

**Jersey City Public Schools
Early Childhood Department**

Preschool Plan- Day 1

<p>Language Arts: Alphabet Clue Game</p> <p>Materials:</p> <ul style="list-style-type: none">• Something to write with• A piece of paper <p>Beginning: Tell your child in an excited voice that you are going to give them a clue and they are going to have to guess what it is you're drawing.</p> <p>Middle: Draw one line of a letter at a time, asking your child to guess which letter it will be. Example of guessing the letter R:</p> <ol style="list-style-type: none">1. Draw a straight vertical line. Say, Well this could be a L because L has a tall straight line, too...but I'm thinking of a different letter that has a tall straight line.2. Next, draw the curved part at the top. Say, This sure looks like a P, doesn't it?... But I'm not done making the letter I'm thinking of.3. Say, I'll draw one more short line, right here (draw the bottom diagonal line). Can you tell what letter it is now? <p>End: Play a few rounds so that the game stays interesting and fun for the next time you play.</p> <p>Younger Students</p> <ul style="list-style-type: none">• Use letters in their name which may be easier to identify. <p>Older Students</p> <ul style="list-style-type: none">• Have them draw the letter for you. Instead of guessing one letter have them guess for a simple word.	<p>Math: How Tall Are You?</p> <p>Materials:</p> <ul style="list-style-type: none">• Adult and children-sized shoes• Paper• crayons <p>Beginning: Trace the child or a family member's body/body parts on paper and tape it to the wall or refrigerator. Say, How tall do you think you are? Record their estimations on the paper. If your child makes unit-based measurements, note it by saying inches, feet, etc. Say, I wonder how many shoes tall I am? You are? Let's measure using our shoes. Begin at the bottom of the outline. Make where the shoe starts and ends. Count the number of shoes. Say, We measured and found out that I am ___ shoe units tall. Draw other outlines of family members or different objects in the house.</p> <p>Middle: Encourage your child to notice the difference in how tall people and objects are when using different sizes of shoes. Share and discuss observations with each other.</p> <p>End: Ask your child where to store the outlines and shoes in your house. Say, How many shoe units will it take to get there (closet, child's room, basket)?</p>
<p>Gross Motor: I Can</p> <p>Materials:</p> <ul style="list-style-type: none">• Body• Paper• crayons/markers <p>Children have the opportunity to create and share a movement to represent something he/she can do independently. Example- "I can hop." "I can skate." "I can bounce a ball." Questions: How did you decide the movement you want to share? What other movements can you do? For older children: Allow the child to illustrate, or draw, their movement on paper. Label the picture. Ask family members to do the same with his/her movements and create a family book.</p>	
<p>Health: Develop an awareness of healthy habits.</p> <p>Materials: A piece of tissue, soap, a cup of water</p> <p>Beginning:</p>	

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Ask your child to look at the materials on your table and label the objects. Ask, **Why do we use these items on the table?** Listen to their answers. After listening to their answers, discuss how people use a tissue to wipe our nose, and use soap and water to wash our hands so we don't spread germs.

Middle:

Discuss what are some of the ways germs can spread. Allow your child to answer and give examples. Say, **Germs can enter the body through the mouth, nose, breaks in the skin, eyes.** Discuss the following 5 ways to prevent germs...

1. Using tissues to wipe and blow your nose.
2. Staying home from school when you are sick.
3. Keep hands out of the mouth.
4. Do not use other's forks, spoons, or drink from the same cup.
5. Wash their hands.

Practice the following with your child while discussing the steps to wash their hands. Have the steps written on a piece of paper for the child to follow each step. After the child follows the steps, create a colorful chart with the steps below.

1. Wet their hands with warm or cold water.
2. Use soap to lather their hands while singing "Happy Birthday" twice.
3. Scrub between fingers, on the backs of hands, and under nails.
4. Rinse well and dry with a clean towel.

End: Ask your child to post the steps with their pictures in the bathroom.

Video: Hand washing video [Handy and his Helpers](#)

Social-Emotional: Many Colored Days by Dr. Seuss

Materials:

- Book "Many Colored Days" by Dr. Seuss or use the following link to access a video recording of the book:
<https://m.youtube.com/watch?v=P04oC5C4vfM>
- You and your child's favorite music

Beginning:

Read or watch "Many Colored Days" by Dr. Seuss. This rhyming story is a wonderful way for parents and teachers to talk with children about their feelings. Each day is described in terms of a particular color, which in turn is associated with specific emotions. Using a spectrum of vibrant colors and a variety of animals, this unique book covers a range of moods and emotions. While reading the story, pause after each animal and discuss the animal's color. Ask your child to share a time that they were in that mood. After reading the story, discuss the spectrum of colors in comparison to moods and feelings.

Middle:

Music That Moves You—Discuss how music also evokes feelings. Play different types of music and discuss how each makes them feel. (Classical music offers a wide range of powerful music that signifies different feelings.) Allow your child to move to the music in ways that express emotion. (Ex: stomping, soaring, fluttering, heavy body, etc.)

End:

Have your children choose a color from the crayon box. Write down why they chose that color and what type of mood it represents for your child. Write down what they dictate and display their art around the house.

Social-Emotional: Clothespin Pictorial Schedule

Try this activity at home to reinforce your child's understanding of his/her schedule and routine.

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What Your Child Will Learn: Your child feels more secure, in control, and competent when he/she is aware of what will take place throughout the day. The ability to talk about and plan for the future is a skill your child should possess as he/she grows, learns, and matures.

Materials: card stock or construction paper, clothespins, simple drawings or photos of your child carrying out daily routines (brushing her teeth, watching TV, resting, bathing, having a meal, and so on), ribbon or string, scissors, tape or glue

Beginning:

Take pictures of your child carrying out daily routines or create simple drawings of daily routines. Using the photos you have taken or simple drawings, mount each onto a heavy piece of construction paper or cardstock.

Middle:

Hang a piece of string or ribbon (approximately two feet long) low across a wall where your child can readily see and reach it.

End:

As each day begins, go over the order of the day's events and routines with your child. Show your child how to use the clothespins to attach a photo to the ribbon or string. Continue with each photo until you have outlined your child's entire day. Make every attempt to do this each day as an excellent way to establish and maintain a predictable and consistent schedule and routine, as is done in his/her preschool classroom.

Note: Creating any type of consistent schedule for your child will be helpful. Simply drawing a few pictures on a whiteboard or piece of paper showing "breakfast, school, grandma's house, home for dinner, bedtime" might be all your child needs to feel secure about his/her daily schedule. Whether you create a picture schedule for home or not, it is important to review your child's daily schedule with him/her regularly, to help him/her have a sense of a consistent routine. If changes are anticipated in the home version of the daily routine, prepare your child at the beginning of the day. For example, if your child needs to go to the doctor, draw a picture of a stethoscope on a Post-It note and place it onto the schedule.

Taken From: [Center for Resilient Children | Promoting Resilience](#)