your child blow through a straw. See if he or she can find three things in your home that can be moved easily that way.

Visit a playground. As your child plays on the equipment, describe the actions: *over*, *under*, *around*, and *through*.

Read signs out loud while riding in the car or bus. Spell the words on them: "That's a stop sign, S-T-O-P."

Teach your child a nursery rhyme or street rhyme you said as a child. Then let your child teach one to you.

Please return this sheet by _____ Child _____ Parent _____
(date) (name) (name)

Comments? We'd love to hear from you. _____

Unidad 3

Actividades para usted y su hijo/a

Nuestro tema del mes es:

"El viento y el agua"

Pensamiento del mes: Usted es el primer y más importante maestro/a de su hijo/a.

Enseñe una rima a su hijo/a o alguna adivinanza que aprendió de niño/a. Luego permita que su hijo le enseñe una.

Pongan música que ambos disfrutan. ¡Bailen!

Salgan a pasear un día ventoso. Observen las direcciones en las que sopla el viento y platiquen acerca de eso.

A la hora del baño, incluya juguetes y vasos plásticos en la tina o bañera. Observe los objetos que se hunden, flotan, echan agua o absorben agua.

Durante una tormenta eléctrica, observen el cielo por la ventana. Platiquen acerca de lo que ven. Comiencen a contar lentamente entre relámpagos y truenos.

Vean el pronóstico del tiempo. Explique palabras tales como *ventoso*, *ráfagas* o *humedad*. Al siguiente día comenten si el pronóstico estaba acertado o no.

Permita que su hijo/a alimente a su perro, gato o pájaro esta noche. Platique acerca de lo que su mascota necesita para permanecer sano y estar contento.

Permita que su hijo/a sople a través de una paja o pajilla. Vea si él o ella puede hallar tres cosas en su hogar que se puedan mover fácilmente de esa misma manera.

Salga a caminar bajo la lluvia con su hijo/a. Platiquen acerca de las gotas de lluvia y los sonidos que hacen.

Lea algunas páginas de un libro de cuentos diferente. Al llegar a un punto emocionante, pregunte, "¿Qué crees que va a suceder después?". Escuche las ideas de su niño, entonces siga leyendo.

Permita que su hijo/a le ayude a llenar y vaciar la secadora de ropa. Platique sobre cómo luce y se siente la ropa antes de ponerla y después de sacarla.

Busquen figuras geométricas en revistas o catálogos. Busquen círculos, cuadrados, triángulos y rectángulos. Ayude a su hijo/a a trazar las figuras con un dedo.

Visiten un patio de recreo o campo de juegos. Pídale a su hijo/a que describa las acciones: *sobre*, *debajo*, *alrededor* y *a través*, mientras juegan.

Cada noche al acostarse, platique sobre algo útil que su hijo/a haya hecho durante el día.

Compartan un juego de rimas: "Veo algo empapado de agua y rima con *helado*. Está _____ (mo-ja-do)". Provea pistas fáciles para que el juego sea divertido.

En la tina, pongan tapas plásticas a flotar. Sople sobre ellas y coloque animalitos plásticos sobre las mismas y lleve los animalitos en un viaje en bote. Platiquen acerca del viento.

Lean rótulos en voz alta mientras viajen en carro o autobús. Deletree las palabras de los rótulos: "Es un alto, A-l-t-o".

Favor de devolver esta hoja a más tardar _____ del niño/de la niña _____ del padre de familia
(fecha) (nombre) (nombre)

¿Comentarios? Nos encantaría tener noticias de usted. _____

Unit 4

Activities For You And Your Child

Theme of the Month: "Colors."
Thought for the Month: When parents value reading, children do, too.

Read a book. Talk about your child's favorite parts of the story.

As you drive, talk about *uphill*, *downhill*, *under*, *over*, *near*, and *beside*.

Attend a read-aloud at your local library.

Play "Spots!" What would make a purple, brown, or red spot? Your child can look in the cupboard and refrigerator for ideas.

Watch the clock to measure two minutes as you brush your teeth together.

Cut many small circles, rectangles, and triangles from colorful magazine pages. Use the shapes and a glue stick to make a collage.

Draw a simple map to show where you live and where school is. Talk about how to get from one place to the other.

