

# Jersey City Public Schools Early Childhood Department

## Preschool Plan- Day 6

<p><b>Language Arts: Car Talk</b></p> <p><b>Materials:</b> No materials necessary</p> <p><b>Location:</b> This activity can take place in a car or a pretend car</p> <p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>● Try this rhyming activity the next time you are riding in a car or you pretending to ride in a car. In order to make this activity successful, you'll need to be able to think of and say silly sounding words.</li> <li>● Tell your child that you are going to play a rhyming game-they will shout out a word and you will think of something that rhymes with it.</li> </ul> <p><b>Middle:</b></p> <ul style="list-style-type: none"> <li>● Listen for a word and then think of at least one word that has the same ending sound, or that rhymes! If your child says "car" then you could respond with "bar" or "far."</li> <li>● You can respond with as many real rhyming words as possible, but what makes this game fun is when you say nonsense words. So go ahead and say "bar" and "far" but keep going with "rar" and "nar!"</li> </ul> <p><b>End:</b> Keep going until your child tires of the game.</p> <p><b>Cleanup:</b> No cleaning up required!</p> <p><b>Younger Children:</b> Don't worry if your child isn't speaking yet, You can do this game on your own and know that you are building important language skills. Say, <b>Oh look at you, Jenna-- you are holding a cup. Cup, mup, lup, pup!</b> One way to draw children's attention to rhyming words is to sing or tell nursery rhymes. So as you are riding in the car with a baby or small child, sing some of the classics. Here are some suggestions:</p>	<p><b>Math: I spy</b></p> <p><b>Materials:</b> None</p> <p><b>Beginning:</b> Explain to your child how to play "I Spy." The adult picks out something in the room and describe it by saying, "<b>I spy something (name a color)</b>"</p> <p>Once your child understands how to play, begin by describing a new item by color. If they can't guess it, then give them another hint by describing the shape. If they need extra hints, narrow down the location by telling them it is on a specific wall. Try to limit the clues to only color and shape so they focus on those two characteristics only.</p> <p><b>Middle:</b> Take turns. Use a variety of different colors and shapes to describe items in the room.</p> <p>Colors: Red, Orange, Yellow, Green, Blue, Purple, Violet, Brown, Black, Pink, White, Gray, Violet, Silver, Gold</p> <p>Shapes: Circle, Square, Triangle, Oval, Rectangle, Cone, Pyramid, Cube</p> <p><b>End:</b> Let your child know that this will be the last turn and then bring the activity to a close.</p> <p><b>Younger Children:</b></p> <ul style="list-style-type: none"> <li>● If using a whole room to play the game can</li> </ul>	<p><b>Health: Choose My Plate</b></p> <p><b>Materials:</b> Household items: round plate, cup, old magazine, grocery circular/ads, newspapers, white paper, crayons, safe scissors.</p> <p><b>Beginning:</b> Help your child with this nutritional information that can make choosing healthy foods effortless. Ask your child, "Do you want to help me make a healthy plate?" Show them pictures of different types of foods that represent each food group as seen on <a href="http://ChooseMyPlate.gov">ChooseMyPlate.gov</a>. Look through food ads.</p> <p><b>Middle:</b> Draw a sample of <a href="http://ChooseMyPlate.gov">ChooseMyPlate.gov</a> diagram. Have the child color the plate as seen on diagram. Guide your child by looking for pictures of different types of food groups. Cut them out and place them on the appropriate food group plate labeled on the diagram. Then let your child choose the foods which he/she thinks belong on the plate.</p> <p><b>End:</b> Review/reinforce the importance of choosing different healthy foods &amp; avoiding unhealthy choices for proper nutrition. Click on the link below for more information.</p> <p><b>Resources/Links:</b> <a href="http://www.ChooseMyPlate.gov">www.ChooseMyPlate.gov</a></p> <hr/> <p><b>Gross Motor: Move Like an Animal</b></p> <p><b>Younger Children:</b> You'll need some open space, but this is a great way to get your child to use new muscles. Here are some ideas:</p> <ul style="list-style-type: none"> <li>● Move like a bird (run with arms outstretched)</li> <li>● Move like a snake (wiggle on tummies on the floor)</li> </ul>
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<ul style="list-style-type: none"> <li>Hickory Dickory Dock</li> <li>Humpty Dumpty</li> <li>Jack and Jill</li> <li>Baa Baa Black Sheep</li> <li>Mary Had a Little lamb</li> <li>A-B-C song</li> </ul> <p><b>Older Children:</b></p> <ul style="list-style-type: none"> <li>Ask your child to read words off a sign, and then you offer a rhyming word.</li> <li>Tell your child a word and ask them to think of something that rhymes with it.</li> <li>Ask your child to identify the ending sound. For example, the ending sound of cat is a-t. The ending sound of fish is s-h.</li> </ul>	<p>become overwhelming. Consider using one page of a book.</p> <ul style="list-style-type: none"> <li>Cut out shapes from colored construction paper and put them around the room. They will be very obvious to you, but your child will still find it challenging to find the shapes you are describing.</li> </ul> <p><b>Older Children:</b></p> <ul style="list-style-type: none"> <li>Have your child record on a piece of paper all the items they are finding.</li> </ul>	<ul style="list-style-type: none"> <li>Move like a bear (walk on all fours)</li> <li>Move like a frog (get down on haunches and hop)</li> </ul> <p><b>Older Children:</b> It becomes more strenuous as it involves more muscle use.</p> <ul style="list-style-type: none"> <li>Move like a kangaroo (take big leaps with arms in front of chest)</li> <li>Move like an elephant (with heavy stomping)</li> <li>Move like a penguin (waddle with ankles close together and arms pinned to sides)</li> <li>Move like a crab</li> </ul>
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**Social-Emotional: Puppet Talk**

