WEEK 5

PRESCHOOL INSTRUCTIONAL PACKET

Mrs. Ouzts touzts@tricountyschools.com

Mrs. Pyne kpyne@tricountyschools.com

Ms. Hernandez lhernandez@tricountyschools.com

Mrs. Roesly sroesly@tricountyschools.com

Ms. Stiles astiles@tricountyschools.com

Please join our Facebook Group "Tri County Preschool Group" to receive these activities online. These handouts will also be available on the Preschool 2019-20 Google Classroom

Tri County Area Schools
Academics • Arts • Athletics • Achievement

TRI COUNTY AREA SCHOOLS

KAYLA PYNE - MELISSA CLEGG

5/18/2020

Dear Preschool Families:

We are so thankful for the continued support of our community as we begin to wrap up the final few weeks of the 2019-2020 school year. Students will be provided with two more weeks of distance learning packets, one on May 18th and the final one on May 25. Along with these learning packets, your family can still expect teacher contacts through the end of the month. As we are sure you are aware, students left behind many items at school in March; we have scheduled times to come and retrieve anything left behind. Those times for Great Start Readiness, Early Childhood Special Education, and Alternative Education are (this does not include Head Start):

We have a parent scheduled pick up day for ***Friday, May 22nd, from 11am-1pm.***
Edgerton Building - 412 E. Edgerton, Howard City.

On ***Friday, May 22nd,*** *please pull in front of the Edgerton Building on Edgerton Street, and we will have staff come to your vehicle to greet you. Please remain in your car, as we will have staff gather your students' belongings and bring them to you! We will be trying our hardest to expedite this process. Also, on this day, we will distribute the last preschool instructional packet - week 6, May 25th-29th to you so you will not need to return on Monday to a pick-up site.*

If you are unable to pick up your students' belongings on the day listed above, please contact your child's teacher to arrange an alternative.

If you have an incoming Kindergartener or Preschooler for the 2020-2021 school year, please pre-register your child by going to our district's website, *www.tricountyschools.com. The district's web page also has the COVID-19 links to remote learning packets, updated information about technology, food service, and social/emotional support available to you.* ***We have just found out that we are able to offer a summer lunch program, and details about that will be published on the district webpage when they are finalized.***

Once again, thank you for your on-going support. At this time, we are not able to regularly check our voicemail at school, so please continue to reach out for help when you need it, starting with your child's teacher, then Tanner Haskin, social worker (thaskin@tricountyschools.com), Ashley Young, social worker (ayoung@tricountyschools.com), Jason Rykse, behavior specialist (jrykse@tricountyschools.com), or ourselves.

We continue to send positive thoughts your way,

Kayla Pyne - Preschool Director
Melissa Clegg - Director of Special Education and Intervention

E-MAIL: KPYNE@TRICOUNTYSCHOOLS.COM, MCLEGG@TRICOUNTYSCHOOLS.COM

Go Fish

Primary Objectives
20c. Connects numerals with their quantities

Why It's Important
Playing with a deck of cards gives your child the opportunity to practice numeral recognition. For numbers he may not yet recognize, he can count the symbols on the card to determine the number. Using cards for simple games also teaches cooperation and turn taking.

Materials
Deck of cards

What You Do
1. Invite your child to play a card game with you. Ask him to give seven cards to you and seven to himself. Offer assistance, as needed. Encourage him to hold his cards in his hands or to lay them cards out on the table, if that is easier for him.

2. Explain that he will start by asking if you have the same card as one that is in his hand. For example, if he has a seven, he should ask you if you have a seven. If you do, give it to him. If you don't, say *Go fish!* He then picks up a card from the pile to see if he can get a seven. If he doesn't get a seven, then it is your turn to ask. When someone gets a pair of matching cards, they should take the matched pair out of their hands and place it on the table before taking another turn.

3. If your child has difficulty recognizing the numeral on his card, encourage him to count the number of symbols showing.

4. The game is over when one of you finds matches to all of the cards in your hand. The players then count how many pairs they have.

5. Continue the game for as long as your child is interested.

© 2017 Teaching Strategies, LLC, Bethesda, MD; www.TeachingStrategies.com
These materials may not be duplicated without the express written permission of Teaching Strategies, LLC

Bead Patterns

Primary Objectives

7a. Uses fingers and hands
23. Demonstrates knowledge of patterns

Why It's Important

Exploring the different shapes, colors, and sizes of beads provides a great opportunity for your child to learn about patterns and build important fine-motor skills. She may enjoy forming her own original creative patterns.

Materials

Beads of various colors; shapes; and sizes; sturdy string or yarn

What You Do

1. Create a simple bead pattern to use as an example that you can share with your child.

2. Show your child the different beads that are available for her to use to make a pattern.

3. Discuss the features of the different types of beads. *This bead is blue, and it is also in the shape of a heart. What do you notice about the bead you are holding?*

4. Share your bead pattern with her and read the pattern together. *I made a pattern with red and green beads. It is red, green, red, green, red, green, red, green.*

5. Invite your child to create her own pattern by stringing the beads.

6. As she strings the beads, make observations about what she is creating. *I see red, yellow, and green beads on your string.* When she is finished, ask her to tell you about the pattern she created.

7. Display her finished pattern, and encourage her to read the pattern to others.

8. Continue the activity for as long as she is interested. Encourage her to create different types of patterns.

© 2017 Teaching Strategies, LLC, Bethesda, MD; www.TeachingStrategies.com
These materials may not be duplicated without the express written permission of Teaching Strategies, LLC

Copycat Rhythm

Primary Objectives
23. Demonstrates knowledge of patterns

Why It's Important
Children enjoy making sounds and rhythms with everyday objects. This activity helps your child recognize and repeat patterns as she learns how to make different sounds.

Materials
Wooden blocks; spoons

What You Do

1. Invite your child to listen to the sounds you make with the blocks. Clap two wooden blocks together in a simple rhythm, such as one-two, one-two. Give your child her own blocks to use, and encourage her to repeat the rhythm.

2. When your child can repeat a simple rhythm, extend the pattern, such as one-two-three, one-two-three. Ask questions that prompt your child to think about and discuss the sounds she hears. *Listen to the blocks. Can you make your blocks sound like that?*

3. Observe your child as she repeats the rhythm. Note if she is keeping a steady beat or randomly clapping the blocks together. Speed up or slow down the rhythm as needed.

4. Continue the game by encouraging your child to create a pattern for you to repeat. It's your turn to make a rhythm. *I'll copy the pattern you make.*

5. Explain to your child that she may use other materials to make rhythm patterns such as spoons, rhythm sticks, or her clapping hands.

© 2017 Teaching Strategies, LLC, Bethesda, MD; www.TeachingStrategies.com
These materials may not be duplicated without the express written permission of Teaching Strategies, LLC

See What Sinks or Floats

Primary Objectives
11d. Shows curiosity and motivation

Why It's Important
Your child will learn more about everyday objects by including them in experiments that challenge her thinking skills. Conducting a basic test to determine one attribute of an object will allow your child to practice predicting outcomes, comparing objects, and classifying objects.

Materials
Smock; small objects (e.g., rocks, paper clips, beanbags, seashells); dishwashing tub or other large container

What You Do
1. Fill the dishpan halfway with water. Place the objects on a small table next to the water.

2. Invite your child to play at the table. Help her put on her smock.

3. Explain that you want to find out which objects sink and which objects float in the water. Talk about things she has seen sink or float: *You have a toy boat that floats in the bathtub. What else do you play with in the tub? What sinks to the bottom when you put it in your bath?*

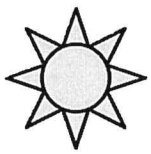
4. Invite your child to pick up an object and drop it in the water. Ask her to determine whether it sinks or floats.

5. Encourage her to choose an object and make a prediction before dropping it in the water: *I see that the small pinecone is floating in the water. What do you think the leaf will do?*

6. When she is finished, ask her to collect all of the floating objects and then all of the sinking objects and sort them into separate piles on the table.

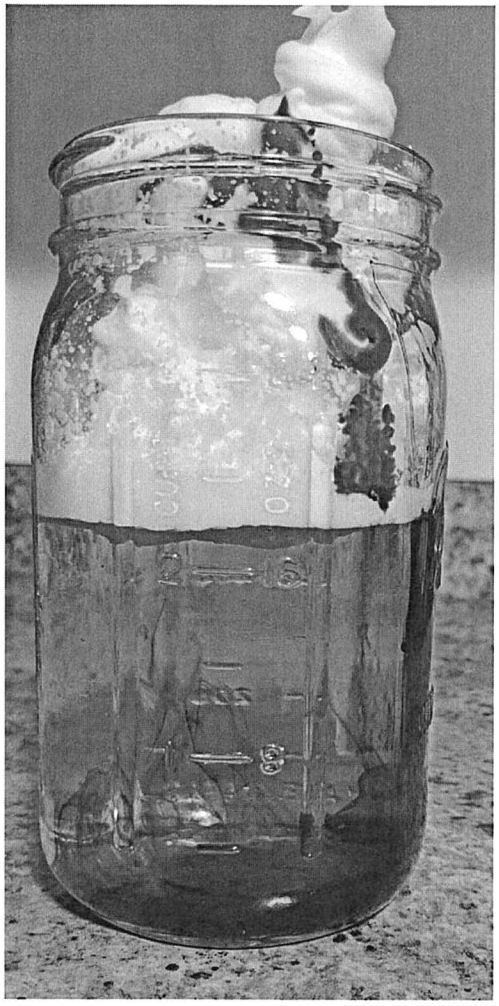
© 2017 Teaching Strategies, LLC, Bethesda, MD; www.TeachingStrategies.com
These materials may not be duplicated without the express written permission of Teaching Strategies, LLC

Month _____

16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Sunny 	Partly Sunny	Cloudy	Rainy	Snowy

©workshopclassroom.blogspot.com

Cloud in a Jar



I originally saw this idea online and decided to try it at home, this picture was taken at my house.