Make up easy rhyming riddles for your child to guess: "I'm little and I can crawl or fly. I'm not a rug. I'm not a hug or a mug. I'm a ____ (bug)!"

Tell each other what you dreamed last night. Talk about feelings the dreams bring up.

At the store, talk about the different departments and what is sold in them. Let your child predict where to find things.

Write a letter or postcard to a relative. Have your child dictate what to write, then read it aloud.

Let your child help open the mail. Talk about what each piece is and show a few words as you read them.

At the grocery store, give color clues for items you plan to buy. Your child can find the rice in the red box or the fruit that's long and yellow.

Listen to music. March, bounce, sway, stomp, and clap. Name each action.

Let your child tear up lettuce for a salad and name the colors of all the ingredients.

Turn the tables and let your child "read" a familiar book to you. Talk about it and help if asked, but don't contradict your child's version.

Talk about clothes family members are wearing. Find different colors and patterns, like stripes or dots.

Pretend to be birds and fly around. Ask your child what he or she can see in the neighborhood from up in the air.

Please return this sheet by _____ (date). Child _____ (name) Parent _____ (name)

Comments? We'd love to hear from you. _____

Unidad 4

Actividades para usted y su hijo/a

Nuestro tema del mes es:
"Los colores"

Pensamiento del mes: Cuando los padres valoran la lectura, los niños también harán lo mismo.

Lean un libro.
Platiquen sobre las partes que sean las favoritas de su hijo/a.

Mientras maneje, platique sobre *cuesta arriba, cuesta abajo, por debajo, sobre, cerca y al lado de.*

Asistan a una lectura oral en la biblioteca local.

Jueguen "¡Manchas!". ¿Qué cosas dejarían una mancha morada, pardo, o roja? Su hijo/a puede mirar en las alacenas o en la refrigeradora por ideas.

Observen el reloj mientras pasan dos minutos de cepillarse los dientes juntos.

Recorte muchos círculos pequeños, rectángulos y triángulos de alguna revista llena de páginas con muchos colores. Usen las diferentes figuras y pegamento para hacer un montaje de recortes.

Dibuje un mapa sencillo del lugar donde viven y la escuela. Platiquen acerca de cómo se llega de un lugar a otro.

En la tienda de comestibles, provea pistas de colores para artículos que usted planea comprar. Su hijo/a puede buscar el arroz en la caja roja o la fruta que es larga y amarilla.

Cuéntense el uno al otro lo que soñaron anoche. Platiquen sobre los sentimientos que provocan los sueños.

En la tienda, platique acerca de los diferentes departamentos y lo que cada uno vende. Permita que su hijo/a pueda predecir dónde encontrará ciertos artículos.

Permita que su hijo le ayude a abrir la correspondencia. Platique sobre lo que es cada artículo de correspondencia y diga algunas palabras en voz alta mientras las lee.

Pretendan ser pájaros y vuelen. Pregúntele a su hijo/a lo que pueden observar en su vecindario desde arriba en el aire.

Escuchen música. Marchen, brinquen, muévase de un lado al otro, zapateen y aplaudan. Nombren cada acción.

Permita que su hijo desgarre una lechuga para una ensalada y que nombre los colores de todos los ingredientes de la ensalada.

Escriban una tarjeta postal o una carta a un familiar. Permita que su hijo dicte lo que se va a escribir, luego léanla en voz alta.

Platique acerca de la ropa que están vistiendo los miembros de la familia. Señale diferentes colores y patrones, tales como rayas o puntos.

Invente algunas adivinanzas fáciles que rimén y que su hijo/a pueda adivinar: Soy pequeño y puedo arrastrarme o volar. No soy Cleto ni soy Beto. ¡Soy un _____! (insecto).

Cambien de papel y permita que su hijo/a le "lea" un libro a usted. Platique sobre el mismo y ayude si su hijo lo pide, pero no contradiga la versión de su hijo.

