## LITERACY

<table>
<thead>
<tr>
<th>3 yr. Old Skill</th>
<th>Ideas</th>
<th>4 yr. old Skill</th>
<th>Ideas</th>
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</thead>
</table>
| **“Read” book with peer** | • Parent or older sibling read to your child  
• Child read a story to their “stuffed animal” by talking about the pictures in the book | **“Read” book with peer** | • Parent or older sibling read to your child  
• Child read a story to their “stuffed animal” by talking about the pictures in the book  
• Choose words from the book that may be unfamiliar to your child and discuss the meaning of the word |
| **Retell a story** | • Have your child act out the story  
• Have your child retell you the story | **Retell a story** | • Ask your child different questions about the story |
| **Introduce letters Xx, Yy, Uu, Jj** | • Have child repeat the sound each letter makes after an adult model  
• Find each letter in books you read or cereal boxes (you can use the ABC letter page with this activity) | **Name letters Xx, Yy, Uu, Jj** | • Find each letter in books, cereal boxes, billboards, etc. (you can use the ABC letter page with this activity)  
• Review naming the letters in your child’s name |

## MATH

<table>
<thead>
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<tbody>
<tr>
<td><strong>Name common shapes – circle, square, rectangle, triangle, oval, heart, star</strong></td>
<td>• Match and name common shapes (Use I SPY Shapes worksheet included with this packet)</td>
<td><strong>Name common shapes (circle square, rectangle, triangle, oval, heart, star) and find them in the environment</strong></td>
<td>• Go on a shape hunt to find and name objects that are common shapes (Use I SPY Shapes worksheet)</td>
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</tbody>
</table>
| **Count out objects to 5** | • Find/gather up to 5 items in the house and have your child count them with you | **Count out objects to 10** | • Use any household objects to count and make  
• Write a number 1-5 on a paper and have your child place that many items next to it |
| **Join and separate set of objects within 5** | • Use any household objects to make a set and then add and take away objects to solve problems to 5  
• Ask, “How many are left?” when taking away  
• Ask, “How many all together?” when adding sets together | **Join and separate sets of objects within 10** | • Use any household objects to make a set and then add and take away objects to solve problems to 5  
• Ask, “How many are left?” when taking away  
• Ask, “How many all together?” when adding sets together |
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<thead>
<tr>
<th>FINE MOTOR/PRE-WRITING</th>
<th>3 yr. Old Skill</th>
<th>Ideas</th>
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<tr>
<td>Attempts to demonstrate writing strokes</td>
<td>• Use fingers to write in a material in a tray/table to write strokes. (pudding, hair gel or sand) • Strokes: circles, straight lines and slanted lines.</td>
<td>Write the number 7 Write the letter Yy</td>
<td>• Provide children with paper and something to write with to practice writing the number 7 and the letter Yy.</td>
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<tr>
<td>Explore various types of materials</td>
<td>• Have you child explore using paper, noodles, glue, feathers or buttons (etc.)</td>
<td>Experiment with writing name</td>
<td>• Provide material needed to write names</td>
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<tr>
<th>GROSS MOTOR</th>
<th>3 yr. Old Skill</th>
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<tbody>
<tr>
<td>Attempt to gallop</td>
<td>• Pretend to be horses outside in the back yard.</td>
<td>Gallop</td>
<td>• Pretend to be horses outside in the back yard.</td>
<td></td>
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<tr>
<td>Complete a simple obstacle course</td>
<td>• Crawl under the table, jump over the pillow, throw or kick a ball, jump to the stuffed animal, Etc.</td>
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<tr>
<th>SCIENCE</th>
<th>3 Yr. Old Skill</th>
<th>4 yr. Old Skill</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Identify characteristics of living &amp; nonliving things</td>
<td>Identify &amp; ask questions about living &amp; nonliving things</td>
<td>• Go on a walk outside with your child. Talk about what you see. Point out living and non-living things. Talk about the difference between them (living things need food/water, they grow &amp; change; they reproduce, etc...non-living things do not)</td>
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<tr>
<td>Understand rain, snow &amp; sun/observe changes in earth as weather changes</td>
<td>Describe weather using temperature, precipitation &amp; wind</td>
<td>• Look out the window and ask your child about what they see. Do they think it looks sunny? Cloudy? Ask questions about what it might feel like when you go outside. Have your child choose clothes that they might need for this kind of weather. Then go outside. Was what you thought right? Is it warm? Cold? Are the clothes they chose right for this kind of weather? Make changes accordingly and then spend time outside if weather permits. Talk about your favorite weather. Why is it your favorite? What is your child’s favorite weather? Why?</td>
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<tr>
<td>Show interest &amp; curiosity in indoor &amp; outdoor environments</td>
<td>Explore &amp; discuss major parts of plants/describe needs of plants/how to keep plants alive/life cycle of living things</td>
<td>• Go on a walk around the house and talk about the things you see. Then go outside and talk about the things you see. Talk about the difference between things you see outside and things you see inside. Find plants/flowers (if there aren’t any, look at pictures of them online or in a book). Talk about the different parts of the plant (root, stem, leaf, flower, trunk, branches).</td>
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<tr>
<td>Skill</td>
<td>Activity</td>
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<td>Identifying feelings</td>
<td>Your child is learning how to tell if others feel happy or sad, mad, surprised or scared by looking at others’ faces. Understanding how others feel helps your child get along with others. Play a game with your child. Show your child an emotion on your face and ask them what emotion you are feeling. Talk about what would make you feel that way. Next, have your child show an emotion and you guess how they are feeling. Ask them what would make them feel that way. Repeat using different emotions.</td>
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<tr>
<td>Learning to solve problems and find solutions</td>
<td>Your child is learning to solve problems. Think of a problem and ask your child how they would solve it. Examples could be: They had a toy and a friend took it away, What could your child say to their friend to get the toy back? Another example might be that they built a tower with blocks and their friend knocked it down. Help your child define the problem and think of a solution.</td>
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<tr>
<td>Demonstrate awareness that personal boundaries exist</td>
<td>Your child is learning to stay in their own space or &quot;bubble&quot;. Have your child swing their arms back and forth to create an imaginary bubble. Approach your child and have them practice telling you when you are in their bubble.</td>
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<tr>
<td>Mindfulness practice: Awareness of sound</td>
<td>Ask your child to close their eyes. Tap a glass with a spoon so it rings. Have them listen to the sound until it stops. When they no longer hear it, have them raise their hand.</td>
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<tr>
<td>Mindfulness practice: Counting the breath</td>
<td>Remind your child how to take a deep breath by filling up their belly and blowing out the candle. Ask them to take a deep breath in, and slowly let it go. Do this 3 times for them to relax.</td>
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**Stop and Breathe, Stop and Breathe**
1-2-3, 1-2-3,
I can take a big breath
I can let it go-
Nice and slow,
Nice and slow

