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ABSTRACT

The purpose of this teaching guide is to orient preschool teachers to the unique needs and abilities of the four-year-old child and to offer a suggested program of pre-kindergarten activities. Specific capabilities characteristic of the four-year-old are listed, followed by the scope of the preschool program in the areas of cognitive development, language development, personal and social development, creative thinking, and motor skills. A daily schedule and suggestions for room arrangement are also presented. Specific activities are grouped under the headings: (1) living together--block center, water play, sand play, woodworking center, housekeeping center; (2) enjoying foods--peeling vegetables, applesauce, party food, popping corn, ice cream, oranges or lemons, peas, whipping cream, concentrated foods, flour tortillas; (3) art activities; (4) recreation--walking, crawling, jumping, climbing and running, wheel toys, digging and gardening, whole body movements, parts of body movements, eye motor coordination, auditory visual matching; (5) new experiences--bathing the baby, playing store, doll's birthday party, beauty shop, playing doctor and nurse, playing school, sewing, shaving, going places, train games; (6) interesting discoveries--self-awareness, animals, plants, air, sound; (7) now and then--Halloween, Thanksgiving, Christmas, Easter; (8) guiding the teacher--classroom organization, parent meetings, additional enrichment, supplementary materials, bibliography. Instructions are given in both Spanish and English for most activities. (KM)

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THE YOUNG CHILD

LEARNS

A GUIDE FOR FOUR-YEAR

CORPUS CHRISTI PUBLIC SCHOOLS

Corpus Christi, Texas

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Division of Instruction  
July, 1971

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Level II

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Corpus Christi, Texas

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**CORPUS CHRISTI PUBLIC SCHOOLS**

**Corpus Christi, Texas**

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### PHILOSOPHY OF THE CORPUS CHRISTI PUBLIC SCHOOLS

The schools are committed to helping all boys and girls develop the competencies required for active participation in the American way of life. This premise is the foundation for the tenets of the philosophy of the Corpus Christi Public Schools:

- We believe the schools exist primarily for the benefit of boys and girls of the community they serve. Therefore, the schools should provide an educational program to meet the individual needs of every student.
- We believe the curriculum should provide broad subject matter areas and educational programs within which the principal, the teacher, and the student have latitude and discretion.
- We believe an organized program of teaching and learning is essential for pupils to learn directly from valuable experiences and to develop a sense of belonging through opportunities provided in the total process.
- We believe pupils should learn that certain duties and responsibilities go with the privileges they enjoy in our democratic community, state, and nation.

## OBJECTIVES OF THE CORPUS CHRISTI PUBLIC SCHOOLS

The schools are dedicated to giving every child the best education possible as preparation for living in a democratic society. Therefore, they seek

- . To develop in every child a love of and appreciation for the rights, the privileges, and the responsibilities guaranteed by our form of government
- . To provide opportunities for the individual to develop aptitudes and abilities as well as to acquire skills and knowledge necessary to meet the demands of a constantly changing society
- . To provide a program of learning that encourages the child to develop to the limits of his capacity, with the program having opportunity for the child
  - To obtain an education suitable to his personal abilities, interests, and needs
  - To develop mentally, morally, emotionally, socially, and physically so as to be better able to cope with life's problems
  - To acquire cultural and aesthetic understandings and gain appreciation for the fine arts
  - To learn the meaning of good citizenship and democracy through participation and interest in community and world affairs
  - To develop an appreciation for our American heritage and democratic way of life

TEACHING GUIDE

EXECUTIVE

Dr. Wallace E. Davis, Jr. . . . .  
H. Gene Bryant . . . . .  
A. N. Vallado . . . . .

PRODUCTION

Melba Kerns, Early  
B. Jo Kearns  
Anne I. Skipper  
Estela Garcia  
Fay P. Holmes

**TEACHING GUIDE COMMITTEE**

**EXECUTIVE**

- ..... Assistant Superintendent for Instruction
- ..... Director for Elementary Education
- ..... Assistant Director for Special Programs

**PRODUCTION**

- Melba Kerns, Early Childhood Specialist
- B. Jo Kearns
- Anne I. Skipper
- Estela Garcia
- Fay P. Holmes

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### Philosophy

The Early Childhood program recognizes that each child has the inherent right to develop to his fullest potential: physically, socially, emotionally and intellectually. While each child may differ in rate of growth and personal characteristics, all children have the same essential needs for love, security, and physical well being.

Early childhood is the stage of growth when vital attitudes and commitments are established. Trust, acceptance of authority, concern for others, and belief in self, develop from experiences and relationships the child encounters. It is from this foundation that formal learnings grow.

The teacher, therefore, establishes an atmosphere of warmth and love so necessary for children. The acceptive attitude of the teacher reflects itself not only in pupil-teacher interpersonal relations but also in the classroom environment. This is enhanced through the selection and arrangement of materials, complying with the interest and developmental level of each pupil, and through stimulating activities which promote language and cognitive development.