Favor de devolver esta hoja a más tardar _____ del niño/de la niña _____ del padre de familia
(fecha) (nombre) (nombre)

¿Comentarios? Nos encantaría tener noticias de usted. _____

Stories for Unit 4 – World of Color

The Mixed-Up
Chameleon
By Eric Carle



The Lion and
the Little Red Bird
By Elisa Kleven



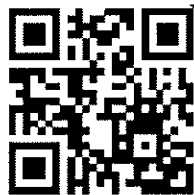
Max's Dragon Shirt
By Rosemary Wells



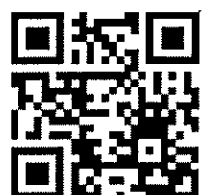
Pete the Cat and His
Four Groovy Buttons
By Eric Litwin



Pete the Cat: I Love
My White Shoes
By Eric Litwin



Pete the Cat:
Rocking in My School
Shoes By Eric Litwin



Dog's Colorful Day
By Emma Dodd



Mouse Paint
By Ellen Stoll Walsh



Harold and the
Purple Crayon
By Crockett Johnson



Dear Juno
By Soyung Pak



Chicka Chicka
Boom Boom
By Bill Martin Jr.



Brown Bear Brown
Bear, What Do You
See
By Eric Carle

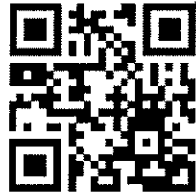


Songs for Fun

Subitize Up to 5
By Jack Hartmann



Lettercise
By Dr. Jean



One, Two
Buckle My Shoe
By The Learning Station



Rhyme and Freeze
By Jack Hartmann



Alphabet Forwards
and Backwards
By Dr. Jean



Down by the Bay
By The Learning Station



Count to 100
By Jack Hartmann



We're Going on a
Bear Hunt
By Dr. Jean



Apples and Bananas
By The Learning Station



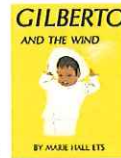
1. Open the Camera app from the Home screen, Control Center, or Lock screen.
2. Select the rear facing camera. Hold your device so that the **QR code** appears in the viewfinder in the Camera app. Your device recognizes the **QR code** and shows a notification.
3. Tap the notification to open the link associated with the **QR code**.

3-4 year old classrooms

- **Youtube:** Here are some familiar youtube clips you can type into the youtube search bar.
 - BrainPop Jr (songs about shapes, colors, counting, etc.)
 - Singing Walrus (songs about shapes, colors, counting, etc.)
 - Cosmic Kids (guided yoga for children)
 - Gonoodle preschool (whole body movement songs)
- **Things to keep in mind**
 - Have your child clean up after playing and eating.
 - Go outside with your child.
 - Have your child be a helper to set up for family meals, bathtime, or when cooking. Count out the appropriate number of plates, forks, napkins, etc for your family when setting the table. Help your child make “fancy” name plates for your table with each family members’ name.
 - Play turn taking games.
 - Have your child help write the grocery list (even if it’s just scribbles) and cross things off as you shop together.
- **Fine motor activities**
 - Recipe for playdough - make with kids <https://theimaginationtree.com/best-ever-no-cook-play-dough-recipe/>
 - Play with glue, scissors, shaving cream, paints, beads, sponges, stickers
 - Make homemade butter- see enclosed recipe
 - Put dry beans between 2 moistened paper towels and place inside a ziploc bag, tape to window, and watch the sprouts grow. Can then plant the sprout in the yard or in a pot.
 - Glue small bits of colored tissue paper to twigs to make “cherry blossoms”
 - Give your child shaving cream to play with in the bathtub. They can ‘write’ on the walls of the shower and then wash it off with a sponge or wash cloth.
- **Outdoor/Gross motor activities**
 - Make musical instruments with household items
 - Flower bracelets - apply masking tape backwards around your child’s wrist and allow them to pick small flowers/weeds to put on the tape to wear as a bracelet.
 - Make shapes with sticks in the dirt, make mud pies
 - Make letters out of different sized sticks

OWLS Books and Activities

Take a trip to the local library with your child to pick up a few books. If you are unable to get to the library, you can sit with your child and watch the youtube read aloud together. Take a chance to pause while reading or listening to ask your child questions about what is happening in the story. You can check in to see how they are understanding the story and if they have any questions. After reading you can try an activity or two together.



- **Book: Gilberto and the Wind by Marie Hall Ets**

- Read aloud: <https://www.youtube.com/watch?v=lkHk2OtgXnQ>
- Activities:
 - Make a kite with your child. Draw a large diamond shape on paper, cut it out, add a ribbon, go outside and run in the wind!
 - Watch the weather forecast with your child. Explain words such as gusts, windy, humidity, etc. Have your child draw a picture prediction. The next day, check to see if the forecast was correct.
 - Blow cotton balls, leaves, or feathers with a straw. You can make it a race or game.