**Play dough** is a great way to work on fine motor skills, and you can use it to form letters or numbers!

**Play Dough Recipe**
- 1 cup of flour
- 1/4 cup of salt
- 3/4 cup of water
- 3 tablespoons of lemon juice
- 1 tablespoon of vegetable oil
- Food coloring
- Any seasonings or scents you would like

**Making the Play Dough:**
1. Add the water, oil and lemon juice to a medium non-stick pot and heat on medium heat on the stove (maybe even slightly lower heat depending on your stove).
2. Add food coloring, liquid scents or Kool-Aid to the water mixture.
3. In a mixing bowl, combine the flour, salt and any dry seasonings you are using.
4. After the water is hot, but not boiling, slowly add the dry ingredients to the pot while mixing to combine.
5. Continuously stir until the ingredients combine, dry out and begin to form a ball. If there are parts that seem a bit sticky still, just flatten the dough out and put the sticky side down on the bottom of the pot very briefly. Flip back and forth frequently until it doesn’t seem sticky anymore. However, don’t cook it too long. It is better to be a bit undercooked as it will firm up as it cools down.
6. Place on a sheet of wax paper until it cools down a bit. Then knead the dough for a minute or two to bring it all together.
I Spy

Shapes

Letter Hunt

Have your child circle or trace the letters they find from reading books, cereal boxes, or other print in the environment.

