

Jersey City Public Schools Early Childhood Department

Preschool Plan- Day 9

Language Arts: Jack Be Nimble

Materials:

- Candle to jump over
- Small doll or drawing of Jack
- Other items for Jack to jump over, such as books, pillows, shoes.

Beginning:

Use the small doll to tell the story of a boy named Jack who loved to jump, especially over candlesticks. Say the nursery rhyme “**Jack Be Nimble**” as you pretend to have a doll jumping in the air.

Jack jump over the candle-stick.

Jack be nimble, Jack be quick

Jack jumps over the candlestick.

Repeat the rhyme and encourage your child to say it with you. Give your child a doll figure and a candlestick to practice jumping over.

Middle:

Give your child other items to jump over using their doll and say, “**Let’s see if we can make up some other rhymes for Jack.**” For example:ec

Jack be nimble, Jack be hook

Jack jumps over the book.

Listen to and encourage the rhymes your child makes up. Accept made-up words as well as real words.

End:

Encourage your child to use their own name for Jack and do other actions besides jumping.

Younger children:

- If they can’t jump hold the doll and have the doll “Jump” over the objects.
- Only say part of the rhyme or repeat after the adult.

Older Children:

- Say other words that rhyme with QUICK including made-up words (for example, “Brick rhymes with quick.”)

Gross Motor: Yoga

Younger Children: Laying on the floor invite your child to join you for some yoga. Explain you are going to do yoga poses that resemble animals . As you model, invite your child to mimic you and then select their favorite.

- Elephant- Using your arm, swing it as an elephant would his trunk
- Cat - Put all fours on the floor, round your back, and tuck your chin in. Meow like a cat.
- Cow- Put all fours on the floor, look up, arch your back. Mimic the chewing of grass and give a MOO
- Tiger- Put all fours on the floor, stretch out one leg behind you and look forward and ROAR
- Baby Bear- Lay on your back and grab both ankles with your hands.

Older Children: Laying on the floor invite your child to join you for some yoga. Explain you are going do some yoga poses in the shape of letters of the alphabet. As you model, invite your child to mimic you and then select their favorite.

- A – Airplane (hold still and move arms to the side)
- B – Bicycle (lie on your back and pedal your feet)
- C – Cat pose (get on all fours; then round your back while tucking in your chin; release)

For a list of yoga poses from A-Z (and how to do them!) [visit Pink Oatmeal.com](#)

Social-Emotional: Building with Cards: Frustration and Persistence

Materials:

- Materials to build (e.g. playing cards, index cards, postcards, greeting cards)
- Placemats

Beginning:

Have you ever seen a house made of cards? Model making a house for your child using the materials (cards, postcards, straws, etc.). When the house falls down, say, **I’m going to build this over again and again until it is able to stand on its own. Let’s see how many times I will build it until it stands.**

Middle:

Allow your child to build with the materials. If/when the structure collapses, encourage your child to problem solve. Say, **I see your building fell not once, but twice. I know it can be frustrating, but the more you try, hopefully you will figure out what will make it stand longer. What do you need to do first? Second?** Take photos of your child as they attempt to build their structures and when they fall.

End:

Tell your child to gather and sort materials into different bags. Review the photos with your child. Say, **Tell me about your process. What happened when your card house fell? How did you feel seeing it collapse? How did you feel when you were finished?**

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Social-Emotional: Share a story in a new way

Read a story book to your child that shows characters who experience an emotion (e.g., sad, happy, scared, worried, confused).

Materials: The Feelings Book, your body

Beginning:

Read (YouTube) [THE FEELINGS BOOK by Todd Parr | Story Time Pals read to children | Kids Books Read Aloud](#) with and without the volume. Read the book without the volume or without saying the words. The objective is for the child to take a picture walk looking at every page to guess what is going to happen in the story. Re-read the book with the volume and saying the words. Say “What do you think this book is going to talk about? How do you know?”

Middle:

Stop on a page where the character is expressing an emotion. Ask your child “What do you think he is feeling?”, “Why is he feeling that way?”, or “Look at her face, how can you tell that he is ___?” Other questions could be “Have you ever felt ___. What makes you feel that way?” or “What will happen next?” or “What should he do?”

End:

Ask, “What did you think about the book? Have you ever had any of those feelings before? Tell me about it.” Allow the child to respond.

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

Math: Counting Collection

Materials:

Choose one of the following collections for this activity, or use a different collection you may have at home. Collections should include items with different characteristics (such as size, shape, color, or texture) in order for children to be able to sort, count, and compare. Purchased toys (teddy bear counters, building bricks, lacing beads) Natural materials (seashells, rocks, leaves) Found materials (buttons, lids from milk jugs, orange juice cartons, water bottles, and spice containers)

Sorting containers, such as ice cube trays or empty egg cartons

Beginning:

Introduce a collection of materials to your child. Say, “I found a jar of buttons in the cabinet that I’d like to show you. I enjoyed playing with buttons when I was your age.” Give your child time to look through them. Sit on the floor with them and examine the buttons, talking about the various colors and shapes, how many holes are in certain buttons, and which ones are your favorites or your child’s favorites. Introduce sorting containers, such as ice cube trays or empty egg cartons, to put the buttons in. This will promote sorting and counting as well as providing another way to manipulate the materials.

Middle:

Your child may begin organizing the buttons into sets based on their characteristics. For example, one pile might be pink sparkly buttons, another pile green buttons, and another pile shiny red buttons. If children don’t do this on their own, you might either suggest they separate the buttons into piles, or simply begin creating your own sets or piles. They may see you doing this and imitate your idea. As your children go through this process, you might ask things like “Why did you put the yellow button in that pile?” or “Where do you think this one should go?” Once the buttons are arranged in piles, children may naturally begin counting them. If they don’t do this, you might initiate the idea by saying something like “Wow, that pile of shiny red buttons is big. I wonder how many there are.” Encourage your child to count each group that they have created. Count with them.

End:

Give your child a warning that the activity is coming to an end. Have your child clean up by describing each group they have

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created. (Please put the green buttons in the box. Or Put away the group with 4.)

Younger Children:

Have your child say how many is in each group. Show your child the written number to match the number representing the group.

Older Children:

If your child has a solid grasp on counting and understanding numbers, you may want to try one more activity. Use nine or fewer buttons for this new challenge. Present the buttons to your children (for the sake of our example, let's use seven buttons). Divide the buttons into two sets. Place four buttons in one set and three buttons in another. Point to each set and say "There are four buttons in this set and three buttons in this set. Together, that makes seven." Next, ask the children if they can show another way to make seven. Children may divide the two sets into one plus six, two plus five, or three plus two plus two. They might suggest trying another number and repeating the challenge. You may want to encourage children to give you problems to solve in order to extend this activity a bit longer. Say something like "You've been solving all of the math problems I've been giving you. Now, it's your turn to give me a problem to solve." You may need to give an example.

Health: Develop a good hand washing habit to keep germs away

Materials: Glitter, 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. Discuss 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 <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 criteria 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