

**Jersey City Public Schools  
Early Childhood Department**

**Preschool Plan- Day 12**

<p><b>Language Arts: Drawing the Story</b></p> <p><b>Materials:</b> Drawing paper, crayons, markers, familiar storybook</p> <p><b>Beginning:</b> Read or retell a familiar story with children, drawing attention to the pictures in the book. Ask your child to remember what happens next during the story, that is, what they remember from having heard the story before. At the end of the story, ask children what they think might happen next to the main character (e.g., Will _____ take another adventure?). Acknowledge the children’s responses.</p> <p><b>Middle:</b> Give your child a sheet of paper and pencils, crayons, or markers. Ask children to draw a picture about the story or a picture about what might happen next if the story were to continue.</p> <p><b>End:</b> Ask your child to move like a character from the story to the next part of the daily routine.</p> <p><b>Younger Children:</b></p> <ul style="list-style-type: none"><li>● Name characters in the story. Tell one or two details that happened in the story.</li><li>● Make a brief comment that connects the story to real life.</li></ul> <p><b>Older Children:</b></p> <ul style="list-style-type: none"><li>● Tell two or three ideas to continue the story (e.g., The three bears chase Goldilocks because they are mad at her. Then Goldilocks goes in her house and locks the door)</li><li>● Relate events/characters in the story to themselves (e.g., If the bears chased me, I would jump on my bike and ride away fast?)</li></ul>	<p><b>Gross Motor: Basketball</b></p> <p><b>Younger Children:</b> Toss ball into a box, hamper, clean trash can, bucket. Have your child throw the ball into the container, while counting how many times the ball makes it into the container.</p> <p><b>Older Children:</b> Toss ball into a box, hamper, clean trash can, bucket. Have your child throw the ball into the container, while counting how many times the ball makes it into the container. Increase this activity by moving the container up onto a chair, and then a table.</p> <p><b>Social-Emotional: Still As Statues</b></p> <p>Music is an excellent resource to help children develop self-regulation and self-control. Children learn to move their bodies, slow down their bodies, and finally rest their bodies—all to the rhythm of the music. The more self-awareness a child can gain, the better he/she will be able to recognize states of excitement or even agitation in his/her own body and find positive ways to release energy and calm down.</p> <p><b>Materials:</b> recorded music or a rhythm instrument</p> <p><b>Beginning:</b> What to Do: Talk to your child about what a statue is. Tell your child that you’re going to play a game in which s/he will move around the room to the music. When the music stops, s/he will “freeze” and become a statue.</p> <p><b>Middle:</b> Start the music or play a simple rhythm on an instrument. When the music stops, your child must become a “statue.” Restart the music, encouraging the statue to come alive!! Offer acknowledgment: “Wow! Your eyes are closed, and you’re standing very still.” Play this game often. The expressive, free movement and stop-action develops your child’s body control and awareness, which promotes self-control.</p> <p><b>End:</b> Because this activity can be lively, it is best to conclude it with calming music to help your child settle down.</p> <p><a href="#">Preschool   Family Resources   Center for Resilient Children</a></p>
<p><b>Health: The importance of Brushing teeth and Flossing</b></p> <p><b>Materials:</b></p>	

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- Toothbrush
- Toothpaste
- Water
- Timer
- Floss

**Beginning:**

Have a discussion with your child about the importance of dental health. Ask: **Why do we brush our teeth? When do we brush our teeth? How long do we brush our teeth? What do we need to brush and floss our teeth?**

**Middle:**

Show your child a video for demonstration. [How to Brush Your Teeth Properly - For Kids](#)

Have your child practice brushing their teeth

Take your child to the bathroom. Have your child choose their toothbrush, toothpaste, water, timer, and floss. Squeeze a small amount of toothpaste on their toothbrush, then wet their toothbrush. Mom, Dad or guardian can time the child, (2 minutes), as the child brushes small circles on teeth. Make sure to get teeth in front, back, sides, tops and bottoms for 2 minutes. Make sure to spit excess toothpaste and rinse mouth with water. **Now demonstrate and have child practice flossing.** Grab floss approximately 18 inches, hold floss in both hands between 2 fingers then gently rub floss between 2 teeth down to the gum line, place in 'c' shape and remove.

**End**

Parents can take pictures of children performing activities and post them in their bathroom, or have your child draw pictures of the toothbrushing steps to post in the bathroom as a reminder

**Math: Keeping Score**

**Materials:**

- 5 soft balls or 5 pieces of paper crumpled up into a ball
- Container with a wide top (basket, mixing bowl, milk crate, etc)
- Paper for keeping score
- Writing utensil

**Beginning:**

Ask your child what they know about playing basketball. Tell them that basketball players like to keep track of how many baskets they make. Let your child know they have 5 balls and a "basket" to use. Show your child the scoreboard paper and explain that they will throw all 5 balls and write their score down.

**Middle:**

Allow your child to shoot baskets and help him/her enter their score on the scoreboard by putting a tally mark for each basket made. Encourage your child to move closer if they are missing, or move farther away if it is too easy.

**End:**

Bring the activity to a close when your child seems to lose interest. Count the total number of tally marks.

**Younger Children:**

After your child shoots all 5 balls, talk about how many are in the basket and how many are out of the basket.

**Older Children:**

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Consider dividing the scoreboard into rounds and having your child score each round. At the end of the activity, your child can compare their rounds - which round they scored the most, least, or the same - and then they can add their rounds to get a total score.

#### **Social-Emotional: Imagine Your Favorite Place- Using your imagination. Sharing time with parents.**

**Purpose:** Imagination is a powerful tool to reduce stressful thoughts and feelings. Sharing time and experiences with a parent is a good thing. Sometimes when preschoolers seem stressed or anxious or just need to calm down, this mindful exercise can help to relax, distract, and refocus.

#### **Beginning:**

You may say to your child “Let’s take a little time to play an imagination game. We can play together. It’s called ‘**Imagine Your Favorite Place.**’

#### **Middle:**

Sit in a comfortable place (on the floor, couch, or bed). Take deep, slow breaths to settle down. Take 5 deep breaths and begin to imagine. “If you could be somewhere else where would it be? Can you see it? Tell me about it, what do you see?” Ask questions about what is around you. “What do you smell and hear? What is the weather? How does it feel? Why does it make you happy to be there? What other feelings do you have about your imaginary place? Who is there with you? Anything else you want to say about your favorite place?”

#### **End:**

Say, **Now that you have your favorite place in your head, can you share your favorite place with me?** Your child may want to draw, use playdough, Legos, blocks, paint or other materials to share his/her favorite place with you. When completed, take a picture to commemorate this project.