

Jersey City Public Schools Early Childhood Department

Preschool Plan- Day 7

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| <p>Language Arts: Book Nook</p> <p>Materials:</p> <ul style="list-style-type: none"> • Books <p>Beginning: Tell your child(ren) about your favorite book and where the story takes place (setting) or read a simple story and explain that where it takes place is called the setting.</p> <p>Middle: Say, “Let’s get some of your favorite books and take them to a new setting!” Let children pick where they would like to go.</p> <p>Here are some location ideas that might help you get moving:</p> <ul style="list-style-type: none"> • Under a table • In the bathtub, during bath time • Under a blanket • Near a tree • In the car (books on tape/CD are great fun) • Someplace to read with a pet • Out somewhere new — such as a park, a restaurant, or even on the bus! <p>Give your child the option of choosing a new place to read every time they begin a new book.</p> <p>End: End the activity when he/she is get tired of reading or listening to you read. Ask your child what his or her favorite book was (or favorite part). Talk about what your favorite book was too! Sing the ABC song as you put the books away together.</p> <p>Younger children:</p> <ul style="list-style-type: none"> • Some children may only be able to sit through a few readings. • Pick one location and read instead of moving around. <p>Older children:</p> | <p>Math: House Hunt</p> <p>Materials:</p> <ul style="list-style-type: none"> • Writing utensil • Paper • crayons <p>Beginning:</p> <ul style="list-style-type: none"> • On the paper, make a list of 4-5 common household items (spoons, forks, pillows, windows, doors, chairs, etc) • Tell your child you are going to go on a hunt around the house <p>Middle: Have your child look for each item and count how many. On the paper, have them write one tally mark for each item they found.</p> <p>End: Count up the tally marks and have your child write the corresponding number, with assistance if necessary.</p> <p>Younger Children: Have your child talk about which item had the most and which item had the least.</p> <p>Older Children: Have your child use the information to create a graph.</p> | <p>Health: Develop an awareness that sweet/sugary foods are not healthy for teeth.</p> <p>Materials: Paper to draw teeth, marker, pictures of food with and without sugar (from magazines, supermarket flyers, google images, food bags/boxes), scissors</p> <p>Beginning: Help your child identify foods that are healthy and unhealthy for teeth. Identify with your child what sweet, sugary foods they like to eat. Ask him/her if sweet and sugary foods are healthy for their teeth.</p> <p>Middle: Discuss that healthy foods make teeth happy and sweet, sugary foods make teeth sad. Help your child cut out pictures of many different foods that are healthy (not sugary) and not healthy (sweet/sugary) for teeth. Say, “Germs like sweet/sugary foods too.”</p> <p>Draw 2 large teeth- one on each paper. Give one tooth a smile (happy tooth). Give one tooth a frown (sad tooth)</p> <p>Play the Happy Tooth/Sad Tooth Game:</p> <ol style="list-style-type: none"> 1) Put pictures of teeth on table 2) Place pictures of food on table 3) Have child choose a picture and tape on happy or sad tooth <p>Tell your child that it’s OK to eat sweet/ sugary food, but share the SECRET of happy teeth. Teach your child to drink water after any food, but especially sweets, to</p> |
| <p>Gross Motor: Obstacle course</p> <p>Younger Children:</p> <ul style="list-style-type: none"> • Have your child imagine they are walking over water full of sharks or perhaps they are traveling in the forest. • Children love pretend play and with the help of the obstacle tools below it is easy to set up challenging gross motor activities that are fun and creative. | | |

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| <ul style="list-style-type: none"> Have your child write down all the books they read and keep a list posted on the refrigerator or in their room. You may need to write the list and read it back to your child. Also, you might encourage them to copy the title from the front of the book. Challenge your child to create an alternate ending to their favorite story. | <ul style="list-style-type: none"> For example, a pillow can become a rock to jump onto, a table can be a cave to crawl through, etc. <p>Older Children:</p> <ul style="list-style-type: none"> Use furniture to create a space that promotes them crawling on their forearms. This increase upper body strength and core development | <p>“wash the sugar off your teeth.” Remind him/her that they are “smarter than the germs” and water washes them away.</p> <p>End: Ask the child to hang the happy tooth/sad tooth on the refrigerator as reinforcement of healthy food for teeth.</p> |
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Social-Emotional: Feelings Quilt

Try this activity at home to reinforce what your child learned about recognizing emotions in him/herself and others.