What you need:

A clear container
Water
Food coloring
Shaving Cream or Whipped cream

Simply fill the container halfway with water then fill the rest with shaving cream or whipped cream, add a dropper of food coloring (you can use the liquid food coloring straight from its container) and when it saturates the shaving cream it will stream into the water.

This experiment goes well with Teaching Strategies Gold lesson plan "See What Sinks or Floats" you can talk about how the shaving cream or whipped cream is floating on the water and how once the food coloring hits the water it starts to sink and then watch how it makes all the water blue.

You can also do this after listening to the story "The Little Raindrop" and talking about the Life Cycle of Water (which is introduced in the video) you can mention that the food coloring fills up the 'cloud' like condensation and then falls into the jar sort of like precipitation.

It's a quick experiment so you might want to add to it by using different colors of food coloring, seeing how they mix or letting your child explore and see if they can get the shaving cream to mix. Just play with it however long you want. Have fun!

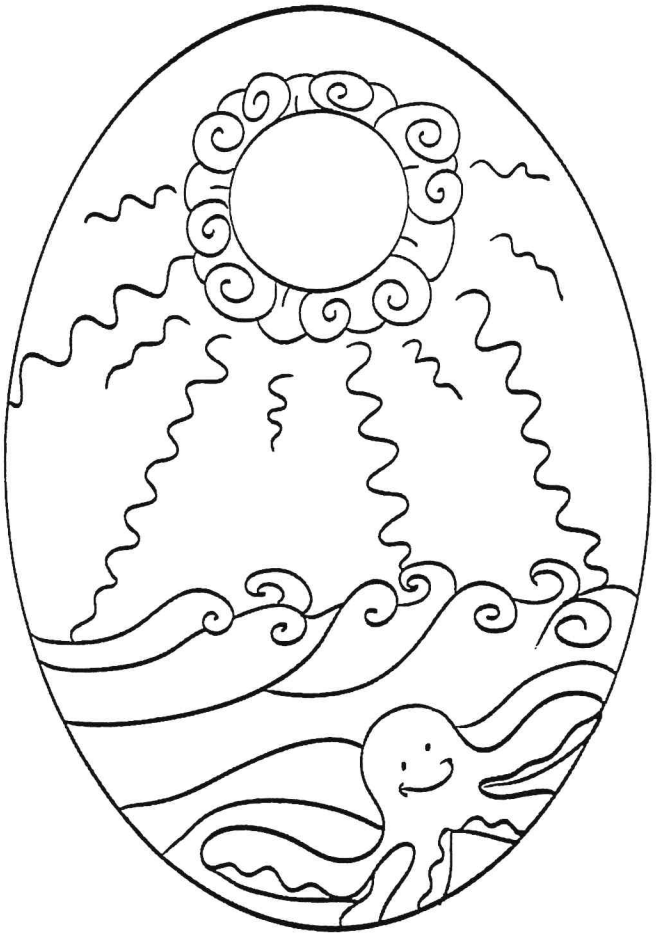
Water Cycle Song
(Tune: She'll Be Comin' Round the Mountain)

Water moves in a cycle yes it does
Water moves in a cycle yes it does

It goes up as evaporation
Forms clouds as condensation
Falls down as precipitation

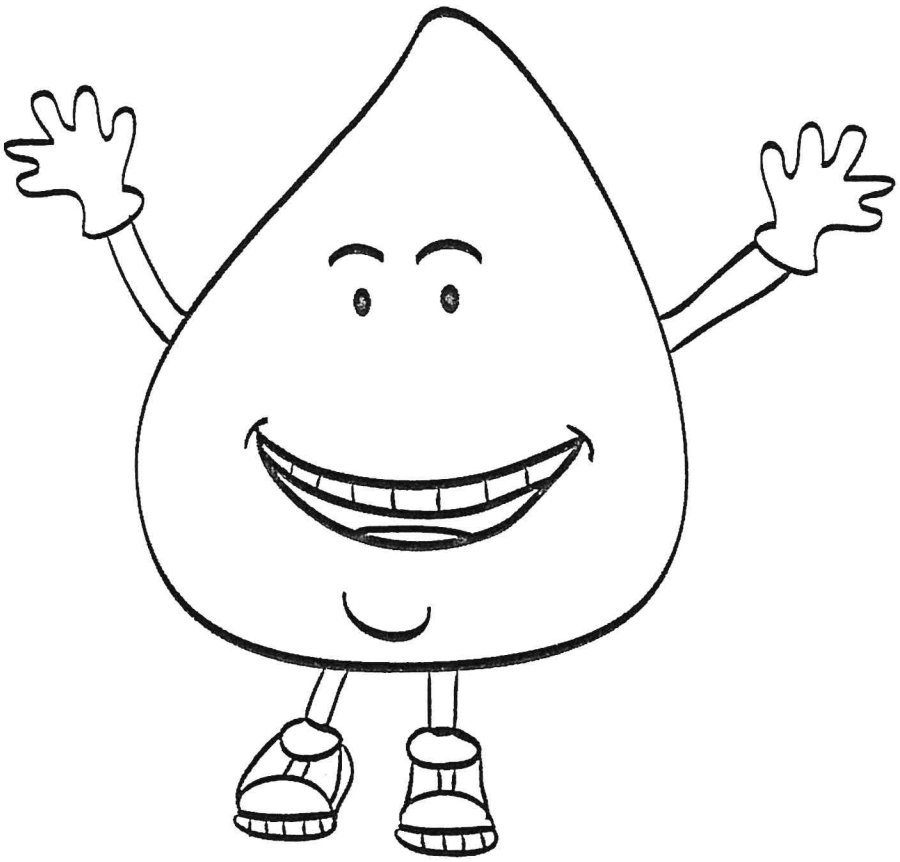
Yes it does!

Credit goes to: dalaryscience.tenerbeauty.ru



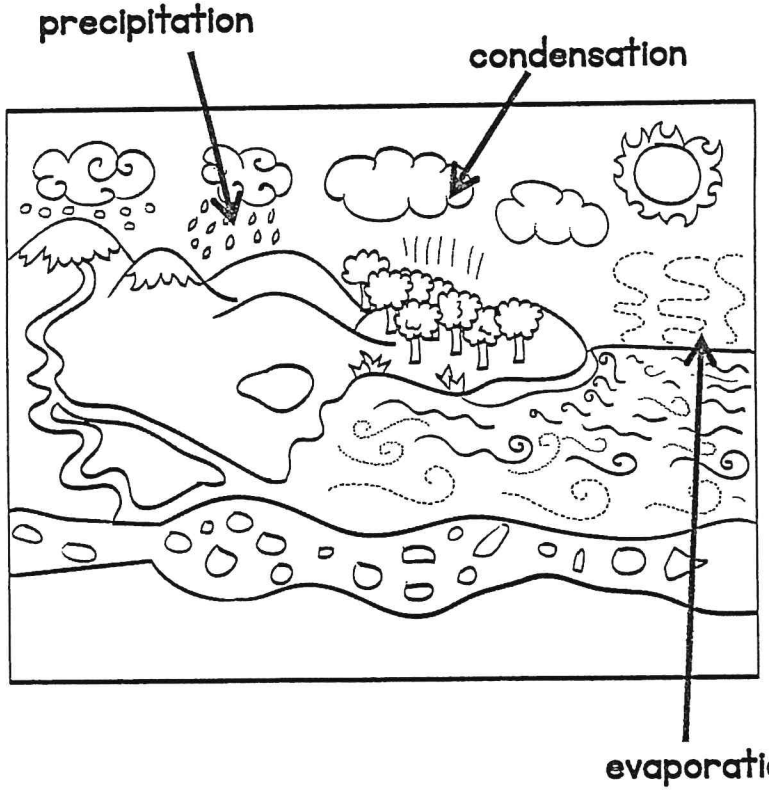
Lakes and oceans collect the water that falls. The cycle continues when water evaporates into the sky again.

