

**Jersey City Public Schools
Early Childhood Department**

Preschool Plan- Day 2

<p>Language Art: Making Books</p> <p>Materials:</p> <ul style="list-style-type: none">• blank paper, stapled or folded• magazines with pictures of interest to children (toy, food, car)• scissors• glue or tape <p>Beginning: Hold up one of the blank books that you've put together. Pretend you are going to read the book. Stop and say, I can't read the book. Something is missing. What do you think is missing? Acknowledge your child's ideas about what is missing in the book (ex. words, pictures, title, author). Tell your child that you have blank books and different types of newspapers and magazines for them to cut pictures.</p> <p>Middle: Allow your child to look through magazines or newspapers to find pictures for their books. They can cut or tear the picture. Say, Tell me about the object that was glued on the page. What is happening in the picture? Ask, What do you think will be the title of your book? Let's try and spell the words for the child. Read the title as you write his/her own words or watch you write the title.</p> <p>End: Say, Where should we put our books? Allow your child to put his/her book in their area and re-read it later in the day.</p>	<p>Math: Walking Feet</p> <p>Materials:</p> <ul style="list-style-type: none">• Index cards or small pieces of paper• Markers <p>Beginning: The idea of this activity is to give your child experiences to help them understand what direction and position words mean. Begin by thinking about the space children can move in outdoors or indoors.</p> <ul style="list-style-type: none">• Position words that describe location: under, next to, behind, on, underneath, the beginning of, the end of• Direction words: to, toward, in, into, out, out of, up, down, forward, back• Distance words: near, far, short, long <p>Middle: Have your child pick a card and follow the directions. After each direction, pick a new card. Ex. Stand near the car/table/ chair. Ex. Sit underneath the tree/table/ceiling fan. Ex. Jump over the leaf.</p> <p>End: Stop when you run out of cards.</p>	<p>Gross Motor: Dancing with Letters</p> <p>Materials: Each letter of the alphabet on individual sheets of paper</p> <p>Beginning: Say, Today we are going to dance with letters. Let your child pick their first letter.</p> <p>Middle: Play music and model things children might do with their letters. Ex. Dance with their letter in front of their body, dance with their letter held high, placing their letter on the floor and jumping over it. Ask children for their own ideas. Extend the activity by giving children a new letter or changing the tempo of the music.</p> <p>End: Let children know when the last dance will happen.</p> <p>Younger students</p> <ul style="list-style-type: none">• Have students move with their letters. <p>Older students</p> <ul style="list-style-type: none">• Have children move in the shape of their letter. Have children shout out a word that begins with their letter. Put out several letters and have children create simple words with them.
<p>Health: Exercise and Your Healthy Heart</p> <p>Materials: Your body, construction paper, scissors, tape, music, Take a Look Inside You (see link below)</p> <p>Beginning: Download and print Take a Look Inside of You! or draw a picture of a body with a heart in the upper left part of the chest. Have your child make a fist and place it over their heart (where they place it for the Pledge of Allegiance). Explain that:</p> <ul style="list-style-type: none">• The heart is a muscle that pumps blood• The heart is the size of their fist• The muscle works 24 hours a day• You can feel your heartbeat at different parts of your body (wrist, neck, hand over heartbeat)		

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Middle:

- Have your child place their hand over their heart and “feel the beat”.
- Then put on fast music and have the child dance around for a minute, or do 10-15 jumping jacks. Have your child put his/her hand over heart again after exercising to feel how much faster it’s beating.
- Say, **You just exercised your heart! This is one important way to keep your heart healthy.**
- Sing Healthy Heart Song 1 (tune of “Wheels on the bus”).
My heart is a muscle that’s pumping blood, pumping blood, pumping blood
My heart is a muscle that’s pumping blood all around my body
- Sing Healthy Heart Song 2 (tune of Frere Jacques)
My heart’s beating, my heart’s beating, THUMP, THUMP, THUMP
THUMP, THUMP, THUMP
It’s faster when I’m dancing, faster when I’m dancing, THUMP, THUMP, THUMP

End:

Cut out a heart shape from construction paper and decorate the heart. Put your healthy heart on your chest.

[What Is the Heart? Lesson Idea PreK](#)

Social-Emotional: How to speak with your child(ren) about communication.

Materials:

Body, family or friends

Beginning:

Say, **Good communication is important to getting along well with others. Communication can be verbal when we use our words, or nonverbal when we use facial expressions and body language. We are going to play a game called “telephone” in two different ways. The first time, we will communicate by speaking. The second time, we will communicate using just our body language and facial expressions.**

Middle:

For the verbal game of telephone, have your child, along with family members, line up next to each other. In the first round, whisper a simple phrase of your choice to the first person in line (ex. “The cat and dog ate the apple pie.”) Each person should then whisper the phrase that he/she heard to the person next in line until it reaches the last person. The last person will then say the message aloud and see if it matches the original.

Now, play a similar game with just using body language. Have everyone line up so that everyone is facing one way. Tap the first person on the shoulder, and when he/she turns around, express emotion with only body language, such as arms crossed and an angry face. This person should then tap the next person in front of him/her on the shoulder and do his/her best to imitate the body language. Continue until the last person in the line sees the body language, and have him/her demonstrate what he/she saw from the last person.

End:

Say, **Remember we communicate with our words and bodies, so we need to be aware of both while we are trying to communicate a message. What was the difference between speaking and body language activities? How did you feel doing the first one? Second?**

Social-Emotional: Negotiation Station

Try this activity at home to reinforce what your child has learned about recognizing feelings in themselves and others.

Materials: A small table and chairs designated just for the purpose of negotiating or talking about problems and conflicts. (Note:

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Make this a peaceful area by adding personal touches you know will help your child calm down and talk about their feelings.) Here are a few items that can be used in the Negotiation Station: books about emotions, mirror to see how he or she feels, puppets, box of tissues, feeling cards (cards that display faces representing a wide range of feelings/emotions), pencils/crayons/markers, paper, friendship lotion (perfume-free, hypoallergenic hand lotion with just a little glitter!), as well as a light, bell, or small musical instrument to be used as a signal.

Beginning:

Introduce your child to the word “negotiate” by telling him/her that it means to converse with each other while finding ways to solve problems. In a special part of your home, find and create a station together with your child. Have your child help you find a way to decorate it to make it comfortable.

Middle:

When a conflict arises, encourage your child to go to the station to talk about what happened. You will need to go with your child at first to help with the following:

- state the problem
- label how he or she feels
- determine what a good solution might be

When friends or young family members come over to play, explain to them what the station is and encourage them to use it, too. Your child should not have to ask for your permission to go to the station. He/she should let you know (as well as other children that might be visiting) that he/she is beginning the process of negotiating by turning on the touch light placed on or near the station (a bell or other “signal” can be used in place of the touch light).

End:

Give your child special recognition and verbal encouragement for visiting the station (ex. a smile, handshake, high five, and/or verbal encouragement: “I liked the way you talked to me about your problem!”). When leaving the station, your child might put on a little friendship lotion, just for an added touch! Note: For families who believe a “talk spot” would work in place of a “negotiation station,” feel free to individualize this activity to meet your family’s needs! [Activities To Do With Your Preschooler - Devereux](#)