- **Book: A Hat for Minerva Louise by Janet M. Stoeke**

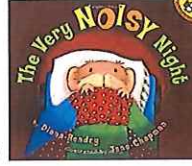
- Read aloud: <https://www.youtube.com/watch?v=jfp7IZPsRNI>
- Activities
 - Create a hat with your child out of household items...paper plates, newspaper, etc.
 - Find different objects around your house and have your own "Crazy Hat Parade" and record it to watch again later.
 - Make a pile of all the gloves/mittens in your house, and play a matching game.



- **Book: One Dark Knight by Hazel Hutchins**

- Read aloud: <https://www.youtube.com/watch?v=1JKidpVXT9s>
- Activities

- Let your child help feed your pet. Talk about what your pet needs to be happy and healthy. If you don't have a pet you can pretend with stuffed animals.
- Mix bubbles, blow bubbles in water during meal times or in the tub.



- **Book: The Very Noisy Night by Diana Hendry**
 - Read aloud: <https://www.youtube.com/watch?v=7gl-9dkXRNE>
 - Activities
 - Read signed out loud while riding in the car or bus. Spell the words on them, "That's a stop sign, S-T-O-P."
 - Make a fort in the living room. Bring out flashlights and pillows. Have a picnic in the fort.
 - Make musical instruments out of household items. Fill a toilet paper tube with beans or rice and place tape on ends.
- **More books to read**
 - The Desert is my Mother
 - Jimmy's Boa and the Big Splash Birthday Bash
 - Raindrop, Plop!
 - Rata Pata Scata Fata
 - Swimmy
 - The Wind Blew



This or That

Primary Objectives

1c. Takes care of own needs appropriately

Why It's Important

Offering two choices to your child allows her to play an active role in decisions that affect her. Giving your child two options and encouraging her to follow through with her decision will help her to think through the outcome of her choices in the future.

Materials

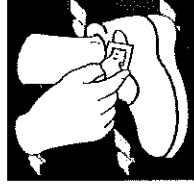
Pairs of toys such as blocks and cars, books and puzzles, or a shopping cart and a plastic hoop

What You Do

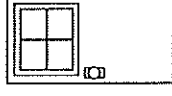
1. Place the two toys you have chosen side-by-side on a shelf or on the floor. Remove any other toys from the immediate area to clearly define your child's choices.
2. Invite your child to play with a toy. Explain that she may choose between the two options in front of her. *Would you like to read this book about frogs or put together this animal puzzle?*
3. Allow her adequate time to make her decision. When she chooses a toy, guide her away from the shelf or floor area to reinforce her choice.
4. Offer feedback about her choice. *I see you working on the animal puzzle you chose. Can you show me where the horse goes?*
5. If your child has difficulty choosing between two desired objects, allow her to change her mind, but only after putting away the toy she had originally chosen.

One, Two, Buckle My Shoe

One, two, buckle my shoe



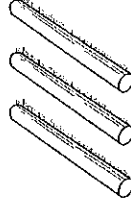
Three, four, shut the door



Five, six, pick up sticks



Seven, eight, lay them straight



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Nine,	a	ten,	fat	hen	big
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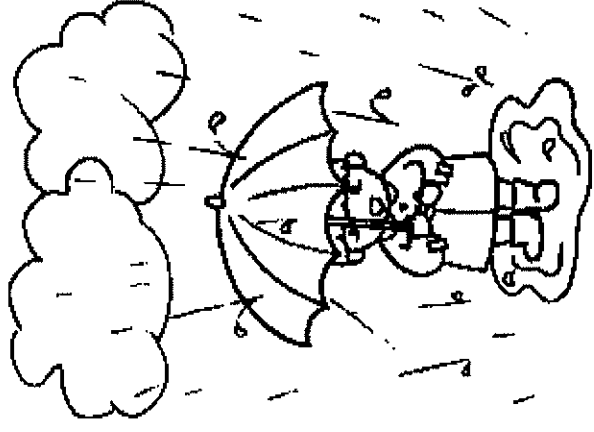
Rain, Rain, Go Away

Rain, rain, go away

Come again another day.

