

Jersey City Public Schools Early Childhood Department

Preschool Plan- Day 14

Language Arts: Stirring Alphabet Soup

Materials:

Collect or make the letters of the alphabet. Your child can cut letters out of a newspaper, magazine or store flyers.

- Scissor
- Paper
- Markers or markers
- Bowl or tupperware
- Uncooked Rice or Uncooked Beans
- Spoon

Beginning:

Fill the bowl with dry rice or beans. Hide the letters in the bowl. Tell your child that you are going to make pretend “alphabet soup” but the letters have disappeared. Stir the rice and use the spoon to scoop up some letters.

Middle:

Talk to your child about the letters that they have found. Ask your child if they can recognize them and name them. If he/she can’t name them, help them and provide the name of the letter. Have your child stir the rice and letters again. Have he/she scoop up more letters and repeat by naming those letters.

End:

Ask your child to place the letters back in the bowl or container. Sing the Alphabet Song while you clean up.

Younger Children:

- Match letters to each other
- Name the letter for your child

Older Children:

- Identify many letters by name.
- Make the sound of a letter they are holding.
- Hold up the letter and ask what word begins with that letter.
- Line letters up to make a word or your child’s name.

Health: Dental Hygiene - The Importance of Flossing

Materials:

- Play dough
- Lego
- Pipe cleaner

Beginning:

The child will learn the importance of flossing. Say that toothbrushing alone will not be able to remove the bacteria from food that will get stuck between the spaces of our teeth. Say the examples of foods that can get stuck between the teeth like nuts, popcorn, meat, fruits and vegetables.

Middle:

Gather the materials and start to assemble everything. Insert a small piece of playdough in the lego. Tell the child to use the pipe cleaner to remove the playdough from the lego. Use Youtube video to reinforce learning <https://www.youtube.com/watch?v=eCdLJ9zOlm0>

End:

Review the steps of flossing. Have your child floss his/her teeth. Provide assistance as needed.

Gross Motor: Gross Motor Go-To List

Read and decide with your child which 3 gross motor activities to do as a family. Click on the list provided on the link below from this website. Document is titled ‘Gross Motor Go-To List.’

<https://www.handsonaswegrow.com/wp-content/uploads/GROSS-MOTOR-GO-TO-LIST.pdf>

Social-Emotional: Feelings with Simon Says

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>
- Find objects throughout the home that are illustrated in the story.

Beginning:

Read or watch “Many Colored Days” by Dr. Seuss.

Middle:

Play Simon Says with feelings/moods from the story. For example, say: “Simon says, be busy like a bee.” Hold up colored paper to match the emotion from the story. Have the children take turns giving other emotions to say in the game and write them down on specific colors they refer to. Again, draw attention that not all of us have the same feeling with a particular color.

End:

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

Math: Number Fairies

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Materials:

A set of numbers 1-9 written on paper or index cards

Beginning:

Parents will read the following “Story Starter” to their child. Say, **Today is Number Fairy day, when the numbers turn into fairies and grant wishes. It works like this. When you see a number and say it out loud, the fairy lets you make that number of wishes. If you see the numeral 2 and say the word two, then the Number Fairy grants you two wishes.**

Hold up the number 2 and say the word 2. Say, **”What two wishes would you make?”**

Solicit your child’s ideas. Hold up a number 3 and say, **“What if I saw this number?”**

Encourage your child to name the number and ask, **“What 3 wishes would you make?”**

Middle:

Say, **We are going to walk around the house and see how many fairies we can find. You can make your wishes in secret or you can tell them to me.** Give your child a set of numerals and walk throughout your home to find numerals. Help your child find and name numerals. Invite them to make a corresponding number of wishes. If your child needs help naming numbers, please name. Help keep track of the number of wishes on your fingers or theirs or by making tally marks. Make comments such as **“I wonder if you’ll find a higher number next or that’s a lower number than the last one we found”.**

End:

Give your child warning that the lesson will soon come to an end. Review all number cards and ask them about their favorite wish.

Vocabulary:

Grant, higher number, in secret, lower number, numeral

Younger Children:

Use numerals 1-3 or 1-5. Encourage your child to draw pictures about their “wishes”. Take dictation on a separate piece of paper and attach to their drawing.

Older Children:

Numerals 1-9 or higher. Encourage your child to draw pictures about their “wishes”. Encourage them to write the corresponding numeral on their paper. Provide numbers for them to trace or copy.

Social-Emotional: Starfish and Tornadoes

Materials:

Paper, pencil, crayons

Beginning:

Self-awareness can help children build a skill called self-regulation. Self-regulation is about managing internal energy. It helps children manage their emotions and their body movements during tough situations. Talk about feeling words like happy, sad, mad, calm, excited, peaceful. Give examples of when and why they may feel that way.

Middle:

Make a picture of a thermometer. Draw a starfish (calm) at the bottom and a tornado at the top. Ask if your child feels calm and peaceful like a starfish (calm) or revved up like a tornado (over-energized). When your child is feeling over-energized, brainstorm together about ways to feel more like a starfish. For example, bouncing a ball to help release some of that energy.

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Try playing this game at different times of the day and help your child describe the energy levels. For example, if you play first thing in the morning, you can say, **“You like to snuggle and watch cartoons.”** Or, **“I bet you could run up and down the stairs five times before I finish making breakfast!”**

End:

The goal - To help children notice how much energy they're feeling inside. When they know they have too much energy, they can either use their own calming skills or ask for help from a trusted adult. It also helps them pay attention and learn. (Watch this video for more information about this game: <https://youtu.be/80Wdf4H-5Ao>)

Resource from:

<https://www.understood.org/en/school-learning/learning-at-home/games-skillbuilders/social-emotional-activities-for-children>