Try this activity at home to reinforce what your child learned about conflict-resolution and the problem solving process.

**What Your Child Will Learn:** By acting out scenes that are either make-believe or loosely based on your child’s own life, he/she will learn to work through the beginnings of conflict-resolution, or simply stated, s/he will start to understand the problem solving process. Children use behaviors for a reason. As you observe your child closely in dramatic play, you may begin to see these roots of behavior played out in the stories your child tells. Pay close attention so you may help your child become a life-long problem-solver!

**Materials:** craft sticks or straws, old socks, crayons, paper plates, markers, tape, old magazines.

**Beginning:**

Using the materials you have available, make a few puppets with your child. If you are using paper plates, use crayons and markers to make various facial features. You can also look through magazines for decorative elements to add.

**Middle:**

After your child has drawn the faces, tape the paper plates to craft sticks. Make many different puppets with your child over time. You will then have a nice collection so the puppets can interact. If puppet play is new to your child, you might first use puppets to make up a story of your own. During your story, be sure to talk about your feelings, behaviors, and actions.

**End:**

The Goal of this Activity is to help your child to describe his/her own behaviors and actions. As your child gains confidence in his/her puppet play, you can make the stories more meaningful by talking about problem-solving between the characters. You may say: “How do you think these two puppets can solve this problem?” Getting your child started in brainstorming solutions will help when real behavioral concerns arise that must be addressed and worked through. Help your child use his homemade puppets to put on a show based on the stories s/he tells you.

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

**Social-Emotional: Moving Parts of Your Body**

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**Materials:**

You and your preschooler

**Purpose:**

This is a physical coping skill when your child is overactive or seems anxious. Do this with your child to the count of 10 seconds for each move. Describe what you are doing and feeling.

**Beginning:**

Take your child's hand and say, 'Let's do something together. Come sit next to me, I have a fun way for us to take a break and calm down together'.

**Middle:**

Sit side by side on the floor. Take 5 deep breaths and relax. Stretching, moving, or massaging different parts of your body can help you and your preschooler refocus and relax.

***Say to your child:***

Wiggle your fingers then your toes.

Place your palms together and push.

Tug on your earlobes

Line up your fingertips on both hands and press your finger tips together.

Shrug your shoulders up and down.

Roll different parts of your body to the count of 10. Start with the wrist, neck, shoulder and ankles.

***Say to your child:***

Breathe in and out 5 more times and prepare to breathe. Take turns to think of shape and draw it in the air breathing in and out with each line. Example: Imagine the square in front of you. Use your finger to trace in the air. Breathe in, finger up. Breathe out, finger across until the shape is made. Do this 3 times and then imagine other shapes, triangle, diamond, heart, star, etc. Your child can suggest a shape to finger trace with breathing. etc.

**End:**

Take 5 deep breaths and use positive encouragement.