Little Jonny wants to play.

Rain, rain, go away



Little

play.

to

wants

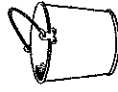
Jonny

Jack and Jill

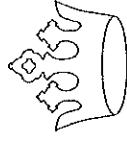
Jack and Jill went up the hill.



To fetch a pail of water



Jack fell down and broke his crown.



Jill came tumbling after.

--	--	--	--	--	--	--



Jill	Jack	went	and	the	hill.	up
------	------	------	-----	-----	-------	----

FIVE GREEN AND SPECKLED FROGS

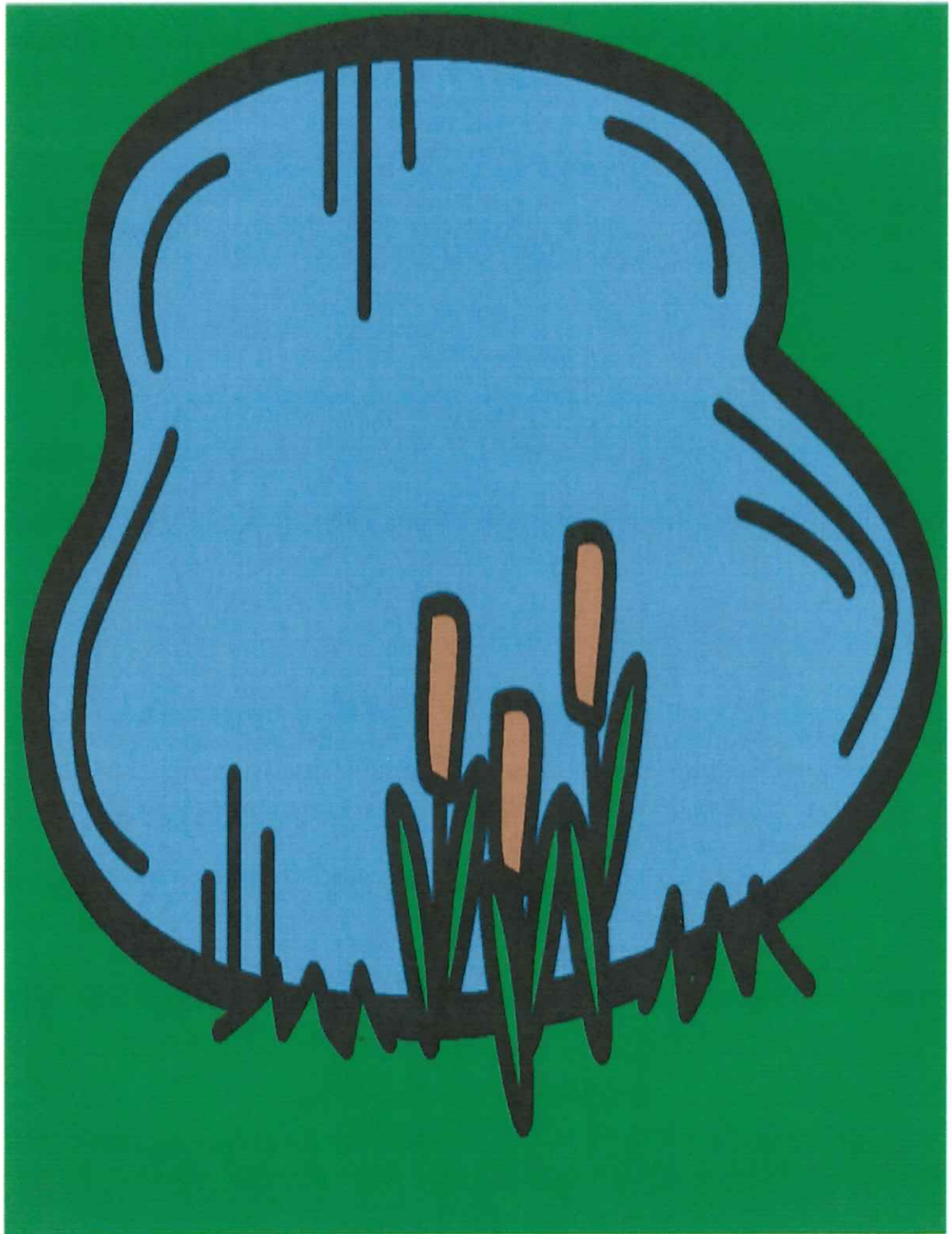
Five green and speckled frogs sat on a speckled log
Eating some most delicious bugs -- YUM YUM!
One jumped into the pool where it was nice and cool
Then there were four green and speckled frogs.