The Water Cycle

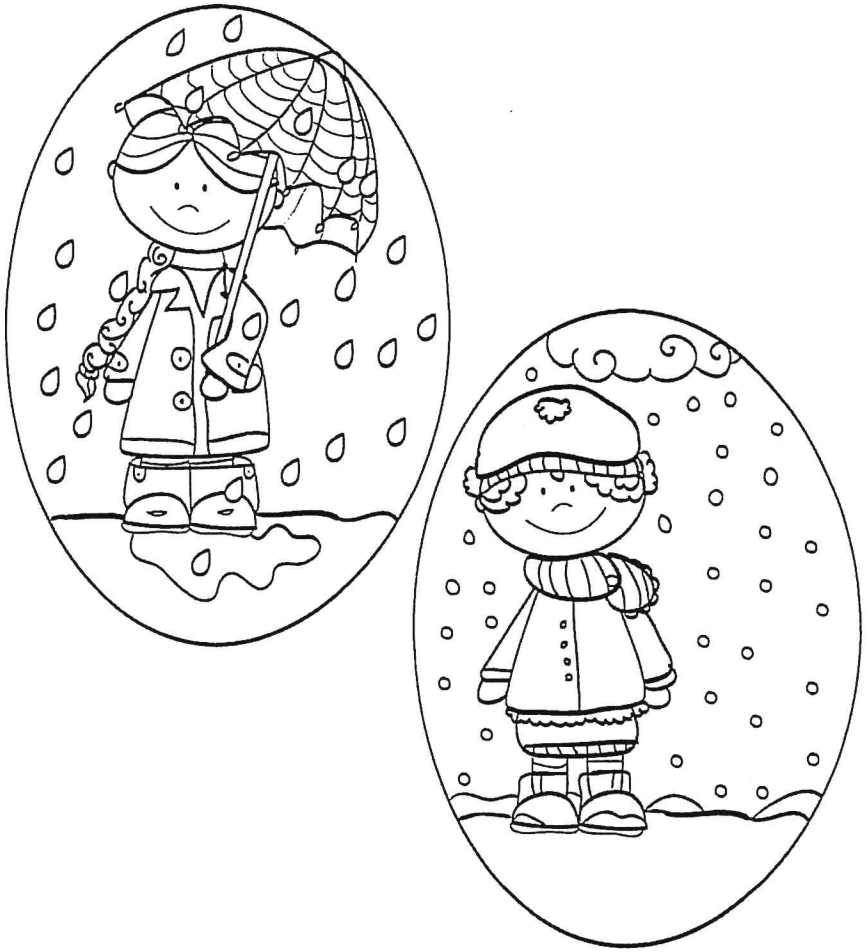


Name: _____

© Jill Richardson 2015

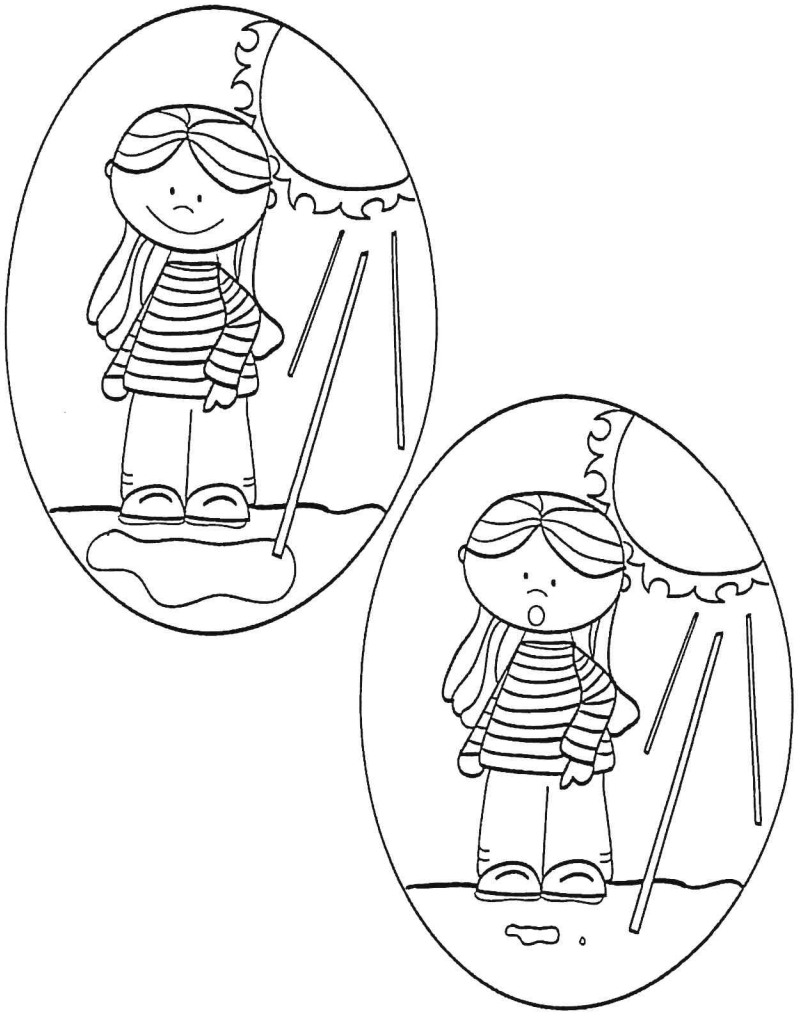


The water cycle is like a big circle. It is how water moves from the land, to the sky, back to the land again.

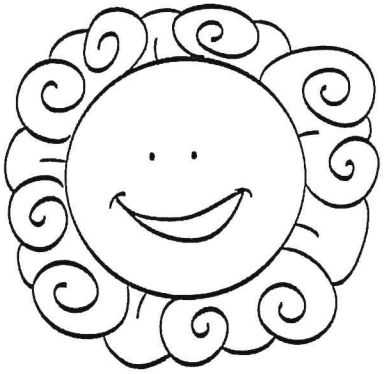


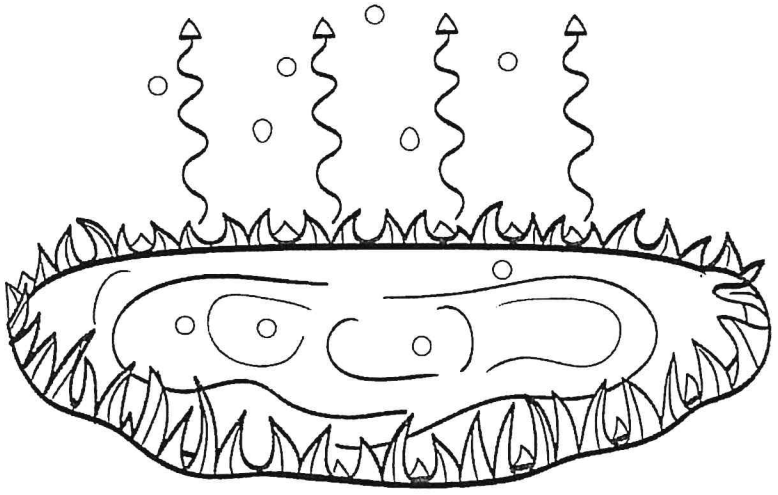
When water falls from the sky it is called **precipitation**. This can be rain, snow, hail or sleet.

Condensation is the process when the water vapor or gas in the atmosphere condenses and becomes water again.

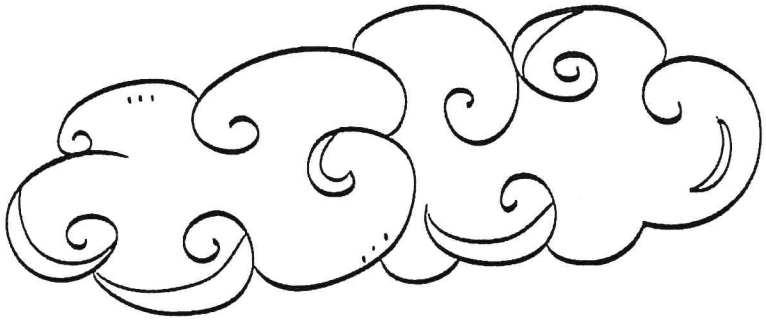


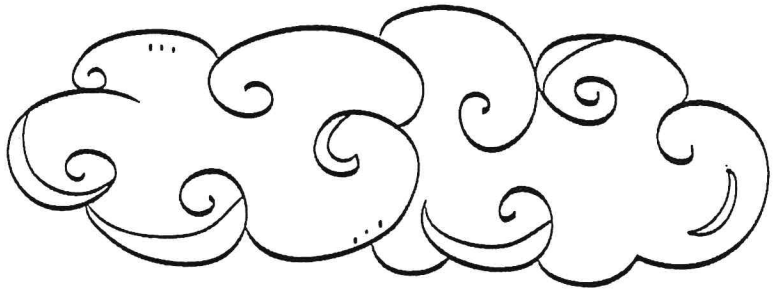
Heat from the sun causes water on the Earth to evaporate and rise into the sky.





Evaporation is the process when water changes from a liquid to a gas.

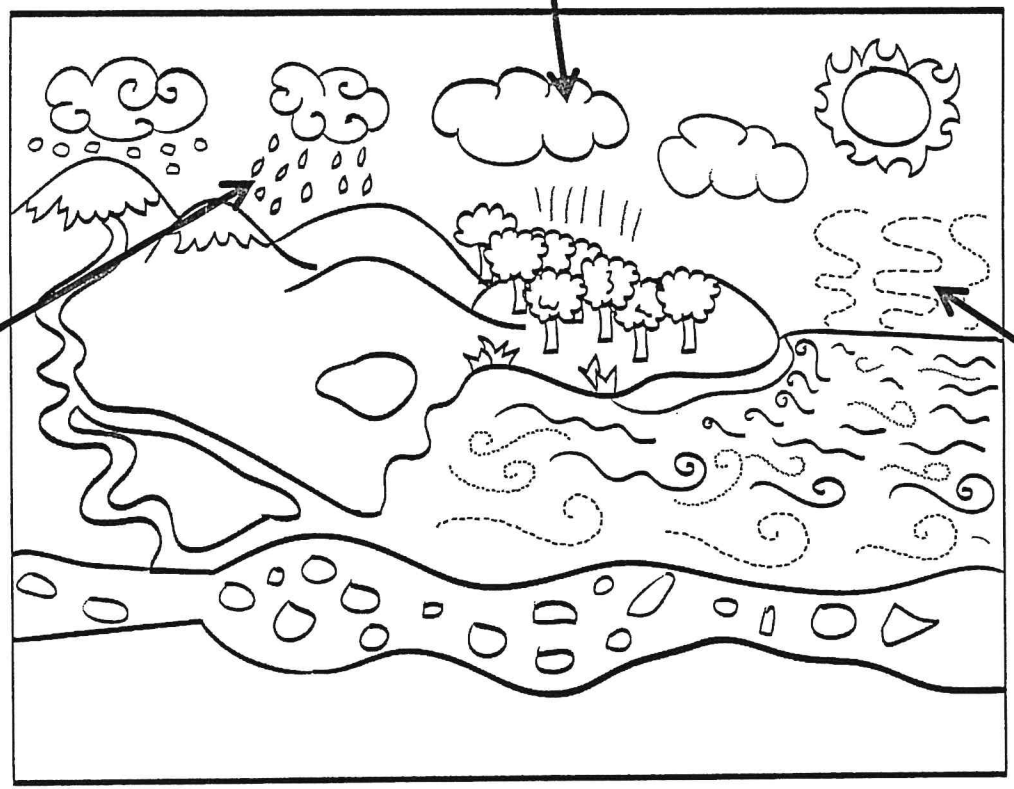




Water vapor collects in the sky and makes clouds.

Name _____

The Water Cycle



Label the water cycle using the words in the word bank.

