

**Jersey City Public Schools
Early Childhood Department**

Preschool Plan- Day 15

Language Arts: My Body Rhyme

Materials:

- Paper and writing utensils (ex. pen, crayon, pencil, or marker)
- My Body Rhyme

My Body

Here are my eyes; here is my nose.
Here are my fingers, and here are my toes.
Here are my eyes, open wide.
Here is my mouth with teeth inside.

Here is my tongue to help me speak.
Here is my chin and here is my cheek.
Here are my hands that help me to play,
And here are my feet that run all day!
(Run in place.)

Beginning:

Take a few minutes to practice reading “My Body” rhyme to yourself. Say, **Today we are going to learn a new rhyme. Rhyming words are words that sound the same.** Listen to the rhyme and see if you can hear the words that rhyme, (sound the same).” As you recite the rhyme, point to and/ or move body parts, while emphasizing the rhyming words.

Middle:

Recite the rhyme several times. Invite your child to recite the rhyme and clap, stomp their feet, or indicate in some other way when they hear the rhyming words. Encourage your child to produce words that rhyme with either “nose”/ “rose” or “wide”/ “inside”. Write down your child’s responses on a piece of paper. For a challenge, select other words in “My Body” to produce additional rhyming words.

End:

Review the list of rhyming words that you helped your child create. Invite your child to recite “My Body” for the last time. Replace the original rhyming word with your child’s response (ex. “rose” and “bows” is replaced with “nose”/ “toes.”)

Health: Lead Poisoning Prevention & Information

Materials:

Tablet, computer or phone with internet, Sesame Street “Lead Away” video [Lead Away!](#)

Beginning:

Explain to your child you will be watching a video about lead poisoning. Explain what is poison.

Middle:

Show the video

End:

Review by asking questions:

- How do we get lead into our bodies? (chipped paint, dust, toys.)
- Name one thing you can do to keep lead out?
- (Wash hands, leave shoes at the door, visit the doctor for a lead test etc.)

Extend learning: Make similar signs from the video, sing the lead song, have a parade.

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: Emotion Poem

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>

- Emotion Poem

Beginning:

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

Middle:

Emotion Poem—Say the poem and ask your child to share different moods that he/she have and what type of actions he/she displays along with that mood. (Feeling pictures are available at [CSEFEL: Center on the Social and Emotional Foundations for Early Learning](#) in the “practical strategies” section.)

Emotion Poem

(Author Unknown)

When I am sad I want to cry. When I am proud I want to fly. When I am curious I want to know. When I am impatient I want to go. When I am bored I want to play. When I am happy I smile all day. When I am shy I want to hide. When I am depressed I stay inside. When I am puzzled I want to shrug. When I am loving I kiss and hug.

End:

Have your child choose a color from the crayon box and draw using that color. Write down why he/she chose that color and what type of mood it represents for your child. Write down what he/she dictates and display the art around the house.

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Math: Coin Drop

Materials:

- Large paper cup (or other container) that is wide enough for a child to drop coins in but not so wide that they can easily drop in all the coins each time
- 10 coins (same type)
- Small container to hold the coins
- Piece of paper divided into 3 columns labeled “In”, “Out”, and “Win”
- Something to write with (ex. pen, pencil, crayon, or marker)

Beginning:

Say, “**We are going to play a game called coin drop.**” Count together the number of coins in your container up to 10. Place the large container across from you (arm’s distance). Say: “**I’m going to drop as many coins as I can into the cup. I want to get more coins in the cup than out to win!**” Practice dropping the coins and ask your child to count the number of coins inside and outside the cup.

Middle:

Encourage your child to play multiple rounds of coin drop. Help them count the number of coins inside and outside their cup. After calculating, have your child tell you what amounts to write on the chart as a final count or encourage them to write it independently. Be sure to write the totals under the right heading.

End:

Look at the chart together. Count up the total number of rounds won. Ask: “**How many rounds did we win?**” Invite your child to practice counting coins as they place it back into the cup as they clean.

Social-Emotional: Listening Activities and Games (3 to choose from)

Listening games are an important part of social-emotional development. These types of games support children’s ability to recognize, understand and respond to appropriate boundaries and behavioral expectations.

Helping your child to listen carefully to instructions and change his/her behavior in response to this will improve his/her social-emotional skills as well as listening, attention and focus.

Materials: Blindfold for game 3

1. Broken Telephone: This game can be played around the dinner table or anytime at least 3 members of your family are present.

Beginning: Start with single words if your child is very young and slowly move up to phrases, then entire sentences as your child becomes more competent at listening.

Middle: Make up a word or sentence and whisper it into your child’s ear, who must whisper it to the next family member, who continues passing the message around the table. The last person to hear the message says it out loud.

End: This usually ends in laughter as the phrases often change and the message is broken. In time, your child will be more attentive to detail and convey accurate messages. Vary the sentences by using alliterations (e.g. my tiny teddy is talking) and rhyming sentences (e.g. do you have a blue shoe?). Also, change the order of who-whispers-to-whom and allow your child to make up messages as well.

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2. Simon Says: This classic game is excellent for making your child pay attention and listen to instructions.

Beginning: Call out instructions by saying, for example, “Simon Says put your hands on your shoulders”. When you give an example that doesn’t begin with “Simon Says”, such as “Jump three times”, your child must not do it. This means that for each instruction, your child must listen for two details:

- ★ whether or not they must follow the order
- ★ what they need to do

Middle: After a few rounds have your child become the leader and give the Simon Says instructions

End: A variation of this game is Do This, Do That. Standing in front of your child, perform certain actions by saying either “do this” or “do that”. For example, you could tap your head, clap your hands or do a jump. When you say “do this” your child must do the action, but when you say “do that” they must stand still.

3. What Sound is that? This is a game of listening to everyday sounds and recognizing what they are.

Beginning: Blindfold your child or ask them to turn around. Walk around the room and make noises with various everyday items. Ask your child what they hear. This can be done in any room – a bathroom, kitchen, bedroom, living room or even outdoors. Make sounds such as:

- open the refrigerator door
- switch on the blender
- lift and close the swing dustbin
- take an ice-cube out of the tray
- Turn on the tap water
- peel a banana
- Boil water in a kettle

Middle: After identifying common household items and the sounds they make, talk about how they sounded - loud, quiet, squeaky, annoying, soothing. Ask your child if there was another way he/she figured out what these items were (peeling a banana - your child could have smelled the fruit as you were opening it).

End: Ask additional open-ended questions (answers that involve more than yes/no). “What do we use this for? How does it help our family? Why is it important for our family?”

Resource from:

<https://empoweredparents.co/8-games-to-improve-your-childs-listening-skills/>