

**Jersey City Public Schools
Early Childhood Department**

Preschool Plan- Day 8

Language Arts: Lost Letters

Materials:

Letters cut from newspapers or magazines or letters or any other toy letters (magnet, wood , puzzle pieces) placed in a bowl or basket

Beginning:

Parents will read the following “Story Starter” to their child:

Little Red Riding Hood walked through the woods to Grandma's house with a basket full of letters to give her as a present. (Choose several letters. Name the letters and say their sound).

On the way, Little Red Riding Hood met the Big Bad Wolf. She was so scared when the wolf growled at her she dropped her basket and all the letters fell out. (Dump the letters on table)

After Grandma gave her a mug of hot chocolate and a hug, she felt courageous again. She Returned to the woods and put all her letters back in her basket.

Middle:

Give your child the bowl or basket full of letters cut from newspaper or magazines and spread more letters on the table. Say, **I wonder what letters you will find to put in your bowl or basket?** Encourage your child to name the letters as they put them in the bowl or basket.

End:

Give your child a warning that in a few minutes you will clean up. Help your child put the letters in a safe place to refer to at another time.

Vocabulary: Basket, Courageous, growl, letter, mug, scared, woods

Younger Children:

- Talk about the letters your child put in their bowls/baskets.
- Name and encourage your child to name the letters and their sounds.

Older Children:

- Use comments and questions to help your child connect letters to the beginning letter or sound of familiar words.
- Such words can include family members' names, things they play with, or colors/shapes.
- If your child is interested, encourage them to match letters, combine letters into words, and copy letters.

Gross Motor: Freeze Dance

Younger Children: Play some music and dance. When the music stops your child has to FREEZE!

Older Children: Play some music and dance. When the music stops your child has to FREEZE in the shape of an object, letter, or superhero.

Health: Develop good hand washing habit to keep germs away

Materials:

Glitters, olive oil, soap, water, tissues

Beginning:

Explain to your child that today he/she will be learning about germs and where germs can be found. Talk about how germs enter the body and what sickness can develop, ways to stop the spread of germs and other things he/she can do to stay healthy. Ask your child the following:

1. **Do you know what germs are? Can you see them?**
2. **How do you think germs are spread?**
3. **What do you think happens if you touch a doorknob that has germs on it?**
4. **Then what happens if I shake your hand?**
5. **Can you tell what will happen to you if germs enter your body?**
6. **What are some of the things you can do to stay healthy?**
7. **Can you tell when you need to wash your hands?**

Middle:

Discuss the hand washing procedures:

1. Wet your hands.
2. Apply soap.
3. Rub your hands together for 20 seconds or the time it takes to sing the Happy Birthday song.. Rub all parts of your hands including palms, between your fingers, backs of hands, thumbs, wrists, fingertips and nails.
4. Rinse your hands.
5. Dry your hands with a disposable towel.
6. Use the towel to turn off the faucet.

Use hand washing procedure pictures to reinforce

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Social-Emotional: Putting Feelings into Words

Act out a common scene when your child becomes upset. For example, your child may argue with a sibling over a toy or with you about not wanting to stop playing with his/her toys to eat lunch or dinner.

Skills children will learn: Building replacement skills by increasing your child's "feelings" vocabulary will improve his/her ability to cope with difficult emotions.

What to do: Parents can assist children with putting their feelings into words by acknowledging feelings and providing them with the words to express themselves. For example, parents can say, "Robert, you seem angry right now because Marcy took your toy. Are you angry?" If your child says "Yes," the adult can respond by saying, "It's okay to get angry, but please tell Marcy how you feel and to ask for your toy back. For example, you can say, "Marcy, I am angry that you took my toy and can I please have it back." It is important to remember that initially children may not be able to verbally express their feelings due to their age. Giving them the words is a good start to helping them learn new ways to express difficult emotions.