Word Bank

evaporation condensation

precipitation

© Jill Richardson 2016

Tri County Ancillary Tips and Tweets

WEEK 5

SPEECH & LANGUAGE TIPS

Incorporating speech and language skills into everyday activities: READING

If you child has articulation/phonological processes difficulties:

- As you are reading together, look for target sounds. For younger children, you can have them repeat the word(s), either as you find them or at the end of each page.
    - Bonus activity: have your child listen for their target sound (pick one to work on), which increases their ability to hear the sound, and therefore produce it. For older children, you read all the words except the words with their sound(s).
- Using the pictures to label what they are, what characters are doing, and just talking about each page is also very helpful in building skills.

If your child has receptive language difficulties (understanding language):

- Reading to your child is a receptive task for them! If there are pictures, they have the bonus of being able to see the pictures to help them understand.
    - Rereading the same books also helps build receptive language skills.
    - Stop at frequent intervals to check and see what they understand ("Who are the characters?", "Where is the setting?", "When did it take place?" "What is the problem and how did it get solved?" etc.), and review the things they do not quite grasp. If they are unable to answer verbally, have them point to what you are saying/asking.
    - For students reading or listening to chapter books, ask the appropriate questions at the end of each chapter.

If your child has expressive language difficulties (expressing themselves):

- For students with limited vocabulary, have them label the pictures, or you label the pictures and have them point or attempt to repeat.
- When reading, have your child predict.
    - Based on the cover ask, "What do they think the book is about?"
    - After reading a page ask, "What do they think will happen next?"
    - Once you have read the entire book, have them retell it (they can use the pictures if the book has them).
- As always, ask questions about the book! "Who are the characters?", "Where is the setting?", "When did it take place?" "What is the problem and how did it get solved?" etc.
    - These questions can be asked throughout the book and reviewed at the end.
    - For older students, ask for more details, such as describing the main character, describe the season or setting, and have them explain to you how they know that, etc.

GROSS MOTOR PLAY FOR EVERYONE (WITH LITTLE TO NO EQUIPMENT!)

- INDOOR OBSTACLE COURSE -

Depending on the skill level of the stations you create, obstacle courses can be fun games to play with kindergarten-aged children through adults. Here are some ideas for your course that you could put in any order:

- Put down pillows or couch cushions and the kids need to jump from one to the next. Alternatively, the kids could need to jump over the pillows or cushions!

- Climb over ottomans
- Go up or down stairs
- Allow only jumping/somersaulting/crawling/crab walking from one area of the course to another.
- Put down some Balance Beams or tape lines on the floor
- Crawling through tunnels made from blankets or sheets hung over chairs and couches.
- Perform various exercises like 20 jumping jacks.
- Toss 5 sock snowballs from game number into laundry baskets. Throwing stuffed animals also works here.
- Crawl under tables

ADDITIONAL RESOURCES

Mindfulness Website & App
https://www.stopbreathethink.com/

Many Useful Resources for Families
https://tats.ucf.edu/general-resources-for-families/
https://tats.ucf.edu/resources-for-teachers-and-staff-to-share-with-families/

Many Resources for Using Visuals at Home
https://tats.ucf.edu/visuals-for-home/

Books Read Aloud- Videos
https://tats.ucf.edu/people-reading-books-videos/

OCCUPATIONAL THERAPY

Self Help Skills - Buttoning

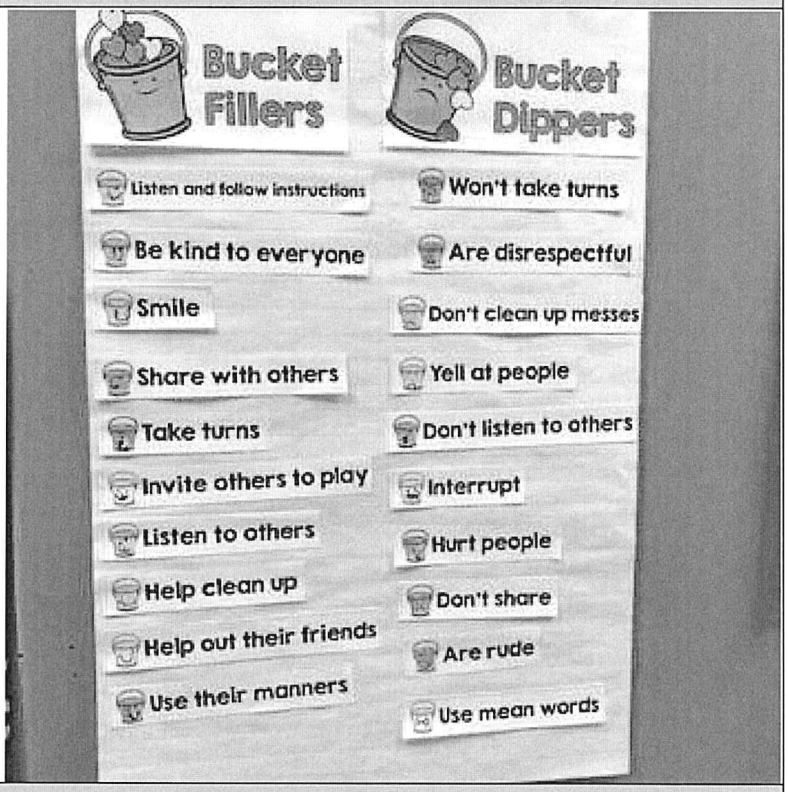
- Pincer grasp activities – string beads, clothespins, tongs, stickers
- Start practicing with large buttons
- Use different color stickers on buttons and next to button hole to help with lining up button to correct side

IMPROVING SOCIAL EMOTIONAL WELLBEING AT HOME

Bucket Filling

Even though we are at home. We can still be a bucket filler. We can do this by following the rules at home just as we would at school.

Be a Bucket Filler and not a Bucket Dipper.



CONTACT INFORMATION

Please feel free to contact staff members for questions, concerns, or additional support if needed.

We are here to help!

Marcy Jaques, Teacher Consultant
mjaques@maisd.com

Matt Balenger, Early Childhood Teacher Consultant
mbalenger@maisd.com

Michele Ludtke, Occupational Therapist
mludtke@maisd.com

Mary Hernandez, Speech & Language Pathologist
mhernandez@tricountyschools.com

Tanner Haskin, School Social Worker
thaskin@tricountyschools.com

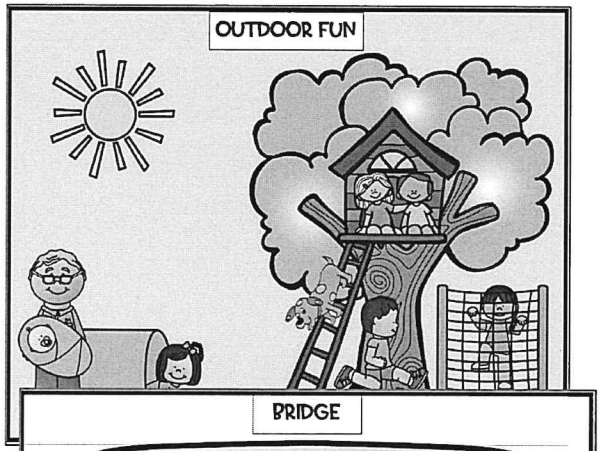
Sue Darin, School Social Worker
sdarin@tricountyschools.com

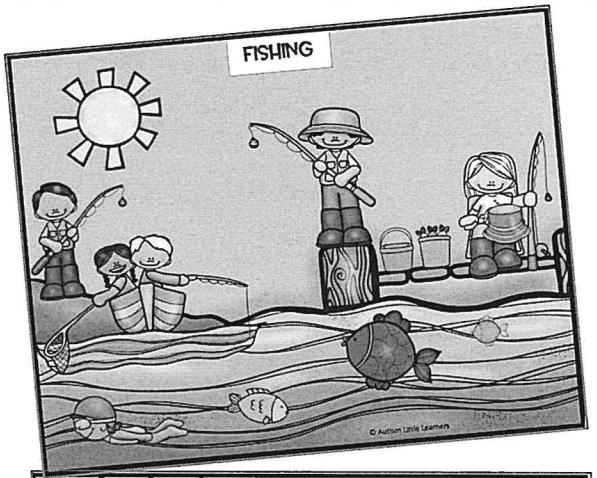
Katie Deming, Physical Therapist
kdeming@maisd.com

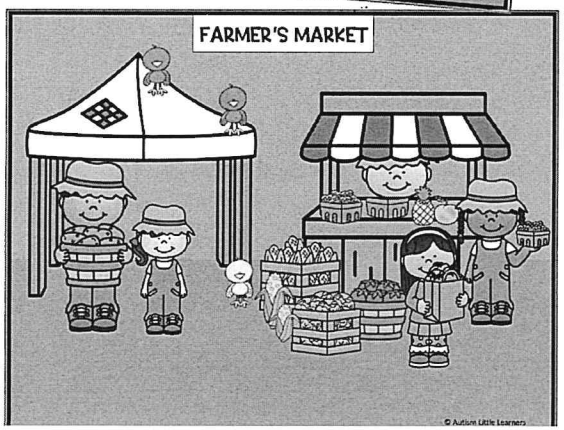
AT HOME

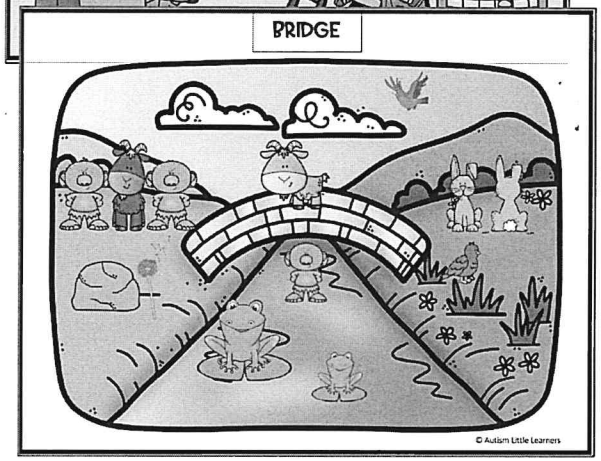
speech therapy - picture scenes

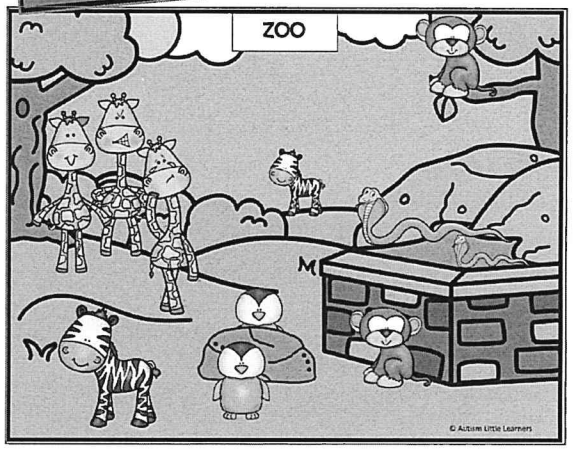
to address concepts in little learners











AUTISM

CAMPING

© Autism Little Learners

CAMPING – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Big/Little: Say, "touch the big star" and "touch a little star".