The early childhood program demands parental involvement through which the young child receives endorsement, reinforcement of academic achievement, and motivation for continued accomplishments.

## INTRODUCTION

Preschool classes are composed of children from the ages of 3 to 5. Classroom equipment and furnishings are selected and arranged especially for the group. The teachers provide an atmosphere that is warm and welcoming.

Since beginning preschool is a new experience, this may present difficulties such as leaving mother, adjusting to other adults, and being in a new group. This calls for patience and understanding on the part of both the child and the teacher.

The teacher realizes that most of the children are exuberant and explore the entire world. They are over-active, restless, and their attention span is short. They have difficulty in making decisions, often changing their mind so fast it is difficult to keep up with them.

Some of the children, however, may be withdrawn, displaying little interest and showing no enthusiasm for learning or participating in group activities.

Modified behavioral techniques for these youngsters do not insure their participation from group activities for indefinite periods. The teacher must give special care for the specific needs of each individual through comprehensive socializing processes.

Arrangement of classroom equipment and materials to establish a conducive environment is of major importance in preventing disruptive incidents. "Classroom Organization," will serve as a guide for establishing centers and materials.

The various materials included in each section of the preschool curriculum provide the opportunity of selecting experiences uniquely appropriate to the child's interest at a time when optimum learning may occur. The children's interest, will help the teacher determine the amount of time these activities may carry such interest for the children throughout the school year. This guide is intended as a flexible tool to be used by the teacher and the children to share delightful learning experiences.

## INTRODUCTION

composed of children from the ages of four to five years old. The class-  
room furnishings are selected and arranged especially for the needs of this age  
to provide an atmosphere that is warm and welcoming for each child.

For a child, school is a new experience, this may present difficulties for some children  
in adjusting to other adults, and being with children they do not know.  
Support and understanding on the part of both teacher and parent.

That most of the children are exuberant and eager to reach out and investi-  
gate. They are over-active, restless, and easily fatigued. Their attention  
is hard to hold. They have difficulty in making decisions, often changing directions in activities  
and are hard to keep up with them.

Some children, however, may be withdrawn, displaying little or no curiosity and evidence  
of learning or participating in group activities.

Techniques for these youngsters do not imply corporal punishment or banish-  
ment for indefinite periods. The Preschool Program should be planned to  
meet the needs of each individual through comprehensive and carefully developed

Use of equipment and materials to establish a "conducive to learning" environ-  
ment in preventing disruptive incidents. The section, entitled "Classroom  
Environment" serve as a guide for establishing centers for the classroom environment.

Included in each section of the preschool guide provide the teacher with  
selecting experiences uniquely appropriate for her class and of presenting  
a maximum learning may occur. The children, through their expression of  
interest, the teacher determine the amount of time for each experience. Some of  
the interest that carry such interest for the children that they will be repeated during  
the guide is intended as a flexible tool to permit creativity and freedom  
for the children to share delightful learning experiences.

## CAPABILITIES CHARACTERISTIC OF THE

The child will be able to

- . feed and dress himself
- . wash himself
- . attend to toilet needs
- . participate in wood-working skills such as painting, sandpapering and pounding nails
- . use scissors with blunt points
- . pound and roll clay
- . use large crayons
- . engage in singing games
- . make a running broad jump and a standing broad jump
- . begin to skip
- . balance himself on one foot for several seconds
- . perform well on the walking board
- . throw a ball with a strong overhand throw

The child will be able to

- . construct puzzle containing 4 pieces
- . make design with color cubes
- . throw bean bags into a basket
- . string beads
- . play with balls about 12 inches
- . button and unbutton clothing
- . lace his shoes with ease
- . find pleasure in feats of fire
- . draw in more detail than when age
- . combine a vertical and horizontal into a cross

**Tips for Teachers:**

All children grow and develop in the same general pattern; however, there are great differences in the same order since growth proceeds from the head downward. The first stage is the development of the muscles of the head and neck, progressing to the sequence of sitting, crawling, and standing, and finally to fine motor skills.

THE YOUNG CHILD -- LEARNS  
A Guide for Four-Year-Olds

ABILITIES CHARACTERISTIC OF THE FOUR - YEAR - OLD

The child will be able to

- construct puzzle containing five to eight pieces
- make design with color cubes
- throw bean bags into a basket or box
- string beads
- play with balls about 12 inches in diameter
- button and unbutton clothing
- lace his shoes with ease
- find pleasure in feats of fine coordination
- draw in more detail than when 3 years of age
- combine a vertical and horizontal stroke into a cross

The child will be able to

- conduct routine habits automatically
- expand interests through community excursions
- enjoy imitating adult activities such as housekeeping and cooking duties
- participate in gardening activities
- spend five to ten minutes on an interest activity
- exhibit social graces such as "please" and "thank you"
- work with one group for a limited time and then explore a new group
- exhibit initial signs of empathy for his peers
- show signs of cooperative endeavor
- exhibit some characteristics of sex-role identification
- put his toys away if he is supervised
- play in a group of two or three children

diff pattern; however, there are great differences in their progress. We can expect that children will tag the head downward. The first stage, sitting and locomotion, consists in gaining control of the stance of sitting, crawling, and standing. Thus the muscular development progresses from large