What Your Child Will Learn: Concepts such as “feelings” that you can’t hold or touch are very difficult for young children to understand. Adding facial expressions to match the labels we give to emotions is a helpful way for your child to start making connections between abstract concepts and what the feeling really looks like. As your child begins to recognize emotions on his own face, he/she will be more prepared to notice and understand how others are feeling.

Materials:

Camera (or magazines to cut out faces showing emotions, or paper to draw simple emoji faces), crayons, yarn, string, or ribbon, construction/colored paper or fabric scraps, scissors, glue.

Beginning:

Start by photographing your child displaying a variety of feelings. You can ask your child to “pose” for you and try to capture feelings such as: happy, excited, sad, angry, worried, frustrated, confused, and so on. You may also use images of feeling faces you cut out from magazines or simply drawn emoji faces.

Middle:

Place the photographs/images on individual (approximately 3’ by 3”) squares of construction paper. Your child can help you do this. If you choose, you can use fabric scraps and hot glue the photos to the fabric scraps (adult step only).

End:

Ask your child how he was feeling in each picture. Point out facial expression/body language or any other clues from the photo, and then write down what your child says. “In this picture, Sam, you have a frown on your face. How were you feeling?” Consider adding other family members and their facial expressions as well. Show your child how you can “read” the quilt. Point out body expressions (smiles, frowns, clenched hands, flushed faces, and so on). Call attention to the quilt regularly and add new photos when possible. Use the quilt as a reference when you are reading a story or talking about feelings, in order to help attach a visual with “feeling” words, such as “frustrated,” “angry,” “disappointed,” “excited,” “worried,” and so on. Have the quilt available for your child to look at by him/herself, with an adult, or with a friend.

Taken from: www.centerforresilientchildren.org/SSES

Social-Emotional: Giving Clear Directions

Ask yourself: “**Why do I have to repeat myself time and again?**” “**Why won’t she listen to me?**” Listening and following directions are important skills young children must learn. There are many reasons why children do not follow directions.

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- The parent gives too many directions at one time.
- The child doesn't understand the direction or the direction is too vague.
- The direction does not tell the child what to do.
- The direction sounds like a suggestion or question.

Try This at Home: It is important to follow through when you give your child a direction. A technique you can use to make sure you follow through when your child has difficulty complying, or following directions, is **Do-WAWP**.

- **Do**—State the “do” direction.
- **W**—Wait for the child to follow the direction (silently count to 5).
- **A**—Ask the child to restate the direction.
- **W**—Wait for compliance (silently count to 5).
- **P**—Provide positive descriptive feedback to your child or help (helping will ensure success).

Make sure that you have your child's attention. Eye contact is a great indicator! When you state the “do” direction you are teaching your child the desired behavior. For instance, “Sasha, go brush your teeth.” When you count to five, you are giving her the opportunity to hear and process the direction. Parents often repeat the same direction in that five second period. When you repeat the same direction to your child time and again, it teaches her that she does not have to follow the direction the first time. Instead, state the direction once and then have your child restate the direction back to you. This way you can confirm that she heard you and understood what you were saying. Finally, offering help may simply mean that you take her hand and lead her to the bathroom. Don't forget to encourage your child by saying something like, “Wow, Lauren, what great listening ears! Thank you for brushing your teeth.”

The Bottom Line

Listening and following directions are skills that children learn through their daily interactions. When children do not follow directions, for any reason, it can be extremely frustrating for parents. You can increase the chances that your child will listen and successfully follow your directions when you make sure that your direction is clearly stated and you follow through. An important consideration for parents, when teaching their child to follow directions, is to “pick your battles”. You want to avoid insisting that your child follow directions that are not important or can escalate to a major struggle when the direction is not critical. Pick a few, very important directions that you will follow-through with your child.

Activity:

1. [Simon Says](#) - This is a classic listening game that is fun for all ages.
2. [Red Light, Green Light](#) - This is an active game that focuses on following directions.
3. [Hokey Pokey](#) - This is a fun interactive dance with a directive song