Hot/Cold: Say, "touch something that is hot" (the campfire) and "touch something that is cold" (the ice cream cone).

Same/Different: Touch two things that are the same (two stars, the gray fireflies, two marshmallows) and "touch two things that are different".

First, Second, Last: Say "touch the firefly that is first", "touch the firefly that is last", and "touch the firefly that is second".

In/Out: Say "touch the firefly that is in the jar", and "touch the firefly that is out of the jar".

More/Less/None: Say "touch the one who has more marshmallows", then "touch the one who has less marshmallows", then "touch the one who has none".

CAMPING – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Big/Little: Point to one of the stars and ask if it is big or little. You can also say, "this one is big, and this one is _____" and let your child answer.

Hot/Cold: Touch the fire and the ice cream and ask if they are hot or cold. Again, you can touch one and say "the fire is hot, and the ice cream is _____" and let your child answer.

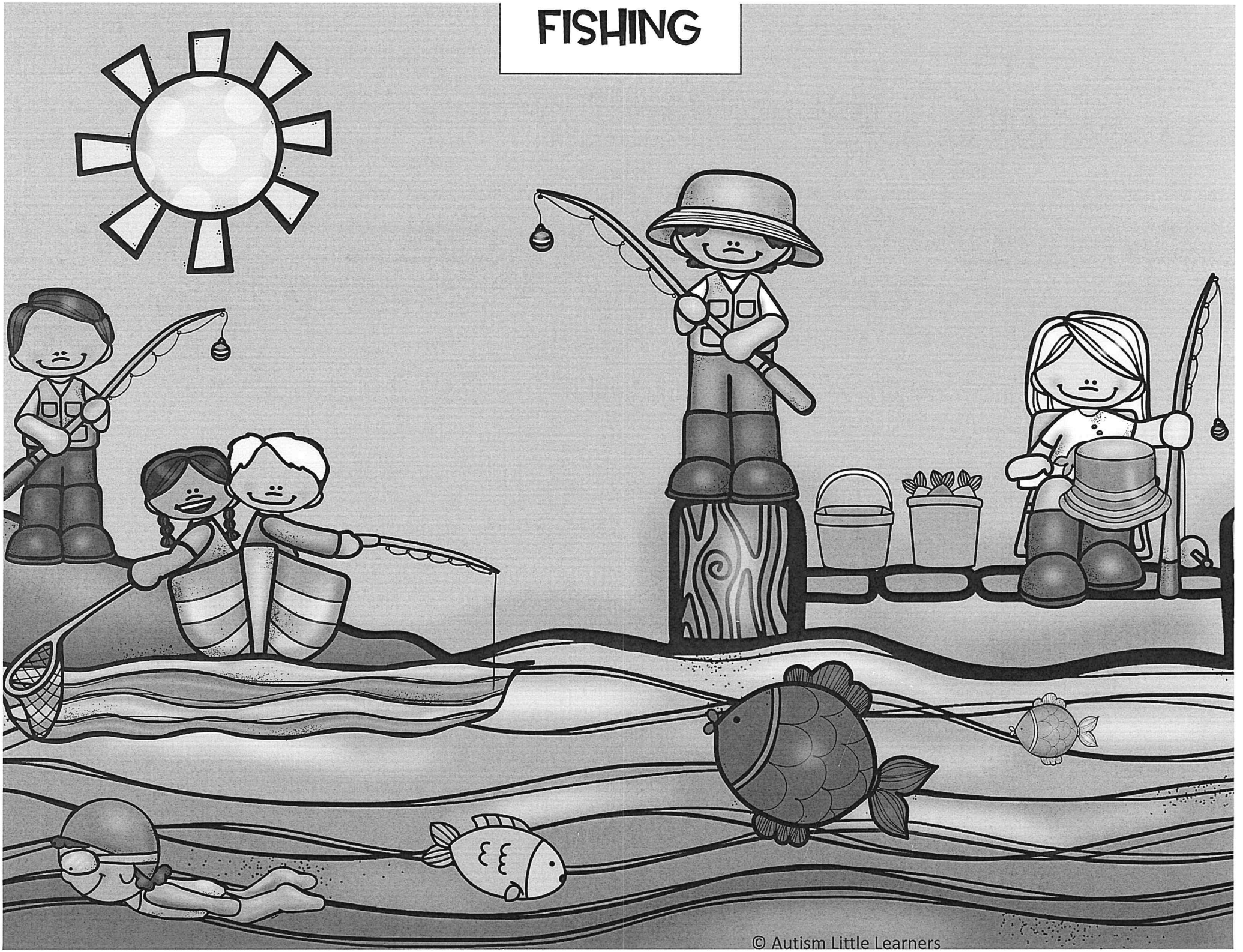
Same/Different: Touch two items in the picture and ask if they are the "same" or "different" Continue this with several pictures.

First, Second, Last: Touch one of the fireflies and ask "is he first", or you can label one by saying "this firefly is first and this one is _____".

In/Out: Touch one of the gray fireflies and say "where is it?" and prompt "in" and "out" of the jar.

More/Less/None: Point to each child as the campfire and model "she has more marshmallows, he has less marshmallows and he has _____".

FISHING



© Autism Little Learners

FISHING – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

On/Off: Say, "touch the hat that is on someone's head" and "touch the hat the is off".

Below/Above: Say, "touch someone who is below the water" and "touch someone who is above the water"

Full/Empty: Say "touch the empty bucket", and "touch the bucket that is full".

Littlest/Biggest: Say "touch littlest fish" and "touch the biggest fish"

Together/Apart: Say "touch the people who are fishing together", and "touch the people who are fishing apart".

FISHING – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

On/Off: Touch the hat that is on a head and say "this boy's hat is on, and this girl's hat is ___?"

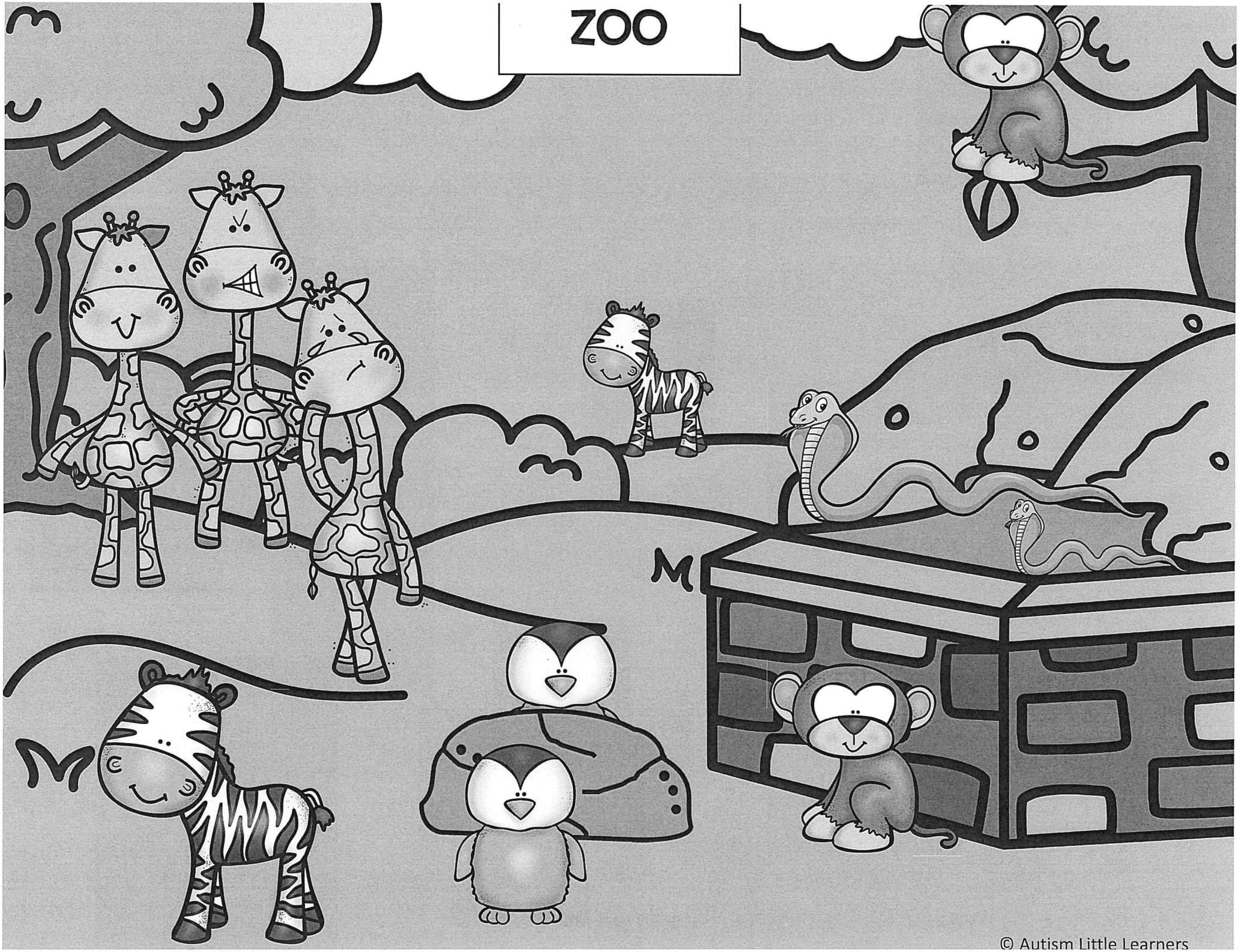
Below/Above: Touch the girl that is swimming and ask "where is she?" (below the water), or say "she is below the water, and he is _____" and have your child answer.