Four green and speckled frogs sat on a speckled log
Eating some most delicious bugs -- YUM YUM!
One jumped into the pool where it was nice and cool
Then there were three green and speckled frogs.

Three green and speckled frogs sat on a speckled
log
Eating some most delicious bugs -- YUM YUM!
One jumped into the pool where it was nice and cool
Then there were two green and speckled frogs.

Two green and speckled frogs sat on a speckled log
Eating some most delicious bugs -- YUM YUM!
One jumped into the pool where it was nice and cool
Then there was one green and speckled frogs.

One green and speckled frogs sat on a speckled log
Eating some most delicious bugs -- YUM YUM!
One jumped into the pool where it was nice and cool
Then there were no green and speckled frogs.







Activity # 1: Knock Knock, What Letter?



Activity 1 Intro

m



1. Sit with your child on the floor or at the table.
2. Place one card upside-down.
3. Partner/parent says, "knock knock" and knocks on the card.
4. Child says, "Who's there?"
5. Child flips over the card and tells you the letter, or say the letter and your child repeats it.

Actividad #1: Hola, hola, ¿Qué letra es?



Activity 1 Intro

m



Mientras se sientan en el piso o en una mesa:

1. Primero se pone la tarjeta con la letra hacia abajo.
2. El adulto dice "Hola, hola" al tocar la tarjeta.
3. Su hijo (a) dice: "¿Quién es?"
4. Su hijo (a) le da vuelta a la tarjeta y dice la letra, o el adulto dice la letra y el hijo(a) repite la letra.

a

b

c

d

e

f

g

h

i

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k

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m

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s

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u

v

w

x

<p>y</p>	<p>z</p>	
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Concepts you can work on during cooking/food activities:

*Following directions

*Ordinal numbers – First we are going to.....Second we are going to.....Last we are going to..... (then review later....What did we do first? What did we do second?)

*Counting – count out food (ex: grapes) Ask child how many they want and count them out

*Counting backwards – set a digital timer if something is cooking and have them count backwards towards the end 10 to 0.

*Measurement – count out how many scoops/cups of ingredients you are putting in the bowl

*Colors and Shapes– talk about the colors and shapes of the food

*Sorting – sort food in trail mix (put all the raisins together, all of the peanuts together) or sort cereal (put all the marshmallows together, all of the brown cereal together, etc.) or sort goldfish by colors

*Patterns – make patterns with food items for an ABAB pattern (grape, raisin, grape raisin) or an AAB pattern (grape, grape, raisin) or an AABB pattern (grape, grape, raisin, raisin)

*Fine Motor Skills – picking up small pieces of food, pouring, mixing, etc.

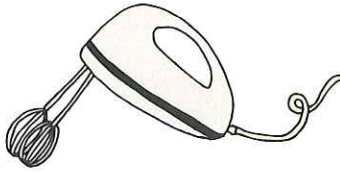
*Sensory Exploration – touch foods that are different textures and talk about them (soft, hard, sticky, wet, dry, bumpy, smooth, etc.)

*Senses – talk about how the food tastes (spicy, sweet, sour, delicious, yucky) talk about how the food smells

