

Jersey City Public Schools Early Childhood Department

Preschool Plan- Day 10

<p>Language Arts: Looking for Letters</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Newspaper pages with large-type headlines, captions, magazines, supermarket circulars, or advertisements ● Markers or crayons <p>Backup Materials:</p> <ul style="list-style-type: none"> ● The child’s name written on a card ● Scissors, paper, tape/glue <p>Beginning: Talk to your child about different items that have letters on them (books, signs, clothing). Hold up a newspaper or advertisement and remark on all the letters and words on the page. Have the child point to and/or name three or four letters and words on the page.</p> <p>Middle: Give the child newspaper or advertisement and a marker or crayon. Suggest that they might want to find and circle letters on the page. Offer scissors, paper, and tape/glue to the child, ask if they want to cut out and arrange or attach their letters on a page.</p> <p>End: Ask the child what the first letter of their name is and point out letters in the environment or out the window (ex. Say, Look! That sign has an E at the beginning of the word, just like your name Ellie. It says Exit).</p> <p>Younger Children:</p> <ul style="list-style-type: none"> ● Encourage the child to find matching letters (Here’s an ‘A.’ I wonder if we can find more). ● Give the child a card with their name on it and encourage him/her to find the letters in their name. <p>Older Children:</p> <ul style="list-style-type: none"> ● Point out and identify lowercase letters. ● Make the sound of the letter and encourage the child to find the letter on 	<p>Math: Numeral Hunt</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Several small pieces of paper with a number (1-5) written on each one ● Container for holding number ● 5 index cards with a number (1-5) written on each one <p>Beginning: Hide the numbers around the house or in a particular room ahead of time. Tell your child that he/she will be hunting for numbers that are hidden.</p> <p>Middle: Have your child search for the numbers. As they find numbers, talk about the numbers on the paper. For younger children, ask what number they found and help them identify the number if necessary. For older children, ask what number comes before/after the number they just found or ask what number is missing (“You found 1, 2, and 4, what number are you missing?”)</p> <p>End: When your child has found all the number papers, put the number index cards on the table and ask them to put each of their numbers under the correct index card.</p> <p>Younger Children: Talk about which number they found the most or least.</p> <p>Older Children: Consider having your child make their own number cards or repeating the activity using the numbers 0-9.</p>	<p>Social-Emotional: Identifying Emotions</p> <p>Materials: TV, Magazines, or pictures (can use pictures from camera roll on phone)</p> <p>Beginning: Find a tv show to watch with your Pre-K student. While watching the show, identify characters on the show.</p> <p>Middle: As the show progresses, have your child identify the emotions that the characters experience (ex. Ask, What do you think Dora is feeling? Chase and Rubble can’t find Skye, how do you think that makes them feel? Catboy saved the day, how did that make him feel? Doc McStuffins found a diagnosis, how did that make her feel?) Be sure to ask open ended questions (not “yes’ or ‘no” questions) to encourage dialogue and critical thinking</p> <p>End: Discuss with your child a time when he/she felt that same emotion. You can also share a time when you felt the same.</p> <p>Variations on this activity include using characters in a book or using family photos from your cell</p>
<p>Gross Motor: Find and Tag It</p> <p>Younger Children: Explain to your child that you are going to play a game to find different color objects in the home environment (ex. something blue, red, yellow). Touch it saying “tag” when they find the object. For example, find something blue and when your child touches it, you both yell tag.</p>		

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<p>the page (ex. I spy the letter that makes the /b/ sound, as in the word ball).</p> <ul style="list-style-type: none"> ● Encourage your child to think of words that begin with a specific letter. 	<p>Older Children: Explain to your child that you are going to play a game to find different objects in the home environment. Touch it saying “tag” when they find the object. For example, “find and tag something that starts with /s/” like a sock.</p>	<p>phone.</p>
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Social-Emotional: Helping children deal with anger appropriately

Read and/or listen to a story that demonstrates how the main character deals with anger.

Materials: Tucker Turtle Takes Time to Tuck and Think.

Beginning: Look at <https://images.app.goo.gl/fnuBnEyavHqaaUQt8>. Immediately following is the link to print out a hard copy of the story so you can read it to your child: https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.pdf (English version) or https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_sp.pdf (Spanish version). The goal is to show children how to deal with their anger instead of crying, hitting, throwing themselves on the floor, biting etc. Show your child the front of the book and ask him/her what he/she thinks the story is about. Explore the reasons for your child’s responses.

Middle:

Stop on a page where the character is showing feelings.

Ask your child “What do you think he is feeling?”, “Why is he feeling that way?”, or “Look at his face, how can you tell that he is angry?” Other questions: “Have you ever felt anger? What made you feel that way?” or “What would you do if someone ____ (hit, pushes) you?” or “What do you think he should have done?”

End:

Say, **What did you think about the book? What would you tell Tucker to do the next time he gets upset? Have you ever been angry? Tell me about it. What did you do? Did it help you feel better?** Allow your child to respond.

It will be very helpful for parents to model how to deal with anger in a positive way. Pretend as though you are angry (and state why you are angry) and show ways that are not aggressive to deal with your anger. Practice the strategies discussed in the story.

Health: Everybody Sleeps!

Materials: Books, paper, crayons, bubble bath, yoga mat, massage oils or aromatherapy diffuser (optional)

Beginning:

Have a discussion with your child about the importance of sleep.

- Questions: “Does mommy sleep? “Do dogs sleep?” “How do you feel when you are tired? “How do you feel when you wake up in the morning after a good night sleep?”
- Now turn the discussion to ideas about getting ready for sleep. Ask, “How do you know when it is time for bed or your nap?”
- Have your child come up with ideas about nap/bedtime routines; For example: Turn off T.V. and other electronics at least 1 hour before bedtime. Do a breathing or relaxing yoga sequence. [Bedtime Yoga For Kids](#)
- Have a small healthy snack (carbohydrate and a protein; milk and graham crackers)
- Brush teeth
- Take a warm bubble bath
- Put on soft music

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Read a story: For example: Good Night Moon, by Margaret Wise Brown <https://www.youtube.com/watch?v=djEk8gTbTBg>

Middle:

Make a schedule that can be posted over your child's bed. Write the ideas that you and your child have decided upon. Have your child draw and color a corresponding picture for each step in the routine. Go with your child to the kitchen and pick out choices for your healthy bedtime snack. Set up an area in your child's room with his/her favorite books (allow them to choose) for reading before sleep. Practice a relaxing yoga sequence with your child, explaining how slow deep breaths and stretching can help you get your body and mind ready for sleep.

End:

Through discussion, reinforce the schedule you created and explain that he/she will practice the schedule each night.