Full/Empty: Touch a bucket and ask if it is empty or full. You can also say "this bucket is empty, and this bucket is _____" and see if your child can answer.

Littlest/Biggest: Touch a fish and say "this is the biggest fish and this one is the _____".

Together/Apart: Touch the kids in the boat. Say, "are they fishing together or apart?". Touch one child on the shore and one on the dock and say, "are they fishing together or apart?".

© Autism Little Learner



© Autism Little Learners

ZOO – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Happy/Sad/Mad: Say, "touch the giraffe who is happy", "touch the giraffe who is sad", and "touch the giraffe who is mad".

High/Low: Say, "touch the monkey that is up high", and "touch the monkey that is down low".

Long/Short: Say "touch the long snake" and "touch the short snake".

Near/Far: Say "touch the zebra that is far away", then "touch the zebra that is near".

In Front/Behind: Say "touch the penguin that is in front of the rock" then "touch the penguin that is behind the rock".

ZOO – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Happy/Sad/Mad: Point to each giraffe and ask "how does he feel?".

High/Low: Touch one of the monkeys and say. "where is the monkey?", then repeat with the other monkey. You can also point to one and say "this monkey is high, and this monkey is _____".

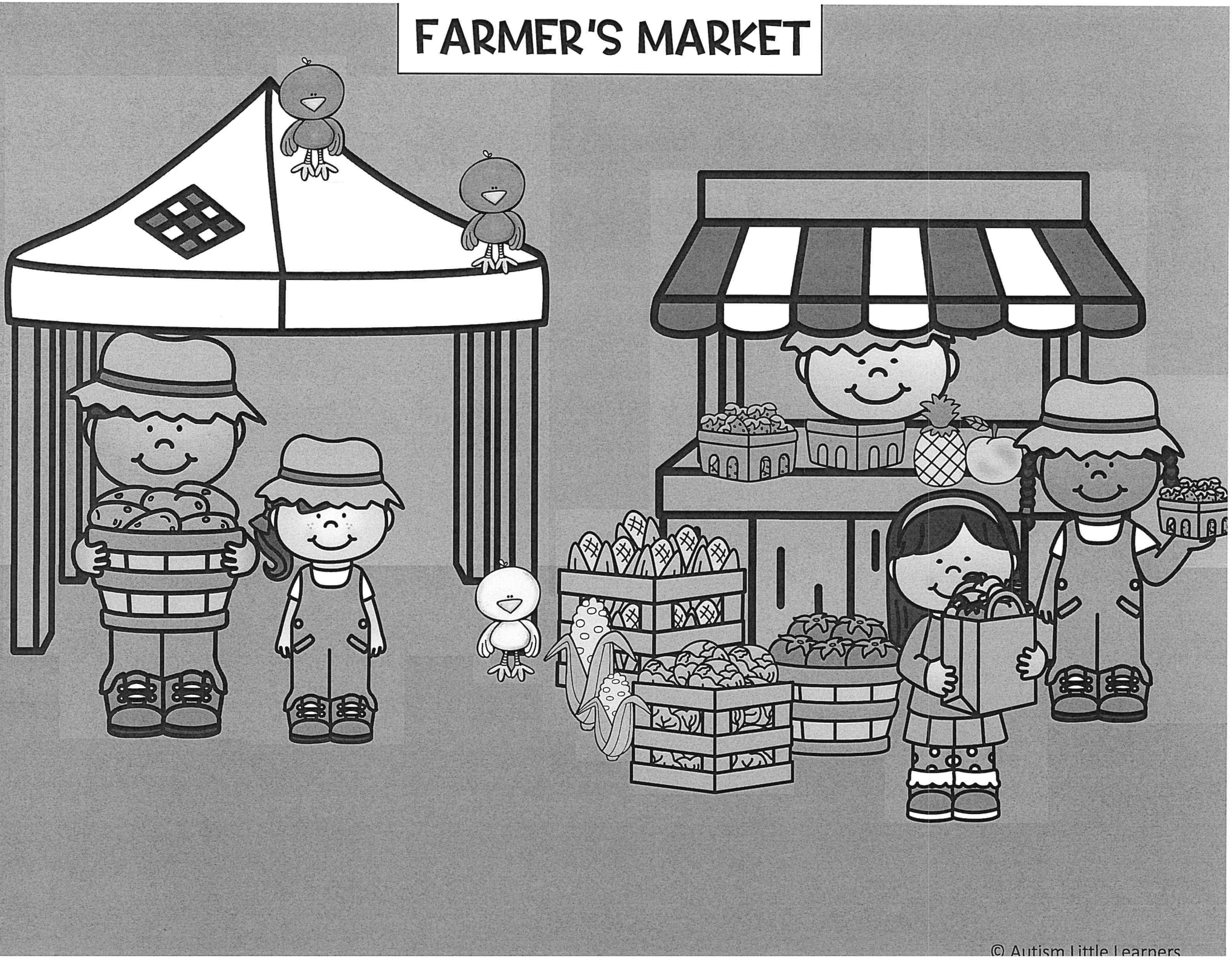
Long/Short: Say "touch the long snake" and "touch the short snake".

Near/Far: Say "touch the zebra that is far away", then "touch the zebra that is near".

In Front/Behind: Say "touch the penguin that is in front of the rock" then "touch the penguin that is behind the rock".

© Autism Little Learner

FARMER'S MARKET



© Autism Little Learners

FARMER'S MARKET – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Rough/Smooth: Say, "touch the fruit that is rough" (pineapple), and "touch the fruit that is smooth" (peach).

Tall/Short: Say, "touch the person who is tall" and "touch a person who is short".

In Front/Behind: Say "touch a person in front of fruit stand" and "touch a person behind the fruit stand".

Top/Bottom: Say "touch the bird that is at the top of the tent", and "touch a bird that is at the bottom of the tent".

Match: Say "touch the birds that match"

Long/Short: Say "touch the corn that is long" and "touch the corn that is short".

FARMER'S MARKET – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Rough/Smooth: Touch the pineapple and say, "this one is rough". Then point to the peach and say "this one is _____".

Tall/Short: Touch someone ask ask if they are tall or short. Or say "this person is short, and this person is _____".

In Front/Behind: Touch the boy behind the fruit stand and say "where is he?" and point to someone in front and ask, "where is she?".

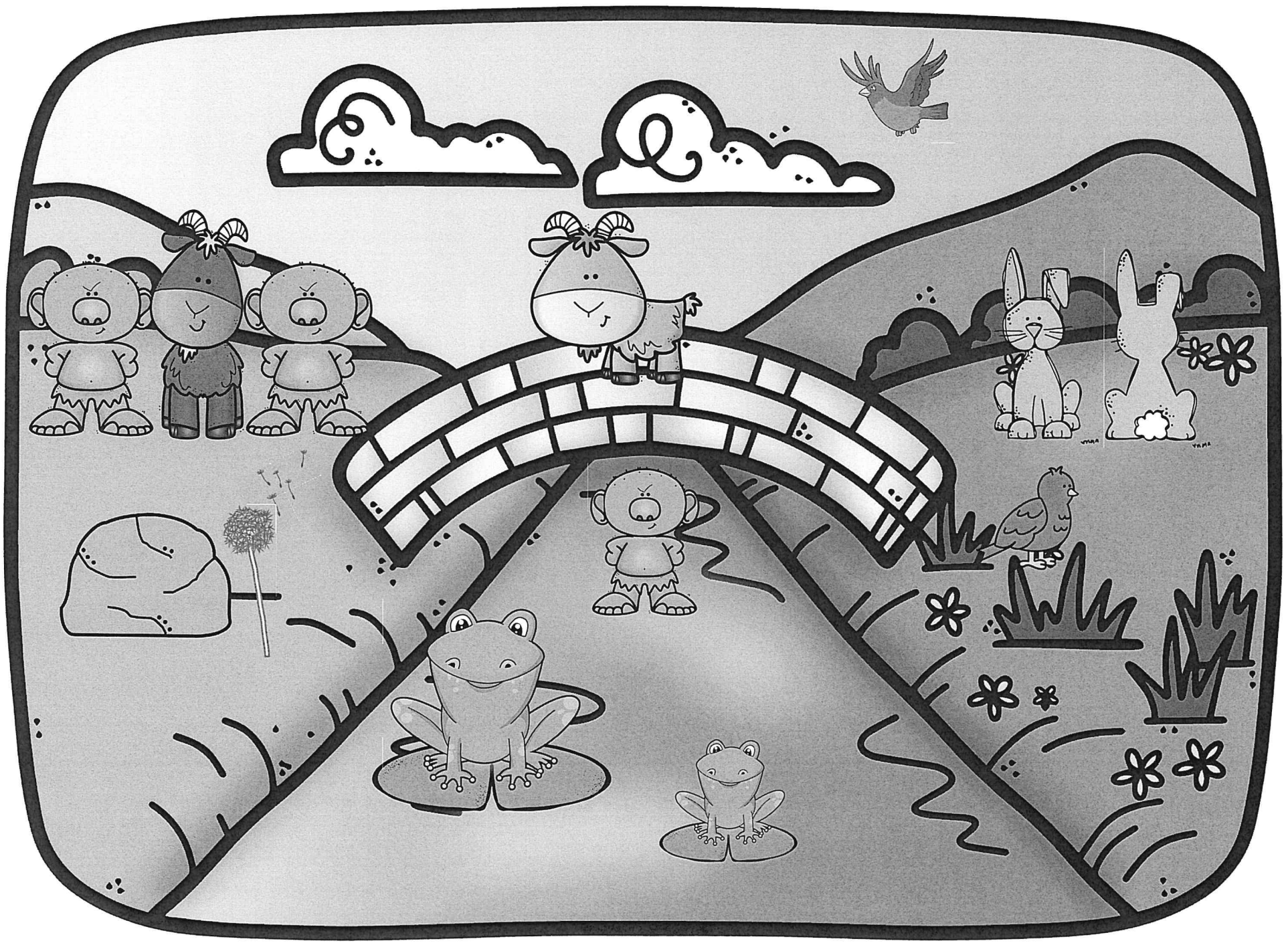
Top/Bottom: Point to the bird on top of the tent and ask, "where is the bird?". Then, point to the bird at the bottom and ask, "where is this bird?".