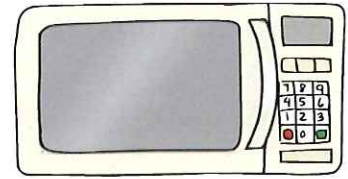
Picture Cards



Open Can



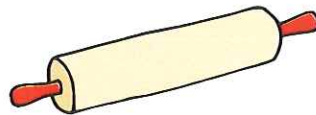
Mixer



Microwave



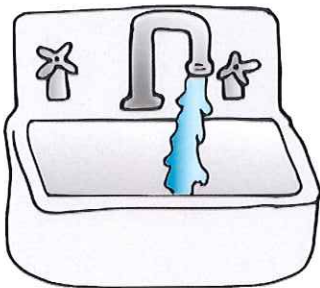
Mixing



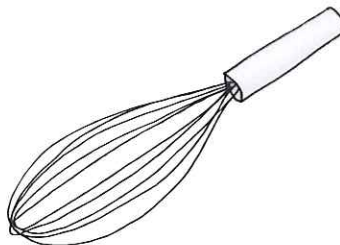
Rolling Pin



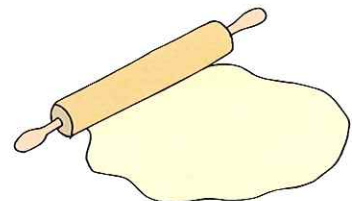
Sift



Sink



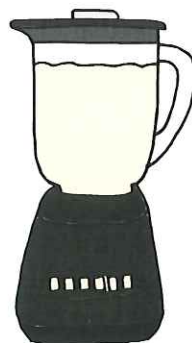
Whisk



Dough



Cook



Blender

KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION

Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!



FROG JUMPS

Hop, hop, back and forth like a frog



BEAR WALK

Hands & feet on the floor, hips high - walk left and right



GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



CRAB CRAWL

Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



ELEPHANT STOMPS

March in place lifting your knees as high as you can and stomping the ground as hard as you can!

Name writing/drawing activities you can do at home

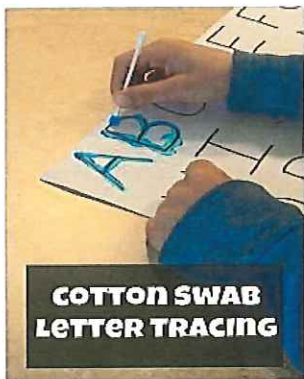
Taping aluminum foil to table
and painting name



Writing/drawing in a
multisensory bag (w/ fingerpaint
or glitter/hair gel/food coloring)



Cotton swab letter tracing



Fingerpaint writing



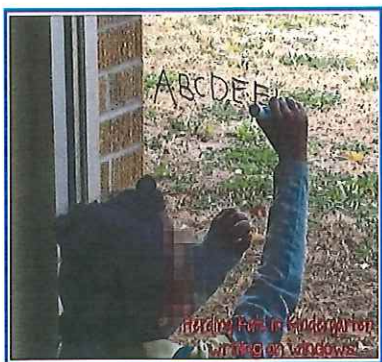
Tracing over chalk letters with a
wet paintbrush



Easel writing with markers
or paint



Writing with dry erase markers
on windows



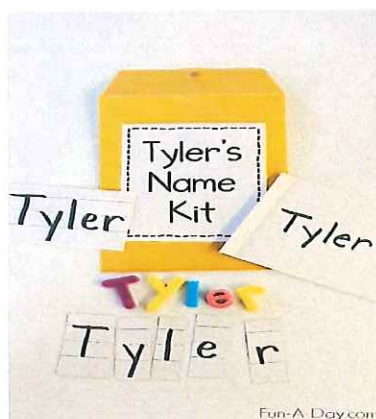
Write name with highlighter
and have them trace it



Writing name on sidewalk with chalk &
painting over letters with water



Build your name and then
write it on paper



FINE MOTOR

Hand Strengthening:

Play dough- *there are many recipes online using common kitchen ingredients and recipes for specific food allergies or intolerances. Model these actions alongside your child and have fun!*

- Squeeze play dough.
- Press play dough or use cookie cutters or plastic cups to make shapes.
- Roll play dough into snakes or balls. Form into shapes, letters, numbers, or a face.
- Use kitchen tools like plastic knives or garlic press.

Cleaning-

- Wipe surfaces then squeeze water and soap out of sponges.
- Try to fill a large cup or small bucket with the water.
- For larger hands, use a small spray bottle filled with water and a little soap or vinegar.

Recycling-

- Pull apart cardboard food boxes and flatten to fit in recycling bin.
- Use two hands to crumple paper into a ball before placing in recycling bin. You can also have a pretend snow ball fight.
- Use two hands to rip paper before placing in recycling bin. Focus on pinching paper at the top before tearing apart. Some students are familiar with the words "Pinch, pinch, tear".

