

# Jersey City Public Schools Early Childhood Department

## Preschool Plan- Day 5

### Language Arts: Word Detective

#### Materials:

- Something for your child to write with
- A small notebook or several sheets of paper folded over many times and stapled to create a mini-book

#### Suggested location:

- In the car or walking in the neighborhood
- For this activity you and your child will be detectives, trying to uncover the mystery of words. How many words are there in your neighborhood? How many words have the letter “T” in them? Set out with your child to collect clues and discover a whole new world of words.

#### Beginning:

Tell your child that there are many mysteries around the world that detectives are trying to figure out. Add that you both will be detectives today, trying to answer some important questions about letters and words. Share that all detectives have a notebook in which they write down their clues or information they collect. Give the child a notebook that has “Detective (your child’s name)” written on it. You can do this activity while you are walking around your house or even driving in the car.

#### Middle:

Tell the child that there are many questions that need to be answered. Have the child pick one or maybe two from the list below to try and figure out:

- How many words can you find in our neighborhood?
- How many cars have a letter R in the license plate?
- Can you find any words in the neighborhood that have the same letter that starts with your first name?
- How many letters are in our street’s name?
- How many different words can you find?
- How many places do you find letters? (dog tags, license plates, house plaques, street signs, yard signs)
- What is the longest word in our neighborhood?

#### End:

If you are driving while doing this activity, end it as you get to your location or home. If you are walking, make sure to end it and make it back home before your child becomes too tired to walk. Let your child decide where to keep his or her detective book until it is needed for the next mystery

#### Younger children:

- Give your child an empty toilet paper tube and let them walk around the neighborhood “spying” on letters.
- Give your child the detective book, but let them draw pictures if they can’t record letters or words. Once they draw a picture, then you can label the picture.

#### Older children:

- When you get home, have your child write the answers to the detective questions in full sentences. Help them to capitalize and put punctuation at the end of the sentences.
- Let them think of questions they want answers to. Follow their lead, and help them gather clues to

### Gross Motor: Ball Toss

#### Younger children:

- Invite your child to play a simple game of toss and catch
- Start a few steps away when your child can catch the ball 3 times in a row, move 2 steps backwards
- Continue a few more times

#### Older children:

- Play catch with your child while teaching rhyming words
- Example: you say “cat” and your child may say “mat”

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answer their questions.

- Have them break down the words they find into syllables.
- When you get back to the house, look at all the words they have collected. Help children to put them in alphabetical order. Alphabetize using the first letter only. Write the first letter using a different color marker.

### **Social-Emotional: Free the Toys!**

Try doing this to provide your child with a new and interesting perspective on old toys. This supports problem-solving, cognitive flexibility, and being able to see things in different ways.

#### **Materials:**

Empty clear bins for storage and/or full bins of toys that are presently in storage.

#### **Beginning:**

With your child, look around the playroom and ask which toys he hasn't played with in a while. Put these toys or sets of materials in clear bins.

#### **Middle:**

Once a week, bi-weekly, or whenever you feel it is appropriate (rainy days are great times, too!), bring two or three of the bins out of storage.

#### **End:**

Watch in amazement as previously overlooked toys become the central focus for your child! Do this often to maintain your child's interest in all of his toys.

Taken from: [www.centerforresilientchildren.org/SSES](http://www.centerforresilientchildren.org/SSES)

### **Health: Exercise Game: Simon Says**

#### **Materials:**

- Open space
- Comfortable clothing (shorts, t-shirt)
- Sneakers

#### **Beginning:**

Talk about why physical activity is so important. Exercise helps keep weight down, increases strength in muscles and bones, elevates mood, and helps develop good, lifelong healthy habits. Talk about different forms of exercise: running, walking, playing sports like basketball and soccer, dancing. Exercise happens whenever you move your body.