<https://images.app.goo.gl/UmCGzMNj7qVjA6cP6>

Use YouTube hand washing procedure video to reinforce

<https://www.youtube.com/watch?v=LQ24EfM7sEw>

End:

- Using the materials, apply olive oil (small amount) and glitter (small amount) on both hands.
- Have your child wash his/her hands and provide coaching as needed.
- Review criterias for handwashing.
- Have your child draw the steps of hand washing.
- Be a good role model. This is the best way to encourage hand washing

Math: Measure Me!

Try this fun activity that will have your child measuring themselves and you and just about anything in the house!
Your child will experience: measuring, comparing sizes, cutting, numbers

Materials:

- Yarn, Tape or String
- Ruler
- Scissors

Beginning: Take a piece of yarn and stretch it out from your child's head to their toes. Cut the yarn, string, or tape. Tape the item to a wall, taping at the top and bottom of the item piece so it is in a straight line. Label the item with the child's name. Use the item to show your child how tall they are! Then tell your child that, together, they are going to go on a hunt around the house to find out how long or tall other things are.

Middle: Let your child choose the things they want to measure. Make sure they have some sort of standard measuring tool, such as a ruler, or tape measure. Help him/her count the number of inches or feet of the object they find. Then pull out a piece of yarn, string, or tape the same length as the object they measure, and cut it. Tape it to the wall at the top and bottom right next to the piece of yarn you used to measure their height. Label with a piece of paper or masking tape what the object is. Move on to the next object and repeat this process.

End: When your child has finished measuring, make observations about their results. For example: "The _____ is the longest object you measured." "The _____ is the shortest." "What do you notice about the pieces of yarn, tape, or string?" "How could we reorganize them (shortest to longest or longest to shortest)?" "What was your favorite object to measure?"

Younger children:

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- Measuring with yarn, string, or tape may be harder for younger children to understand, so just let them measure with the ruler.
- For very young children, don't use the ruler, but ask them to find something very big or very small.

Older children:

- Have older children write down the measurement (for example: 1 foot, 2 inches) for every object they measure.
- Have your child sort the yarn from longest to shortest. Putting things in order based on height or length is called seriation.

Hints:

- Comparing yarn, string, or tape lengths helps children make observations about measurement.
- In this activity, your child learned how to use standard units of measurement, such as inches or feet, and nonstandard units. They also learned to use nonstandard measuring tools, such as yarn, string, or tape.
- If the child liked comparing length, use a bathroom scale or kitchen scale to compare things based on weight!

Social-Emotional: The Be-By-Myself Box

Try this activity at home to reinforce the importance of having spaces to be alone!

What Your Child Will Learn:

Your child benefits from knowing there is a safe place to retreat to when he/she is overwhelmed or needs a break from the larger group. Just like you, your child needs his/her own space to help him relax and regroup. When you help create this type of space you show him that you understand how important "alone time" can be.

Materials: Contact paper, crayons, markers, empty appliance box (most appliance stores will be happy to donate boxes or you can always use a table with a long sheet overtop as well!), fabric scraps (can be from old clothing), paint, photos of your child and family, pillows and other soft items.

Beginning:

Talk with your child about how at certain times during the day he/she may want to "get away from it all" and be by him/herself. Show him/her the places in your home where he/she can go to have some quiet time. Next, introduce the large cardboard box, explaining that this will become a new be-by-myself place. Together with your child, decide where the box will end up once it is finished. Next, work with your child to determine the rules for how to use the new be-by-myself space. Write up these rules (add pictures/drawings if possible), and post them in or near the box. Now, you are ready to work on creating this space! Cut one side completely open as this will serve as the entrance to the be-by-myself area.

Middle:

Over several days you can:

Paint the exterior of the box with your child. Invite him/her to join you in choosing the colors and designs you paint on the box. allow to dry. Add photos or drawings to the inside of the box. To soften the inside of the box, add soft pillows, stuffed animals and a blanket

End:

Place the box in its space, review the rules regularly, and enjoy!

Taken From: www.centerforresilientchildren.org/SSES