Early Writing:

Shapes, letters, and numbers- *the developmental progression of pre-writing strokes is vertical line, horizontal line, circle, cross, square, diagonal line, tracing lines, tracing letters. Start at your child's developmental level.*

- Use different writing tools like sidewalk chalk or paint to add interest.
- Draw a shape or letter at least four inches tall then "trace" with small stickers. If you don't have stickers, try extra address labels.
- Make rainbow shapes and letters by tracing in different colors.
- Turn shapes into a drawing. For example, a circle can be a face, sun, wheel, or pizza. A square can be a house or train.
- Draw in a new position to add interest. Tape paper on the wall or under the table or lie on stomach and work on the floor.
- Coloring builds eye-hand coordination and endurance. Print pages of favorite characters like Paw Patrol pups. Place paper under a texture surface like sand paper or shelf liner to add sound and tactile input.

Cutting:

The developmental steps of cutting are ripping paper, snipping paper, cutting paper in half, cutting on a line, cutting a square, cutting a circle.

Pre-cutting activities-

- Use tweezers or tongs to move small objects. Look in the kitchen or children's games for tongs if you don't have a pair. Rubbery, soft, or slightly textured objects prevent slipping. Examples include cotton balls, play dough balls or snakes, cut up Styrofoam or sponges, etc. Add interest by pretending to feed a favorite stuffed animal.
- Rip paper into small pieces. Focus on pinching paper at the top before tearing apart. Some students are familiar with the words "Pinch, pinch, tear".

Art-

- Cut old pictures, greeting cards, or pictures into pieces then put back together like a puzzle. You can also glue characters onto index cards or file folders. Cutting thicker paper also builds hand strength. Gradually make the puzzle harder by adding pieces or giving shapes more angles or curves.
- Tape paper to the edge of a table and cut up toward the top of the table like a rocket going into space.
- Thumbs on both hands should be visible. A small sticker or dot acts as a reminder if needed.

Put it all together!

- Rip or snip paper, trace letter using liquid glue, trace letter. Match color with letter sound like 'R' for red.
- Roll play dough into snakes then cut into "snakes" with scissors or knife. Count the snakes then feed to a favorite toy.
- Build Mat Man from Handwriting Without Tears. Search Mat Man Handwriting Without Tears for image and song. Cut out arms and legs. Find objects at home to build Mat Man, e.g. buttons for eyes, or draw him. Provide assistance as needed to draw circle head and rectangle body. Provide gestural prompt where to put eyes, nose, mouth, ears, hands, feet if needed.

SENSORY ACTIVITIES

Play outside! *Using large muscles builds strength, coordination, and balance in a fun environment.*

- Climbing using both sides of the body
- Sliding
- Swinging
- Running
- Games- hide and seek, chase, treasure hunt
- Obstacle course- sequence 3-4 activities like jumping, rolling, walking on a [tape] line

Deep pressure- *Some children seek additional deep pressure for body awareness or calming.*

- “bear hugs” with firm consistent pressure
- “sandwich”- with the child lying on his or her stomach, place a pillow or sofa cushion on top. Apply gentle but consistent pressure as sandwich ingredients are applied like cheese, ketchup, pickles.
- “steam roller”- with the child on his/her stomach, roll a ball along arms, legs, and back. Apply medium pressure that is not too ticklish or causes any discomfort.

Tactile play- *place a large towel or plastic garbage bag on floor as needed to contain ingredient that may fall to the floor. Use a medium to large plastic container.*

- Water play- Use measure cups or scoops from laundry detergent (after rinsing) to fill containers with water. Squeeze sponges to fill containers. Place plastic toys or animals inside to go for a swim.
- Place dry ingredients in bin for a different feel. Consider whether your child places textures in his/her mouth before selecting material. Options may include sand, dirt, rice, Styrofoam packing peanuts, beans, Easter grass, pieces from paper shredder.

Sensory Diet Activity Suggestions for Preschoolers and Grade-Schoolers

Tactile (touch)



Squish play-dough (P, G)



Squish sensory sand,
foam or slime (P, G)



Knead bread/pizza dough (G)



Write with vibrating pen (P, G)



Massage lotion on hands
and arms (G)



Play in sandbox or with water (P)



Use silly putty (P, G)



Use squishy or textured fidget,
such as a stress ball (P, G)



Finger paint (P)



Draw with shaving cream (P, G)