Aa
Bb
Cc
Dd
Ee
Ff
Gg
Hh
Ii
Jj
Kk
Ll
Mm
Nn
Oo
Pp
Qq
Rr
Ss
Tt
Uu
Vv
Ww
Xx
Yy
Zz
School Dismissal and Mental Health Statement

Parents,

We are all experiencing an unprecedented situation for public school and our entire community. When faced with unique situations like this, many of our children will experience some anxiety and fear. This reaction is normal.

Because your children will not be attending school until, at least, March 30th, it is important to talk to them and give them explanations of why this is happening. These conversations need to be customized to the age of your child, so please consider the age ranges of your own children and maybe speak to them separately.

Below are some things to consider:

- Be calm in front of your children.
  - Your emotions will guide theirs.
  - Do not share your fears with your children, but do not overly minimize the seriousness of the situation.
- Accurate and developmentally appropriate information helps reduce fear.
  - The most current information for our state and district is found at the following websites:
    - https://coronavirus.utah.gov/
    - https://www.graniteschools.org/
- Tell them how they can reduce the chances of getting the virus.
- Tell them that if they happen to get the virus, they are likely to experience symptoms like the cold or flu.
- The school dismissal is to prevent the spread of this illness and for the health of them and our community.
  - It is not because they have been exposed or are necessarily at high risk of exposure.
- The school dismissal is temporary, and they will return to school when the risk of spreading the virus has been reduced.
- Find ways to meaningfully fill their time during school dismissal.
  - Support them in completing the activities and assignments provided by their teachers.
  - While screen time is not all bad, it should be allowed in moderation.
  - Unless they have been put in isolation or quarantine, encourage them to go outside and be active (maintaining social distance and other precautions).
  - Encourage other appropriate activities that will stimulate and occupy them.
  - Limit access to media reports, especially for younger children who may not fully understand what is being reported.

If your child is experiencing an unusual amount of anxiety or distress, please reassure them and access the family and community supports that are available. Also, school psychologists, school social workers, and school counselors will be working throughout the school dismissal period and will able to consult by phone. Contact your school’s main office to access them.

Sincerely,

Granite School District

Jill Holloway, Social Worker  Caitlin Szalay, Psychologist
Preschool Services   Preschool Services
385-646-7180    385-646-2427
jholloway@graniteschools.org  csszalay@graniteschools.org
Connect with Utah 211

211 is available 24 hours, 7 days a week
211 is free and confidential

- Housing
- Food and Meals
- Mental Health
- Medical Needs
- Utility Assistance
- Tax Assistance
- Substance Use Disorders
- Legal Assistance
- Transportation
- Volunteer Opportunities

Call, text, or begin an online-chat with 211 to get connected to resources that can help you get access to needed services.

DIAL 211 or 1.888.826.9790
VISIT 211utah.org
DOWNLOAD 211 UTAH App

TEXT ZIP Code to 898-211
211@uw.org 211utah 211utah

Hearing impaired dial Relay Utah at 711 or 888.346.3162

Chat live and search for resources online at 211utah.org
Information provided in over 200 languages
Conéctate con el 211
211 está disponible 24 horas, 7 días a la semana
211 es gratis y confidencial

- Alojamiento
- Comida
- Salud mental
- Servicios médicos
- Ayuda con servicios públicos
- Ayuda con preparación de impuestos
- Asistencia para el abuso de sustancias
- Servicios legales
- Transportación
- Oportunidades para voluntarios

Llama, envía un mensaje de texto, o inicia un chat en línea con 211 para ser conectado a recursos que pueden ayudarte a obtener acceso a los servicios que necesitas.

LLAMA AL 211
o 1.888.826.9790

VISITA
211utah.org

Descarga la APLICACIÓN
211 UTAH

Con discapacidad auditiva, llama al Relay Utah
al 711 o 888.346.3162

Chatea en vivo y busca recursos en línea en 211utah.org
Información disponible en más de 200 idiomas