#### **Middle:**

Play a game called "Simon Says" [Simon Says | Fun Action Dance Song for Kids | Time 4 Kids TV](#)

*For Endurance:*

"Simon Says"

-Walk in place

-Run in place

Do 2 rounds [Easy and Simple Exercises for Kids](#)

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*For Strength:*

“Simon Says”

- Do 10 push ups
- Do 10 squats
- Do 10 sit ups

Do 2 rounds [Kids' Calisthenics Exercises](#)

*For Flexibility:*

“Simon Says”

- Touch your toes 5 times
- Stretch your arms to the side and make big arm circles 5 times

Do 2 rounds [Fun and Simple Stretches for Kids](#)

**Math: Walking Feet**

**Materials:**

Index cards (or small pieces of paper) and markers

**Beginning:**

The idea of this activity is to give children experiences that will help them understand what direction and position words mean, by having their bodies act out the word. For example, if you said, “Go and sit next to that tree,” children would go near the tree and sit. Moving their bodies in and among other things in their space helps them to learn direction and position words in a physical and direct way. Moving their bodies to a new position makes a real connection in their brain to the word or concept. Begin this activity by thinking about the space children can move in outdoors near home or at a park.

On each card, write down something you want children to do. Each card should use a position or direction word.

Below are some lists of words.

- Position words that describe the location of an object or person in relation to another object or person:  
**Under, next to, behind, on, underneath, the beginning of, the end**
- Direction words describe how something moves:  
**To, toward, in, into, out, out of, up, down, forward, back**
- Distance words that describe relationship:  
**Near, far, short, long**
- Examples of sentences with position and direction words:  
**Stand near the car.**  
**Run a short distance away from me.**  
**Pick a leaf and stand underneath the tree.**  
**Jump up!**  
**Stand on top of a crack in the sidewalk.**

**Middle:**

Have children pick a card and follow the directions. Every time they carry out a direction, walk to that place and then have them pick another card.

**End:**

You can stop when you run out of cards or when your child loses interest. For a fun ending, read the cards in reverse order and get

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children back to their original starting point. Or, give your child new directions to make it back to the house or car.

#### **Younger children:**

- Play hide and seek. When you find your child, offer the direction and position words instead: “You were hiding behind the bush.”
- Hide a stuffed animal and have your child try to find it. Give clues as to where it is; for example, “Look underneath something.”

#### **Older children:**

- Give older children a large piece of paper, or connect several pieces of paper together. Have your child draw a map of their home, neighborhood, or simply their bedroom.
- Give your child a map of where you live. Before running errands or going to school, let your child have the map and follow it as you drive.
- Hints: You’ll know when a young child is beginning to understand direction and position words when you can say, “Put your cup on the table,” and they do it.

#### **Social-Emotional: Body Language Charades**

##### **Materials:**

paper, pencil, emotions (written or drawn)- gloomy, sad, happy, mad, excited, cheery, frustrated, upset, silly, grumpy, annoyed, nervous

##### **Beginning:**

Ask your child to think about a time when you had a memory or experience when you felt happy (birthday, going on vacation), sad (couldn’t go to the park, your toy broke), or even mad (someone couldn’t share a toy, a child hit you). Act out that emotion using facial expressions and/or body movements. Allow your child to share with you and your family members. Say, “We are going to play a game of Feelings Charades, where we are going to act out a feeling through body language.” On a strip of paper, write down a feeling that would make someone feel happy, scared, angry, etc. Fold the strips and put them into a bag or bucket. Family members will choose a strip and act out the feeling.

##### **Middle:**

Have everyone pick a strip of paper with the emotion (written or drawn) from the bucket. Ask your child to act out the feeling by using only his/ her body. The other family members/friends should try to guess the feelings the child is acting out. Have everyone act out his/her feelings listed on the paper.

##### **End:**

Ask your child how he/she feels about acting out different feelings with his/her body. Would they change the activity in any way? What other feeling(s) does he/she want to add on a slip of paper? Say, “What did you notice? How many different words are there for feeling angry? How about words for feeling happy?”