THE YOUNG CHILD -- LEARNS  
A Guide for Four-Year-Olds

Creative Ventures

The child will be able to

- . build for the fun of building
- . paint for enjoyment
- . dramatize with playthings
- . experiment with nature objects and use them in dramatic play
- . help in holiday activities and simple making of gifts with adult supervision
- engage in water play
- respond to rhythm
- begin to increase representation and imagination in use of clay

The child will be a

- . enjoy stories wh
- . enlarge his expe
- . use language to
- . make generalizat
- . count by rote to
- . question in "why

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Tips for Teachers:

Four years is an age of going out of bounds. This kind of behavior is observed in all fields: physical, social, and intellectual. Special needs: support and love, consistency and patience from adults, supportive help without undue

Concept Development

ramatic play  
gifts with adult  
  
in use of clay

The child will be able to

- . enjoy stories which reflect everyday life
- . enlarge his experience and vocabulary through stories
- . use language to communicate
- . make generalizations and organize previous experiences
- . count by rote to four or more
- . question in "why" and "how" manner

of behavior is observed in all fields: physical, language and social. The four year old child has  
ce from adults, supportive help without undue pressure, and the companionship of other children.

## SCOPE

## COGNITIVE DEVELOPMENT

## LANGUAGE

Discover and develop through personal involvement some of the following scientific concepts

Converse

- people need care and love
- living things need food, water, and sun
- some animals make good pets
- animals and people take care of their young
- plants grow and change
- animals and people change their habits and appearance with the seasons
- wind is moving air
- some things float
- people travel about in many ways
- people celebrate holidays

Say his

Develop

Provide opportunities for the child to learn through smelling, touching, tasting, seeing, and hearing

Provide opportunities for child to develop mathematical concepts through

- rote counting
- object counting
- one-to-one correspondence
- size, shape
- vocabulary development

Provide opportunities for child to develop perceptual concepts;

- directionality
- laterality
- position (up, down, in, behind, over, under)

Develop ability to identify, classify, and categorize objects

Provide opportunities for child to become acquainted with books

AGE	LANGUAGE DEVELOPMENT
<p>           rse ivement some of the following            is            pp in            young            s and appearance with the              n through smelling, touch-              mathematical concepts through              perceptual concepts;              er, under)            categorize objects            acquainted with books         </p>	<p>           Converse in dominant language              Say his own name and those of his classmates and teacher              Develop communicative abilities           <ul style="list-style-type: none"> <li>. to use descriptive words</li> <li>. to respond appropriately to questions</li> <li>. to role play, dramatize, and participate in story telling</li> <li>. to speak in increasingly longer sentences</li> <li>. to use a variety of sentence patterns</li> </ul> </p>

**PERSONAL AND SOCIAL DEVELOPMENT**

Provide varied experiences for personal identification and a knowledge of environmental surroundings

See and observe the way people live to develop an understanding of people's needs

Develop a satisfying self image through

- . enhancement of personal worth
- . helpfulness to others
- . a feeling of achievement

Learn socially acceptable patterns of behavior by

- . getting along with others
- . taking turns, sharing
- . listening without interrupting
- . practicing courtesy

Develop a positive readiness for learning through

- . encouragement of curiosity
- . exploration of interests
- . achievement of satisfaction from efforts

Develop health and safety habits

**CREATIVE THINKING**

Provide the opportunity to share thoughts and ideas

Develop ability to enjoy and appreciate poems, music, and art

Develop ability to express ideas in writing

Develop ability to appreciate and understand holidays and holiday symbols

Provide opportunity to use music for self-expression

**CREATIVE THINKING**

Provide the opportunity to share thoughts and ideas

Develop ability to enjoy and appreciate stories, poems, music, and art

Develop ability to express ideas in art media

Develop ability to appreciate and understand holidays and holiday symbols

Provide opportunity to use music for self-expression

**MOTOR SKILLS**

The child will be provided experiences for development and coordination in such skills as

- . standing and running broad jump
- . bouncing, catching, throwing a ball
- . balancing on one foot
- . balancing on walking board
- . climbing steps, climbing on jungle gym
- . jumping from 12" height
- . pushing and pulling wheel toys
- . skipping
- . running
- . building with blocks
- . hammering
- . pounding and rolling clay
- . feeding himself
- . hanging his clothes on hanger
- . buttoning
- . zipping
- . lacing shoes
- . cutting and pasting
- . manipulation of pegs
- . manipulation of puzzles

