

**Jersey City Public Schools
Early Childhood Department**

Preschool Plan- Day 4

Math: Laundry

Materials: Laundry that has been washed, but not folded.

Beginning:

Tell your child that there is so much laundry to finish that you really need their help!

Middle:

Have your child match all the socks and identify their color. Categorize all the clothes into piles based upon whose it is or types of clothing (ex. all shirts together, then all pants...) Count the number of clothing pieces the family has in the pile. Sort all the same colors together. Count all the things that need to be hung up. Ask your child to get the same number of hangers and lay one hanger on top of one piece of clothing.

End:

Have your child help carry the clothes to each person's room. Once they get to the room, they will put their own clothes away.

Younger children:

- Younger children will have a harder time folding clothes and towels.
- Adjust your expectations and accept their efforts.
- Alternatively, give younger children simple jobs that don't require as much folding or precise work, like pairing socks or putting underwear in a drawer.

Older children:

- Teach older children how to fold towels, roll socks, and hang up their own clothing.
- Once they have learned how to do it, they can be assigned the job of doing it periodically to help the family.
- Teach older children about fractions as they fold a towel into half, then in quarters.
- Teach older children how to do laundry from beginning to end. Have them help you carry the laundry to the washing machine, then show them how to put in the detergent and how to move the clothes over to the dryer when the wash cycle is done.

Hints: Folding laundry may seem fairly simple, but it can support a lot of learning! Take the time now, when children are young, to get them into a routine of helping; as they get older and can handle more responsibility, they will be able to do this job on their own!

If you go to a laundromat to do laundry, try these ideas:

- Show your child how many pieces of clothing fit into one washer. Then have them count all the clothes you have to wash.
- Discuss the amount it costs to wash the clothes. Help your child do the math in order to figure out how much it costs to do laundry.
- Bring books for your child to read or read to children while you wait.
- Have your child help you fold laundry as it comes out of the dryer. Count out loud with your child the number of people in the laundromat, the number of dryers turning, the number of quarters you will need to do wash.

**Social-Emotional:
That's My Name!**

Try this activity at home to reinforce what your child learned about building relationships and making personal connections.

Materials:

Pictures of friends and family members

Beginning: Show your child the pictures of friends and family members. Ask your child to name each person. Talk with your child about his or her name, and how it was chosen.

Middle: Make up a funny story together using the people from the photographs and your child.

End: Act out the conversation. Play the role of the person in the photograph, making sure to focus on saying your child's name.

Taken from:

www.centerforresilien-tchildren.org/SSES

Gross Motor: The Basket

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Younger Children: Invite your child to lie on a mat on his or her stomach while bending knees. Ask your child to hold onto his or her ankles and sway from side to side like a basket. This is a great exercise that stretches muscles, and teaches coordination and balance.

Older Children: Add the total number of how many times they sway side to side or time how long they can hold the pose.

Social-Emotional: Mirror, Mirror...what do I see?

Materials:

Mirrors

Beginning: Say "Let's play a game. Let's look at ourselves in a mirror and express an emotion (grumpy, frustrated, upset, excited, etc.)". Say, **Mirror, mirror, what do I see? Show me how you are feeling.** Name the feeling.

Middle: Use a facial expression to show an emotion. Name the emotion by saying, **"I see a sad Mommy looking at me."** Turn to your child and say, **"Your turn."** Help your child remember the phrase "Mirror, mirror what do I see?" You may have to say it with your child. Then, tell your child to make a face and help them say the next sentence, **"I see a happy Patrick looking at me."** Don't be surprised if your child repeats the emotion that you just demonstrated.

End: Review the emotions that you and your child discussed while looking in the mirrors.

Taken from: [Teaching Emotions: Activity Ideas to Share with Families](#)

Language Arts: Hickory Dickory Dock

Materials:

- A piece of paper with the rhyme Hickory Dickory Dock written on it

Rhyme:

Hickory dickory dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory dickory dock.

Beginning: Tell your child that you know a funny little rhyme about a mouse. Ask them to pretend their hands are mice, and show how they think mice look and act. Read the rhyme "Hickory Dickory Dock" to your child. When you say "the mouse ran up the clock," have them wiggle their fingers toward the ceiling. When you say the line "The clock struck one," have him/her hold up one finger or make a chiming sound. When you say, "The mouse ran down," have your child wiggle their fingers back down to their lap.

Middle: After saying the rhyme and doing the finger play a few times, tell your child that you are going to change the title of "Hickory Dickory Dock" so the words all start with the "b" sound, as in bat.

Repeat the following rhyme:

Bickory Bickory Bock
The mouse ran up the clock, The clock struck one,
The mouse ran down, Bickory, Bickory Bock.

You or your child can suggest other letters and letter sounds. If you say, "The next sound we are going to use is the sound the

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letter L makes,” the rhyme would become “Lickory, Lickory, Lock.” If you say, “Let’s try the first sound in the word pumpkin,” the rhyme would become “Pickory, Pickory, Pock.”

End: Let children offer as many letters as they want to continue the fun. When you see them losing interest, say, “OK, this is our last one before we stop.” Then say, “OK, find your mice (their hands) and bring them to the sink. It’s time to wash our hands before dinner.” Ask if your child would like to hang the rhyme on the refrigerator or even tape it to a wall in their room.

Younger children:

- Young children may not be able to offer different sounds to change the rhyme but, they will enjoy doing the finger play over and over, or acting like a mouse.
- Younger children might like to pretend to be a mouse and crawl around the room as you do the activity with your older child.

Older children:

- Preschool and school-aged children will enjoy changing the sounds. They might even begin to change the beginning sounds of other words.
- Follow children’s lead, and just have fun changing the words or making words that don’t even make sense! As long as your child is experimenting with different sounds, they are learning about rhyming, so let it continue.

Hints:

- Pointing to each word as you say the rhyme will help your child understand how spoken words are connected with written words.
- Encourage your child to point to the words as you read them.
- When you say, “The clock struck one,” have your child play a musical instrument, such as a bell or rattle, to represent the clock sound.
- Create a new rhyme for the line “The clock struck one” (for example, “The clock struck three, he climbed a tree”).
- Point out one o’clock to your child on a clock with a face (not a digital one).

Health: Make A Healthy Snack

Materials:

- Paper
- Crayons/markers
- Pictures or print of fruits/veggies, unhealthy snacks (chips, chocolate,candy)
- Cut-up fresh fruit, vegetables

Beginning:

Show your child examples of healthy snacks (fruits, vegetables, cheese sticks) and unhealthy snacks (candy, chips, soda, cookies, donuts, cake).

Middle:

Talk about how food is made up of different ingredients. Our bodies need certain vitamins to make it work and feel good. Show your child pictures of different foods. Have them identify if food is healthy or unhealthy. Talk about healthy snacks (fruits and veggies) having lots of vitamins to help us grow, and feel good. Talk about unhealthy snacks like cookies and chips having lots of sugar that can make us feel sluggish. Have him/her draw and color pictures of healthy foods.

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End:

Build a healthy snack with your child using cut up fruits and veggies or whatever you have in your pantry that is low in sugar.
Enjoy a healthy snack.

[MyPlate, MyWins Tips: Hacking Your Snacks](#)