Match: Point to the purple and yellow birds and say, "these birds don't match", then point to the two purple birds and say, "these two birds _____".

Long/Short: Say "this piece of corn is long, and this piece of corn is _____".

© Autism Little Learner

BRIDGE



© Autism Little Learners

BRIDGE– RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Over/Under: Say, "touch the one that is going over the bridge", and "touch the one that is under the bridge".

Between: Say, "touch the goat that is between two trolls:".

Hard/Soft: Say "touch something that is hard" (the rock or the bridge), and "touch something that is soft" (dandelion or bunny).

Front/Back: Say "touch the front of the bunny", then, "touch the back of the bunny".

High/Low: Say "touch the bird that is up high", then, "touch the bird that is low".

Large/Small: Say "touch the frog that is big", then, "touch the frog that is small".

BRIDGE– EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Over/Under: Touch the goat on the bridge and say "where is he?", then touch the troll in the water and say, "where is he?". Or, you can say, this one is over the bridge and this one is _____".

Between: Touch the goat that is between the trolls and say, "where is the goat?".

Hard/Soft: Touch the rock and say, "a rock is hard and dandelion fuzz is _____". Have your child finish the sentence.

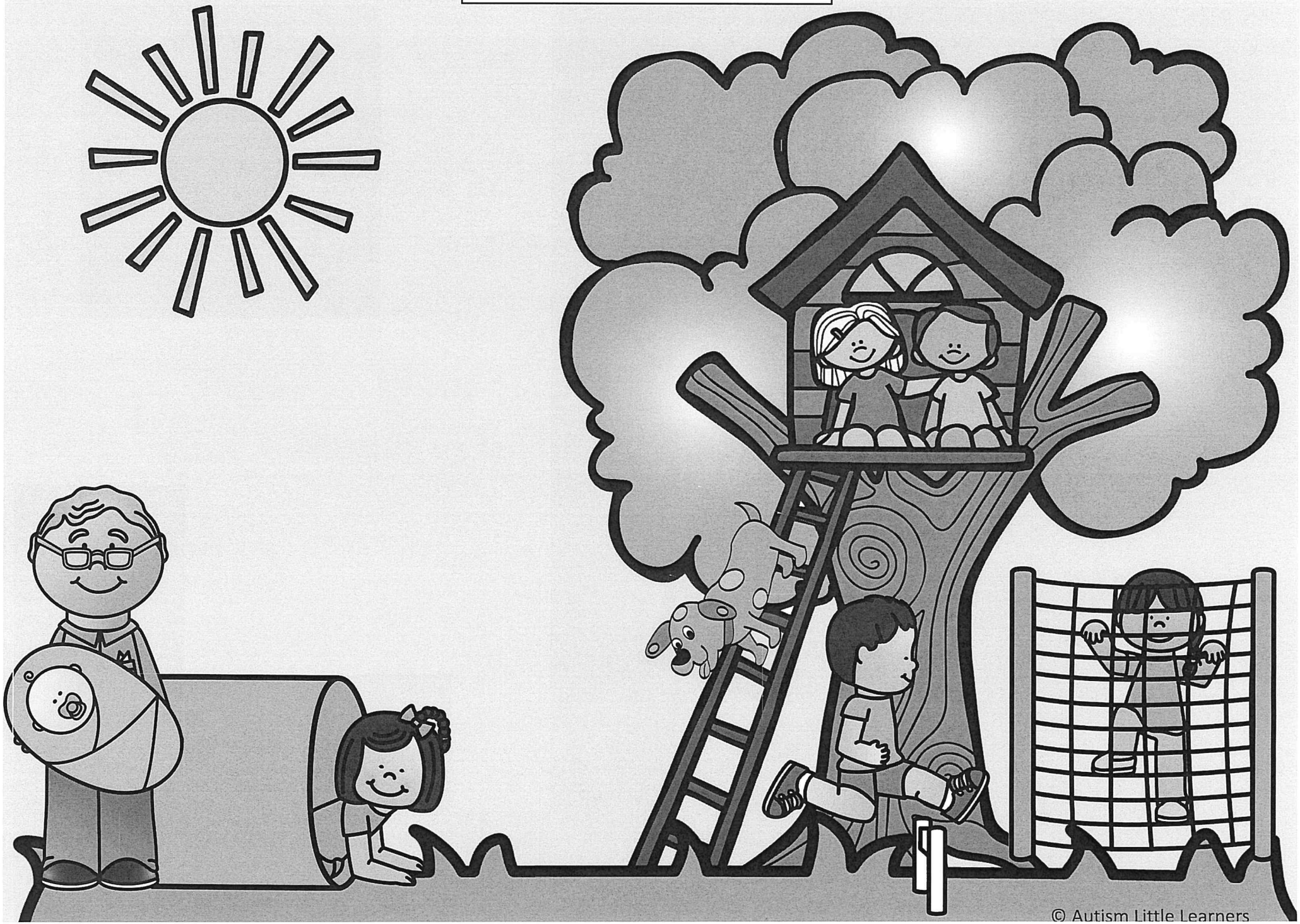
Front/Back: Touch the bunny and ask "is this the front of the bunny or the back?", or you can say "this is the front of the bunny and this is the _____ of the bunny" and let them finish.

High/Low: Point to the birds and say "where is it?"

Large/Small: Touch the frog and say "this frog is small, and this frog is _____". You can also ask "what size is this frog?" for each one.

© Autism Little Learner

OUTDOOR FUN



© Autism Little Learners

OUTDOOR FUN– RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

Up/Down Say, "touch the one climbing up" and "touch the one who is climbing down".

Old/Young: Say, "touch the person who is old" and "touch the person who is young".

Through: Say "touch someone who is going through the tunnel".

Over: Say "touch the one who is jumping over".

High/Low: Say "touch the kids who are up high" and "touch someone who is down low".

Together/Apart: Say "touch kids who are together" and "touch kids who are playing apart from each other".

OUTDOOR FUN– EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Up/Down Touch the girl climbing on the net and say "she is climbing _____", then touch the dog and say, "the dog is climbing _____".

Old/Young: Touch the grandpa and say "he is old, and the baby is _____".

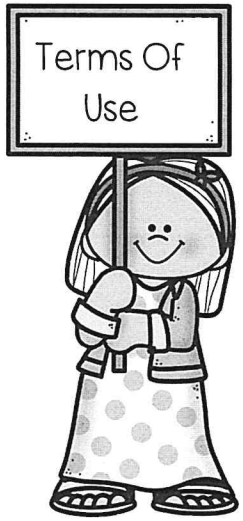
Through: Touch the girl in the tunnel and say "where is she going?".

Over: Touch the boy jumping and ask "where is he jumping?".

High/Low: Touch the kids in the treehouse. Say, "they are up _____" and then point to a child on the ground and say, "he is down ____".

Together/Apart: Touch kids in the treehouse or the grandpa and baby and see "these two are together", then point to kids that are not near each other and say "these kids are _____".

© Autism Little Learners



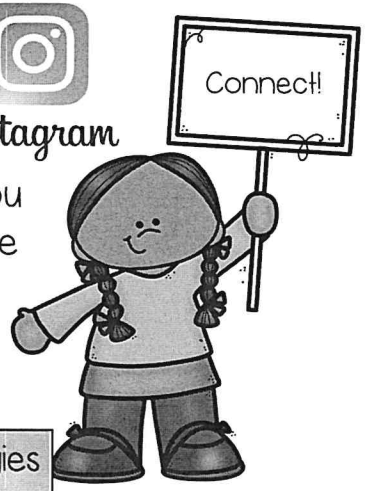
AUTISM LITTLE LEARNERS

Copyright © 2020

You may use this product via a virtual classroom, such as Seesaw or Google Classroom, as well as send to parents via email or a printed version. Please give credit to Autism Little Learners at TpT or my website www.autismlittlelearners.com Thank you!

AUTISMlittleLEARNERS
WEBSITE/BLOG

Instagram



Thank you for purchasing this activity from my store! I hope you find these materials as useful as I have in my classroom. Be sure to come back for newly added products!

Tara Tuchel, Speech/Language Pathologist

graphics FROM THE POND

WHIMSY CLIPS

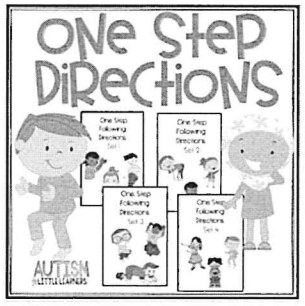
Educlips CLIPART

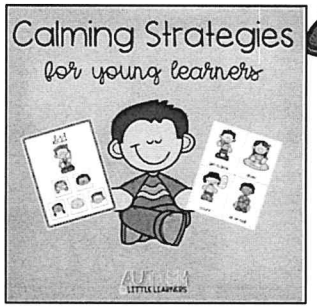
CREATIVE Clips

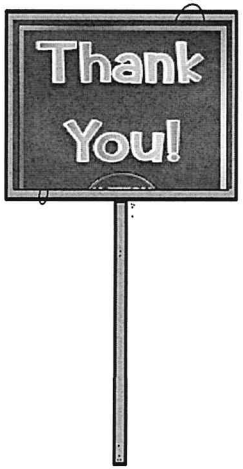
Amy Groesbeck FONTS COMMERCIAL LICENSE

Artifex GRAPHICS

Melonheadz Illustrating







All Things Water (large motor, sensory, art, fine motor)

Crab walk

Walk like a crab.