HALF DAY DAILY SCHEDULE

<b>Arrival to 8:30</b>	<b>Self-selected Activities</b>
<b>8:30 - 8:45</b>	<b>Sharing and Planning Language Development</b>
<b>8:45 - 9:00</b>	<b>Snack Time, Wash Hands (Toileting)</b>
<b>9:00 - 9:30</b>	<b>Creative Development Art, Music, Poetry, Dramatizations</b>
<b>9:30 - 9:45</b>	<b>Outdoor Experiences</b>
<b>9:45 - 10:00</b>	<b>Rest</b>
<b>10:00 - 11:00</b>	<b>Work - Play</b>
<b>11:00 - 11:15</b>	<b>Listening Activities Story Telling, Records</b>
<b>11:15 - 11:30</b>	<b>Evaluation and Clean-up</b>
<b>11:30 - 12:00</b>	<b>Lunch for Morning Session</b>

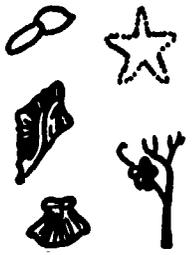
HALF DAY DAILY SCHEDULE

12:00 - 12:30	Lunch for Afternoon Session
12:30 - 12:45	Sharing and Planning Language Development
12:45 - 1:15	Creative Development Art, Music, Dramatizations
1:15 - 1:30	Outdoor Experiences
1:30 - 1:45	Rest
1:45 - 2:00	Snack Time
2:00 - 3:00	Work - Play
3:00 - 3:15	Listening Activities Story Telling, Records
3:15 - 3:30	Evaluation and Clean-Up Time

**WOODWORKING  
CENTER**

**Shelves**

**BLOCK CENTER**



**SCIENCE  
CENTER**

**WALL STORAGE**

**SAND & WATER  
PLAY**

**ART CENTER**

**FAMILY LIFE CENTER**

**Tables**

**Table**

**Toilet Area**

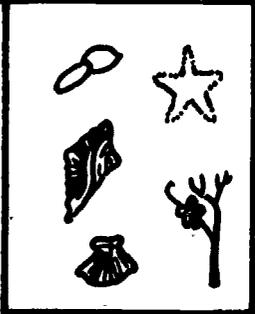
**Easel**

**Shelves**

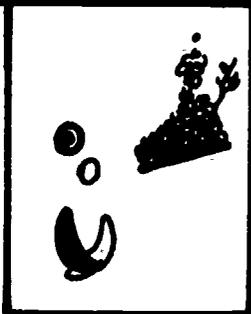
**Toy Kitchen**

**Cabinet**

**sink**



SCIENCE CENTER



SURPRISE CENTER

Shelves

CUBBIES

AREA RUG  
MUSIC CENTER

Piano

Record Player

CE CENTER

FAMILY LIFE CENTER

LIBRARY CENTER

MANIPULATIVE CENTER

sink

Shelves

Toy Kitchen

Table

Shelves

Shelves

Shelves



# L

is for Living t

Block Center -----

Water Play -----

Sand Play -----

Woodworking Center

Housekeeping Center

# L

## for Living together

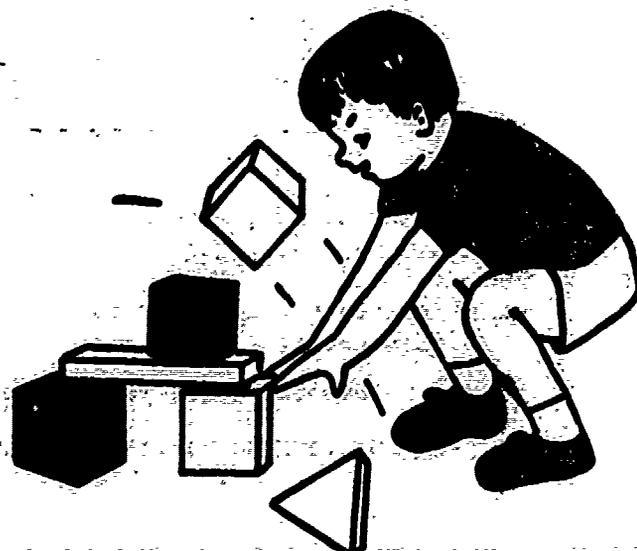
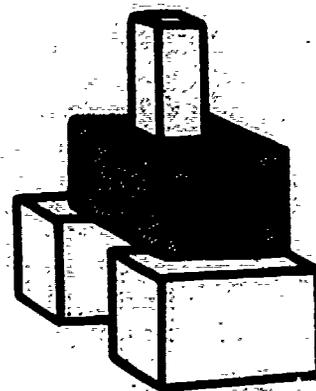
Block Center ----- 12

Block Play ----- 14

Block Play ----- 16

Blockworking Center ----- 18

Blockkeeping Center ----- 20



**EMPHASIS FOR LEARNING**      **BLOCK CENTER**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to:</p> <ul style="list-style-type: none"> <li>• manipulate blocks in a constructive manner</li> <li>• use family figures in block play</li> <li>• play with blocks and wheel toys in a related activity</li> <li>• classify animals by placement</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• blocks arranged by size on low shelves in easy reach of children</li> <li>• family figures</li> <li>• wheel toys</li> <li>• toy animals</li> </ul>

**Tips for Teachers:**

Introduce the center to no more than six children at a time. Other children play in volunteers.

