

# PRESCHOOL EDUCATION - KINDERGARTEN FOR FOUR- AND FIVE-YEAR-OLDS

Week of May 11, 2020

## Suggestions for Activities

### Information for parents

Preschool education focuses on the overall development of all children. At 4 and 5 years of age, children develop in all five global areas at the same time: physical and motor, emotional, social, language and cognitive.

The aim is to offer suggestions for ideas, actions and activities to be carried out that allow children to:

- move (big and small movements);
- dance, etc.
- express what they're feeling; what they can do, etc.
- participate, cooperate, etc.
- talk, listen, sing, invent, etc.
- think, ask questions, look for answers, etc.

### About the activities:

The most important thing is to set up a routine that corresponds to your family's situation. A simple routine that is adapted to your child's age and needs is reassuring and can help prevent tantrums and maintain a pleasant atmosphere at home.

The morning routine (breakfast, brushing teeth, etc.), lunch, nap, dinner and the bedtime routine (bath, brushing teeth, story, etc.) are stable reference points that help children to situate themselves in time, encourage them to collaborate and help them to control their emotions and feel at ease.

**PLAY is a child's main learning strategy. A child who plays is a child who learns.**

# Celery Science

## Information for students

Did you know that plants drink water, just like you? Have you ever wondered *how* plants drink water? What would be your best guess? Can you think of a way to see a plant drinking water? Let's see if we can find a way.

## Materials required

- Celery stalks (ideally with the leaves attached)
- Little jars or glasses of water
- Food colouring
- paper, writing and drawing materials



## Information for parents

- Help your child cut several ribs of celery off the stalk.
- Help them colour the water in the jars different colours.
- Let them place one rib of celery in each jar.
- Encourage them to draw what they see and talk to them about it.
- During the process, encourage your child to come back and make observations at different time intervals (i.e. every 30 minutes) and draw a picture of the changes they notice. Note the time on the drawing and encourage them to label their picture or help them label it.
- Ask them to decide how long they think they should leave the experiment to see what happens (Will it stop changing after 30 minutes? A day? A week?)
- Here are some questions you can ask them:
  - What do you see?
  - What do you think is going to happen?
  - How long do you think it will take for that to happen?
  - Why do you think that will happen or why do you think that has happened?

# Builder's Paradise

## Information for students

Card games are so much fun! Grab a deck of cards and find someone to play with.

## Materials required

- Deck of playing cards

## Information for parents

The object of the game is to be the first player to get rid of all of their cards.

- Begin by removing all of the face cards (jacks, queens, kings) from the deck.
- Place all of the 7s face up in a row.



- Deal the remaining cards evenly between players.
- Players take turns placing one or more cards above or below a seven, in sequence, by suit. For example, in the first round, players can play either 6s or 8s. In the following round, they can play 6s, 8s, 5s or 9s, etc.



- If a player cannot place a card, they pass their turn. If no one can play a card that round, the game is over and the player with the least number of cards left in their hand wins.
- This is a great way to help kids work on number sequencing as well as sorting and classifying.

# Upside-Down Art

## Information for students

Sometimes the world feels a little upside down and topsy-turvy! When it does, why not just go with it? Take your art to new places and see the world from a whole different point of view!

## Materials required

- Paper
- Crayons, markers, pencil crayons
- Tape



## Information for parents

When your child draws in different positions, they are developing muscles that will help them better grip their pencil as they begin to write later on.

- Tape a piece of paper under a table or a chair and encourage your child to draw a picture.
- Try taping the paper to the wall or a window.
- Have them lie on their belly to draw on the floor.
- Use a clipboard or a big book to draw on their lap. If they really want to get crazy, they can lie on their belly across a chair and draw on the floor! Whatever different position they would like to try, encourage them to draw somewhere other than at the table.
- Maybe you can create a gallery of pictures describing all of the various places your child drew their pictures and talk to them about what is the same and what is different about each one.
- Ask them which was their favourite position or least favourite and why.
- You can record their answers on the back of the pictures and date them. It can become a little scrapbook of your time together during this unusual event.
- Why not talk to them about Michelangelo, the famous artist who painted the Sistine Chapel's entire ceiling! Here is a website to help you familiarize yourself with his life and work: <https://www.ducksters.com/biography/artists/michelangelo.php>

# That's Dilly. You Mean Silly!

## Information for students

Your family can be really silly sometimes, can't they? It seems like today they have forgotten how to speak properly! Can you help them? If they make a mistake, you need to point it out to them and correct them gently. Do you think you can do that? Just remember to be kind, they may not realize they have made a mistake.

## Materials required

- You can use the list provided or make up your own words.

## Information for parents

It's time to get silly! During a certain part of the day (or at any time, really), you might "forget" how to say words the right way! For example, while your child helps you set the table, you could say something like, "Would you please put a mork at each place?"

- Let your child 'catch you' making the mistake and help you say the word correctly. Play along with the silliness of it "OH! Did you say it's a lork? A bork? Oh! It's really a fork? I had no idea! Thanks!"
- You can also invite your child to 'forget' how to say certain words and see if you can catch their mistakes.
- Why not try to see how many silly words you can make up from one word (e.g. spoon = boon, voon, poon, broon, floon, stoon, etc.)?

Playing this game will help your child to hear and manipulate the beginning sounds of words. This is a very important foundation for reading readiness.

Here is a list of words to get you started. Be as silly as you want. The sillier you are the more fun it will be.

## Food

- carrot/barrot
- peas/weas
- banada/ranana
- apple/maple
- cake/glake
- pancake/cancake
- broccoli/croccoli

## **Clothes**

- socks/ grocks
- pants/ flants
- shirt/ mirt
- underwear/ ponderwear
- zipper/ nipper
- shoes/ drooes
- jacket/ pracket

# Nature Treasure Printing

## Information for students

You will get to explore the outdoors in your neighbourhood and collect one or two items that you like to bring back inside. For example, you might collect a leaf, a small rock, a pinecone, a twig, or something else that catches your fancy. (If you can't go outdoors, a small object from inside your home will do.)

- When you come back inside, leave your item to dry while you set up for the second part of your activity—making salt dough.
- With a grown-up, you will need to take out the following ingredients:

## Salt Dough Recipe:

### Ingredients:

- 3 cups flour
- 1½ cups salt
- 1½ cups water
  - Mix the salt and flour in a large bowl.
  - Add ¼ cup of water at a time stirring constantly with a wooden spoon.
  - Have a bowl of water close by. As you work with the dough, if your hands start to get too sticky you can dip them in the water.
  - Use your hands, a rolling pin or cookie cutters to flatten and shape the dough.
  - Once you have made your shapes, you can gently push your nature treasure into the salt dough to make an imprint or design.
  - When you like what you have made, let your salt dough dry for two or three days.
  - You now have a souvenir of your nature treasure to keep. You can even paint it if you'd like!

## Materials required

- A “natural” object from the outdoors (a significant indoor object will also do)
- 3 cups flour
- 1½ cups salt
- 1½ cups water

## Information for parents

### About the activity

- Accompany your child outdoors so they can collect a natural object such as a leaf, a small rock, a pinecone, a twig etc. (Using a significant object from indoors will also do).
- Read the instructions to your child, if necessary.
- Help your child make the salt dough recipe.
- Help your child make an imprint or design in the salt dough.
- Let the dough dry out for two or three days. Then, their souvenir will be ready!