Do some ocean yoga moves.

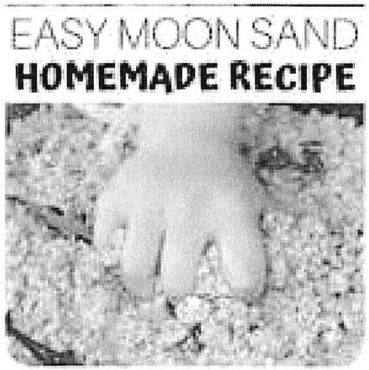
Have fun with these ocean activities!

Miss Michele, OT

mludtke@maisd.com

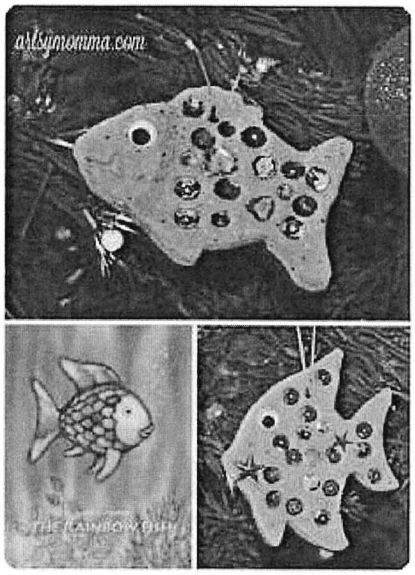
Make a play ship to sail in with a laundry basket, a broom handle, some paper, and make some oars from a piece of cardboard and a small handle from something like a small broom.

16 Things You Never Thought to Do with a Laundry Basket



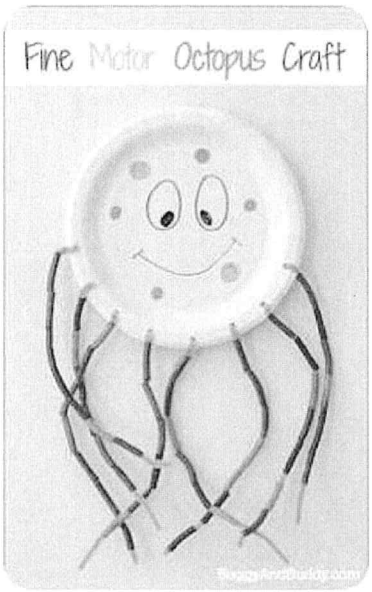
Make some Ocean Moon sand for a sensory box. https://littlebinsforlittlehands.com/colored-moon-sand/

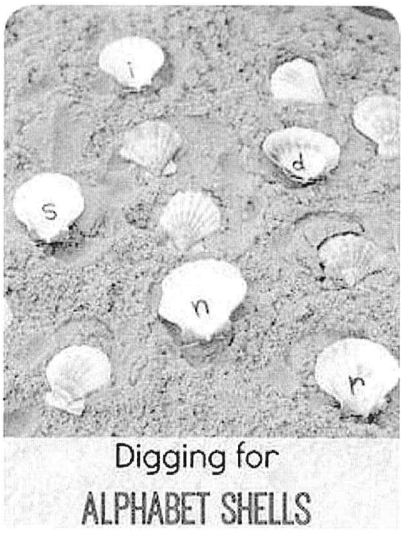
Catch a flying fish cut from a sponge and use a pan of water to catch the fish. Works big shoulder muscles and eye hand coordination.



Make a rainbow fish with playdoh and craft jewels with a fish cookie cutter or a heart shaped cookie cutter turned on its side.

Make an octopus with a paper plate. Punch 7 or 8 holes in bottom of plate & tie some string through holes. Now string cut up straws on the strings for the octopus legs.

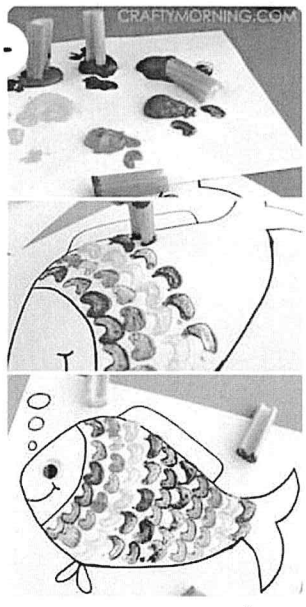


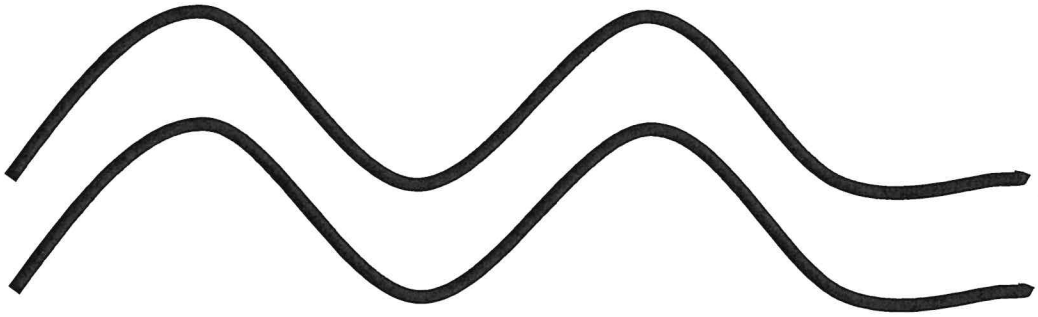


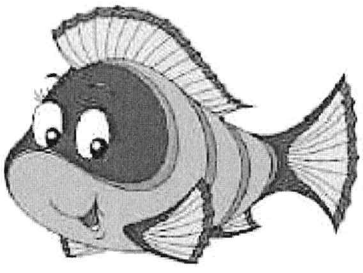
If you have a bowl of shells, put some letter stickers on the inside and put in a tub of sand or write the letters with a marker. Kids will love digging with the shells in the sand.

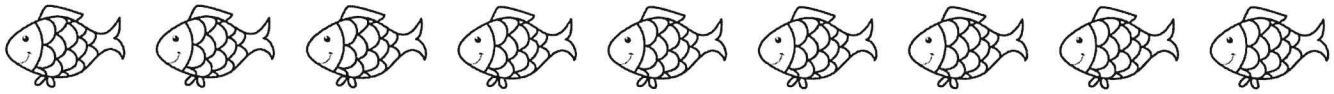
A rainbow fish craft idea: take celery and craft paint and make some colorful fins on the rainbow fish shape on paper.

Draw in the fish path or cut in the fish path. Now use a hole punch on the fish on the bottom of the page.



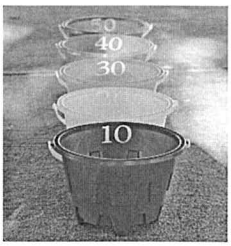




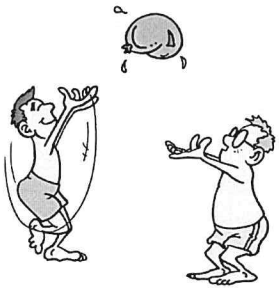


Water Activities for Gross Motor Development!

Water Balloon Ring Toss/Target Practice– Use hula-hoops, pool noodles, a bucket, baskets or sidewalk chalk to make a target and then let your kids start tossing. If you make the shot, step back another foot and try again. See who can make a basket from the furthest distance away.



Multi Person Water Balloon Toss – This is a fun game for two or more people. Stand a few feet apart and toss a water balloon back and forth. Keep stepping back and see how far apart you can get without breaking the balloon.

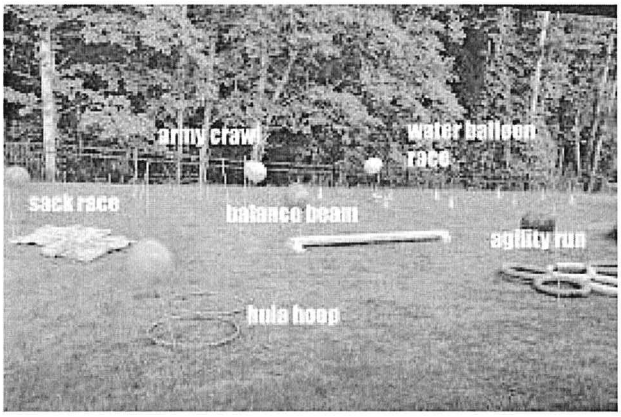


Kiddie Car Wash – Set up the sprinkler next to the driveway or sidewalk and have your child ride through it on their bike, little coupe car, tricycle. You can also have them skip/hop/gallop through the water. Get creative and get them moving! For added fun, find some pvc pipes or tree branches and hang wet sponges, pool noodles, etc.

Water Balloon Bash – Fill a handful of balloons and tie them with string strong enough to hold the weight of the full balloons (or try clothespins with smaller balloons). Find a great location to hang the balloons (tree limb, a playset, or a gardening tool). Grab a plastic bat or a stick and start bursting those balloons!

Puddle Jumps – Try jumping with both feet or just one at a time.

Water Balloon Obstacle Course – Set up buckets with water balloons around the yard and have targets for the kids to hit.



Obstacle Course ideas:
Slide down the slide and throw a balloon in a hula hoop
Grab a balloon then do a somersault and throw the balloon at a cone
Balance a balloon on a top of a cone
Hop on three balloons and pop them
Toss two balloons into a bucket