As play progresses provide additional motivating materials as need is evidenced.

DO NOT confuse pupils by adding too many supplementary materials at any one time.

**MATERIALS**

anged by size on low shelves in easy reach

res

**ACTIVITIES**

The child will:

- remove blocks one by one from the shelf
- play with blocks on individual developmental level
- replace block in accordance to teacher's direction
- build a house for the family figures
- build roads, garages, service stations, fire stations, and towns
- use animals or objects in a zoo, pet store, or farm

ldren at a time. Other children play in different centers under the supervision of aide and

ting materials as need is evidenced.

plementary materials at any one time.

---

LANGUAGE DEVELOPMENT

---

This is a block.  
big block  
little  
long  
short

Este es grande. (large)  
(grahn'-deh)

chico (small)  
(chee'-koh)

largo (long)  
(lahr'-geh)

These are blocks  
Get the long blocks

corto (short)  
(kohr'-toh)

Give me  
Put another  
Put the block on the shelf

pesado (heavy)  
(peh-sah'-dah)

liviano (light)  
(lee-vee'-ah'-neh)

Let's try  
How about making  
The

cuadrado (square)  
(koo'-ah'-drah'-dah)

redondo (round)  
(reh-doh'-dah)

---

Encourage children to describe the blocks through sight and touch.

Additional enrichment: Song: Big-Small  
Finger play - Counting  
Los Bloques

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>Este es grande. (large) (grahn'-deh)</p> <p>chico (small) (chee'-koh)</p> <p>largo (long) (lahr'-gch)</p> <p>corto (short) (kohr'-tch)</p> <p>pesado (heavy) (peh-sah'-dah)</p> <p>liviano (light) (lee'-vae'-ah'-noh)</p> <p>cuadrado (square) (koo'-ah'-drah'-dah)</p> <p>redondo (round) (reh-doh'-dah)</p>	<p>Block play will</p> <ul style="list-style-type: none"> <li>• develop large and small muscular coordination</li> <li>• release emotion</li> <li>• develop creative expression</li> <li>• develop science concept relative to size, shape, gravity, weight, and number</li> </ul>	<p>At school, the parent will:</p> <ul style="list-style-type: none"> <li>• supervise block play following pattern set by the teacher</li> <li>• enforce language concepts</li> </ul> <p>At home, the parent will:</p> <ul style="list-style-type: none"> <li>• make supplementary materials using boxes or scraps of lumber</li> <li>• reinforce language development</li> </ul>

through sight and touch.

ting  
Bloques

**EMPHASIS FOR LEARNING      WATER PLAY**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to:</p> <ul style="list-style-type: none"> <li>• conduct play activity to discover magnetic properties</li> <li>• count the fish</li> <li>• conduct play activity to discover that some things float and some sink</li> <li>• identify primary colors</li> <li>• conduct play activity to discover that quantity and size are related</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• plastic wading pool and wading shoes</li> <li>• fishing poles with magnets with paper clip attached</li> <li>• toy boats of various size and color</li> <li>• small figures and objects to use as cargo</li> <li>• pitcher, measuring cups, funnel</li> <li>• water wheel</li> </ul>

**Tips for Teachers:**

Limit water center to three children at a time.

Demonstrate use of the equipment stressing need for care in use.

Adult must supervise clean up and storage of toys.

**MATERIALS**

**ACTIVITIES**

wa  
ic wading pool and water  
ts  
ng poles with magnets, fish made of tin or plastic  
paper clip attached

boats of various size and color  
figures and objects representing passengers and

er, measuring cups, funnel  
wheel

The child will:

- . use play equipment to dramatize fishing
  
- . catch and count the fish
  
- . play with boats in the water - pushing, pulling, loading, and unloading
  
- . sing songs: "Sailing"
  
- . use the material for filling and emptying receptacles

a time.  
ing need for care in handling containers to avoid spills.  
ge of toys.

---

LANGUAGE DEVELOPMENT

---

This boat is red.  
yellow  
blue

El barco camina rápido.  
(bahr'ko)(kah-mee'nah)(rah-peo)

The red boat is big.  
yellow little  
blue

despacio  
(dehz-pa)

El barco es rojo. (red)  
(roh'-ho)

I put one toy on my boat.  
two  
three

amarillo. (yellow)  
(ah-mah-ree'-yo)

My boat won the race.

azul. (blue)  
(ah-scel')

I beat you.

