

# Jersey City Public Schools Early Childhood Department

## Preschool Plan- Day 11

<p><b>Language Arts: Get Well Soon</b></p> <p><b>Materials:</b> Paper, Writing Materials (crayons, markers, pencils)</p> <p><b>Beginning:</b> Parents will read the following “Story Starter” to their child: <b>Josh was eager to go to Teddy Bear Preschool and play with his friend Drema. But Josh began to wheeze and sneeze, and whiffle and sniffle. He was sick and had to stay home. Next day, Drema couldn’t go to school either because she began to wheeze and sneeze, and whiffle and sniffle. Soon, all the other teddy bears began to wheeze and ... (pause to allow your child to fill in the refrain). Everyone had to stay home so no one was left to send get-well cards.</b></p> <p><b>Middle:</b> Give your child the paper and crayons or markers and say, <b>“Why don’t we send them get-well cards to tell them to feel better soon.”</b> Encourage your child to make a get well card. Have sample words ready for your child to copy: Feel better, Get Well, From, and To.</p> <p><b>End:</b> Give your child a warning that the lesson is coming to an end. Ask if they are finished. Read back their card to them.</p> <p><b>Younger Children:</b></p> <ul style="list-style-type: none"> <li>● If your child is exploring the materials, talk about what they are doing.</li> <li>● Discuss the get well pictures they draw and the letters they write.</li> <li>● Take dictation on a separate piece of paper and attach to your child’s picture.</li> </ul> <p><b>Older Children:</b></p> <ul style="list-style-type: none"> <li>● Discuss your child’s picture, letters, and words written.</li> <li>● Provide envelopes and talk about what is usually written on an envelope prior to mailing (return address, stamp, address).</li> <li>● Help your child address the envelope</li> <li>● Provide old greeting cards and junk mail for your child to use in their play.</li> </ul>	<p><b>Social-Emotional: Dealing with Frustration</b></p> <p>Being taken out of the daily routine can prove to be a frustrating and stressful situation for your child. This simple activity will help you and your child identify triggers that cause frustration.</p> <p>Create a mad list. Young children need to vent (just like adults), but they don’t yet know how to do that. Screaming and flailing feels good in the moment, so they go with what works.</p> <p><b>Beginning:</b> Ask your child to name all of the things that make him/her mad. Write down his/her list on a piece of paper while he/she vents his/her emotions.</p> <p><b>Middle:</b> Provide empathy and understanding while you write. Children need to feel understood, and a simple, “Ooh, that makes me mad, too!” shows that you get it.</p> <p><b>End:</b> Once the list is complete, ask your child to tear it into tiny pieces and throw them in the air. This provides a much needed physical release of emotion. Then, collect the pieces together and throw them out for good.</p>
<p><b>Health: Learning the different Food Groups- “Play Go Find It”</b></p> <p><b>Beginning:</b> Teach your child about the different types of foods and how they belong to different Food groups. Such as Fruit, Vegetables, Grains, Protein &amp; Dairy. Explain how they help our bodies in maintaining good health.</p> <p><b>Middle:</b> Have the child look for food in their refrigerator or food pantry and let the child say what group of food he/she chose belongs too &amp; how they help our bodies. For example <b>Protein</b> gives us muscles then have them flex their arms showing their muscles. <b>Fruit</b> is “yummy in my tummy” showing the action rubbing their tummies. <b>Vegetables’</b></p>	<p><b>Gross Motor: Balance Beam</b></p> <p><b>Younger Children:</b> Using painter’s tape, masking tape, or cardboard strips, create a balance beam for you and your child. Invite your child to place one foot in front of the other as you “walk” across the balance beam with your arms out.</p> <p><b>Older Children:</b></p>

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action will stretch and “reach for the stars”. **Grains** give us energy. Make the child run in place for 5 seconds. **Dairy** helps our bones grow strong and helps us move and “wiggle-wiggle”.

**End:**

Have child repeat activity for each food group and reinforce healthy eating.

**Resources/Links**

[www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)

Incorporate different movements as you “walk” across the beam, such as jump with two feet, hop on one foot, or walk backwards.

**Social-Emotional: Play a board game, or a card game with your child.**

When in school, your child practices listening and following directions, as well as socializing with peers, taking turns and resolving conflicts, as well as expressing feelings in a healthy way. Playing a board with family members helps him practice those skills at home.

**Materials:**

Any board game or card game you know or have.

**Beginning:**

Read or state the instructions to your child. Stop at the end of every sentence. Remember, your child’s skills could vary between being able to follow 1, 2 or 3 step directions. Show him the manipulatives.

**Middle:**

Play the game with your child and siblings if available. Remind your child of the importance of taking turns and sharing.

**End:**

Once the game is over, discuss that it is ok to be “Upset if we lose”. Talk about the different ways we can express our feelings, and how we can calm ourselves down. [26 Calming Strategies for the Classroom](#)

**Math: Bean Counter**

**Materials:** Several types of small food items. Some recommended items are: dried beans, nuts in their shell and popcorn kernels, bowls, one 8½ x11 sheet of paper torn in half.

**Beginning:**

Select a small number of beans, nuts or kernels to work with. About an adult-sized handful of each food item is plenty. Place each kind of food in its own small bowl. Let children grab a handful from each bowl and put them all together on the floor or table.

**Middle:**

There are several different activities you can try:

- **Line-up** See if children can place all of the kernels in a line. Then ask them to place a line of dried beans below it. Compare which line is longer. Use a ruler to measure in inches or feet how long the lines are.
- **Lost nuts** As your children place a handful of food on the table say, “Oh, the poor little things are all mixed up and can’t figure out how to get home. Let’s see if we can get them home (back to the bowl). Take a piece of paper and put a few kernels on it. Pretend it is a car (or boat or plane) and drive the kernels back to their home. Give children their own pieces of paper, and let them do the same until all the food items are in the bowls.

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- **Bean Counter Egg crate** Using an empty egg crate, start on the top left holder and write the number “1” in the bottom of the holder. In the next holder write the number “2.” Keep going until all the holders have been labeled up to 12. See if children can put one bean into the “1” holder and two beans into the “2” holder and so on. Help them count out loud as they put the items in each holder.
- **Groups** When all the beans, kernels and nuts are on the table mixed up, ask your children to sort them into groups. They might sort them by only color or size or kind of nut, which is fine, because it is the first way children categorize things — based on one characteristic or feature. Others might sort by more than one feature. To you, this might look like all the small and brown things going together, with children not caring whether they are nuts or beans. Get to know how children are thinking by asking questions like “Tell me why you are sorting the beans that way”?

**End:**

End the activity by putting all the items back in the correct bowl or container. You could count the number of handfuls or scoops it takes to clean them all up. Cleanup: Have children help you put all the containers away.

**Younger children:**

Draw a circle, square, and triangle on three separate sheets of paper. Place them on the table and show children how to place beans all around it. Let them place beans on the inside to create a unique picture. Let children use a glue stick to glue down the items in order to make a collage.

**Older children:**

Tell your child what each of the food items is called. Have them write a label for each bowl. Have your child pick two egg holders and ask them to add the number of beans together. For example, holder number “2” and “4.” Mix the numbers up as you write them on the egg holders, so that children have to read and recognize each one before putting the beans inside.