Éste es un barco.  
(bahr'koh)

This is my boat.  
your  
his  
her

Estos son dos barcos.  
(dchz)  
tres  
(trehz)

---

Additional enrichment: Boat Songs  
Sailing  
The Sea  
El Patito

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>El barco camina rápido. (fast) (bahr'ko)(rah-mee'-nah)(rah-pee'-do)</p> <p>despacio (slowly) (dehz-pah'-see-oh)</p> <p>El barco es rojo. (red) (roh'-ho)</p> <p>amarillo. (yellow) (ah-mah-ree'-yo)</p> <p>azul. (blue) (ah-scul')</p> <p>Este es un barco. (bahr'-koh)</p> <p>Estos son dos barcos. (dohz) tres (trehz)</p>	<p>The child will:</p> <ul style="list-style-type: none"> <li>• develop muscular coordination</li> <li>• develop eye-hand coordination</li> <li>• obtain emotional release</li> <li>• solve problems such as determining <ul style="list-style-type: none"> <li>- which object will float</li> <li>- which containers hold most or least</li> </ul> </li> </ul>	<p>At school the parent will:</p> <ul style="list-style-type: none"> <li>• supervise and stimulate play through related conversation</li> <li>• supervise clean up activities</li> </ul> <p>At home the parent can provide:</p> <ul style="list-style-type: none"> <li>• for child's participation in <ul style="list-style-type: none"> <li>- watering grass</li> <li>- playing with other children in wading pool</li> <li>- visiting such places as <ul style="list-style-type: none"> <li>-- tropical fish shop</li> <li>-- yacht basin</li> <li>-- lake</li> <li>-- Padre Island</li> </ul> </li> </ul> </li> <li>• for discussion of child's play activities</li> <li>• answers for child's questions</li> </ul>

**EMPHASIS FOR LEARNING      SAND PLAY**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"><li>• experiment with sand and measuring equipment</li><li>• mold the likeness of an object by using damp sand</li><li>• construct the setting for other objects in sand play</li></ul>	<p>Supply:</p> <ul style="list-style-type: none"><li>• sand table, dry sand, sifter, sand mills, measuring receptacles</li><li>• damp sand with small molds, paper cups, and other accessories</li><li>• farm or zoo animals, fence sections, boxes for animals</li><li>• small cars and trucks, cardboard milk cartons</li></ul>

**Tips for Teachers:**

Demonstrate use of equipment stressing need for care in handling to avoid spillage.  
Children should be allowed to work with minimum supervision.  
Adult should supervise cleaning and returning toys to place.

**MATERIALS**

sand, sifter, sand mills, measuring

small molds, paper cups, and small

rails, fence sections, boxes for cages  
trucks, cardboard milk carton houses

**ACTIVITIES**

The child will

- measure sand, pour, fill and empty containers
- mold wet sand, using variety of molds and decorating with small accessories
- plan and construct town by making streets, city blocks, railroads, and parks

are in handline to avoid spills.

---

LANGUAGE DEVELOPMENT

---

What is this?

La arena está seca. (dry)  
(ahr-eh-nah) (seh-ka) húmeda (mois  
(ōō-meh-dah)

What is he doing?

mojada (wet)  
(meh-ha-dah)

Can you make a fence?

road  
house  
cake

El cubo (pail) está lleno. (full)  
(kōō-boh) (yeh-noh)  
vacío (empty)  
(vah-sē-yo)

Put the cows together

horses  
pigs

Llena (fill) el cubo.  
(yeh-nah) (kōō-boh)

How many cows are here?

horses  
pigs

Vacia (empty)  
(vah-sē-yah)

P H E N T	VALUES DERIVED	PARENT'S TASKS
<p>arena está seca. (dry)            (hreh-nah) (seh-ka) húmeda (moist)            (o-meh-dah)            mojada (wet)            (neh-ha-dah)</p> <p>cubo (pail) está lleno. (full)            (kō-boh) (yeh-noh)            vacío (empty)            (ah-sē-yo)</p> <p>na (fill) el cubo.            -nah) (kō-boh)</p> <p>ia (empty)            -sē-yah)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• develop small muscle coordination</li> <li>• develop eye-hand coordination</li> <li>• extend learning through use of different manipulative materials</li> <li>• extend communicative skills</li> <li>• show social emotional growth through cooperative activities with peers</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>• supervise play period and use question method to stimulate play</li> </ul> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>• provide opportunities for sand play through               <ul style="list-style-type: none"> <li>- visit to Padre Island</li> <li>- make castles and/or other projects in sand</li> <li>- describe feeling of sand; as damp, hot, gritty</li> </ul> </li> </ul>

## EMPHASIS FOR LEARNING

## WOODWORKING

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• manipulate equipment in the woodwork center</li> <li>• produce original constructions</li> <li>• participate in cooperative ventures</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• scraps of soft pine lumber in various widths</li> <li>• saw, hammer, vise</li> <li>• nails of various sizes</li> <li>• work bench</li> <li>• brush and dust pan</li> </ul>

**Tips for Teachers:**

Children need very little urging to try woodwork. First attempts are large construction.

Careful supervision is imperative. Limit the number participating.

WOODWORKING

**MATERIALS**

Planks:  
Planks of soft pine lumber in various lengths and widths  
Saw, hammer, vise  
Nails of various sizes  
Work bench  
Brush and dust pan

**ACTIVITIES**

- The child will
- use tools in a safe and proper way
  - use his own ingenuity to build
  - cooperate with other children on large construction projects

try woodwork. First attempts are largely manipulative - driving nails or sawing with no attempt at

Limit the number participating.

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## LANGUAGE DEVELOPMENT

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Language development will be in either English or Spanish and will not be structured by the teacher as the children talk freely as they play.

Use pieces of wood to develop the following concepts.

El pedazo grande (big piece) está sobre (on top of) el pedazo chico. (small piece)  
(peh-dah-seh)(grahn-deh) (sob'reh) (chee-ko)

debajo de (under)  
(deh-dah-he)

al lado de (beside)  
(lah-doh)

lejos de (far from)  
(leh-hez)

más cerca de (closer to)  
(sehr-kah)

---

Use questioning method to encourage children to become aware of the senses of sight.

Additional enrichment: songs; "Johnny Works"  
"Sawing"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>English or Spanish and will not be structured by as they play.</p> <p>wing concepts.</p> <p>sobre (on top of) el pedazo chico. (small piece) (sob' reh) (chee-ko)</p> <p>debajo de (under) (dañ' he)</p> <p>al lado de (beside) (lah' deh)</p> <p>lejos de (far from) (eh' hezi)</p> <p>mas cerca de (closer to) (sehr' kah)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• develop muscular coordination</li> <li>• develop a sense of design and form</li> <li>• observe size and shape</li> <li>• take turns</li> <li>• cooperate</li> <li>• begin to develop an attitude of self esteem</li> <li>• release emotion through physical activity</li> </ul>	<p>At school the parents will</p> <p>supervise the center and maintain safety rules</p> <p>At home the parents will</p> <ul style="list-style-type: none"> <li>• make scrap wood and tools available to the child for home play</li> <li>• discuss and praise projects</li> </ul>

Children to become aware of the senses of sight, hearing, and touch while working.

Works"

**EMPHASIS FOR LEARNING** HOUSEKEEPING CENTER

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to:</p> <ul style="list-style-type: none"> <li>• dramatize the role of adults</li>   <li>• organize materials as appropriate for specific areas in the center</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• kitchen, bedroom, and other material</li> <li>• class organization section of the g</li> <li>• additional equipment, as "dress up" a setting for adult roles</li> </ul>

**Tips for Teachers:**

The teacher interacts with children in the center

Both boys and girls should have an opportunity to play in the houseke  
interact with other children.

CENTER

**MATERIALS**

en, bedroom, and other materials listed in the organization section of the guide  
l equipment, as "dress up" clothes, to provide  
ing for adult roles

**ACTIVITIES**

The child will

- play in the center with materials that have been provided
- participate in role-play as
  - mother taking care of the baby, going to the store, preparing food, entertaining company, and cleaning house
  - father eating prepared meals, going shopping, caring for the babies, and going to work
- place kitchen equipment in the kitchen and bedroom equipment in the bedroom

the center

rtunity to play in the housekeeping center. Some children may need encouragement to play and

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L A N G U A G E   D E V E L O P M E N T

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Language development is incidental and is through unstructured conversation as the child plays various roles in the housekeeping center. The teacher introduces words and phrases in English as the opportunity arises but this is not the time for structured drill.

Dame (Give me) un vaso (glass) de leche.  
(Dah'-neh) (vah'-soh) (leh'-che)

Toma (take)  
(Toh'-mah)

Saca (take out) una cucharilla (spoon) del cajón. (drawer)  
(Sah'-kah) (koo' cha-ree'-ya) (Kah'-hon)

Pon (put) en el (in)  
(Poh'n)

El platillo (saucer) está en (on) la mesa.  
(plah'-tee'-yo) (neh'-sah)

sobre (on)  
(Soh'-breh)

debajo de (under) la taza. (cup)  
(deh'-bah'-ho) (tah'-sah)

dentro del (inside) cajón.  
(dehn'-troh) (Kah'-hon)

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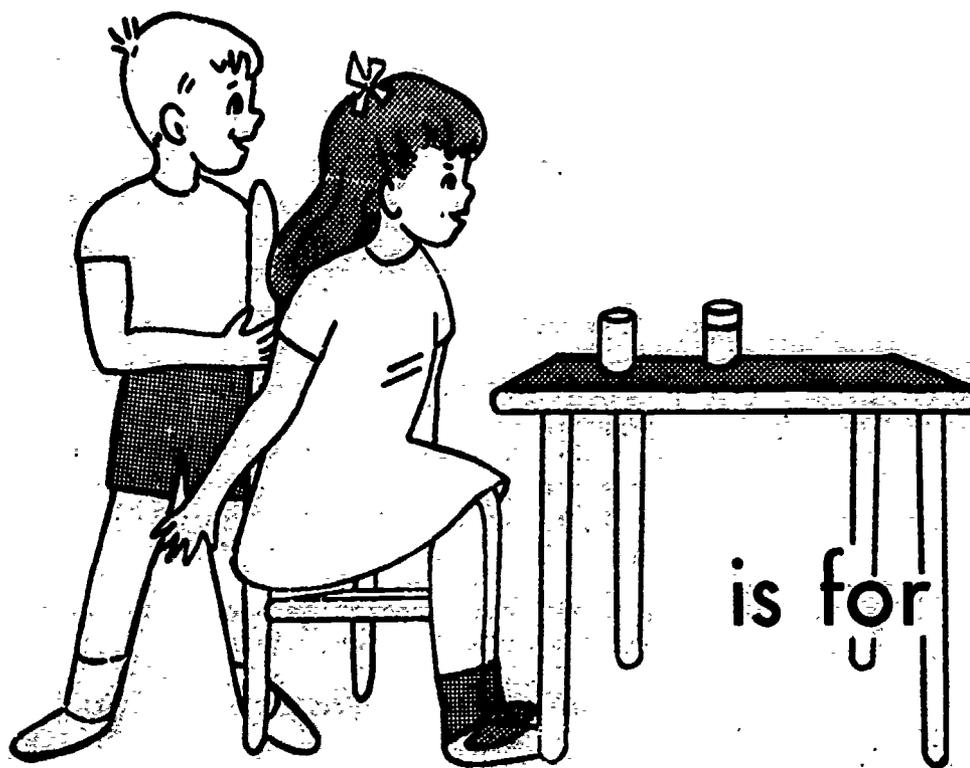
Encourage children to incorporate color words into language usage.

Additional enrichment: Songs: "Señora Santa Ana"      Fingerplay - "Los Maderos"  
"Little Housekeeper"  
"Shaving"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>s through unstructured conversation as the child The teacher introduces words and phrases in is is not the time for structured drill in English.</p> <p>eche. (el-che)</p> <p>on) del cajón. (drawer) (Kah-hon)</p> <p>en el (in)</p> <p>a mesa . (neis-sil)</p> <p>on) (h)</p> <p>de (under) la taza. (cup) (to) (tah-sak)</p> <p>del (inside) cajón. (h) (Kah-hon)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• communicate feelings and/or emotions through interaction with peers</li> <li>• experience emotional release through dramatic play</li> <li>• develop concepts related to daily living</li> </ul>	<p>At school the parents will</p> <ul style="list-style-type: none"> <li>• help child to dress in costume, be guest at tea party, supervise clean up</li> <li>• gather clothing for dress up. Make doll clothes, and launder clothing and linens</li> </ul> <p>At home the parents will</p> <ul style="list-style-type: none"> <li>• reinforce social customs and verbalizations as: <ul style="list-style-type: none"> <li>- thank you</li> <li>- may I</li> <li>- would you like</li> <li>- please</li> </ul> </li> </ul>

words into language usage.

anta Ana" Fingerplay - "Los Maderos"  
sekeeper"



# E

is for **Enjoying**

**Peeling Vegetables**----- 24

**Applesauce**----- 26

**Party Food**----- 28

**Popping Corn**----- 30

**Ice Cream**----- 32

# E



## or Enjoying Foods

24	Oranges or Lemons	34
26	Peas	36
28	Whipping Cream	38
30	Concentrated Foods	40
32	Flour Tortillas	42

**EMPHASIS FOR LEARNING      FOOD PREPARATION - PEELING VEGETABLES**

<b>BEHAVICRAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• name and describe the vegetables</li> <li>• prepare raw vegetables for consumption</li> <li>• analyze the taste of carrots and cucumbers</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• sufficient carrots and cucumbers for each child to experience the scraping or peeling of the vegetables</li> <li>• vegetable peelers</li> <li>• ice water to keep vegetable sticks and/or peels fresh</li> </ul>

**Tips for Teachers:**

Let children wash the vegetables in making preparations. Demonstrate to children the correct way to peel in a motion away from the body. After the peeling has been completed, the children may taste the vegetable sample. The children may salt and pepper their portions if they desire.

- PEELING VEGETABLES

MATERIALS

1 carrot and cucumber for each child to  
do the scraping or peeling of the vegetable

peelers  
to keep vegetable sticks and/or slices crisp

ACTIVITIES

The child will

- identify carrots and cucumbers by their proper name
- describe the color and shape of carrots and cucumbers
- describe the texture of carrots and cucumbers
- use a vegetable peeler to peel the cucumbers and scrape the carrots
- salt and pepper his portion if desired before eating

preparations. Demonstrate to children that the scraping or peeling is done with the instrument. When peeling has been completed, the teacher can prepare carrot sticks and slices for children to eat their portions if they desire.

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LANGUAGE DEVELOPMENT

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The teacher uses conversational language adaptive for the situation.

The cucumber is green.  
good  
long  
short  
a vegetable

El pepino es verde. (green)  
(peh-pee-noh) (vehr-deh)  
bueno (good)  
(tooh-eh-noh)  
largo (long)  
(lahr-geh)

We will wash the cucumber.  
peel  
eat  
slice

un vegetal (vegetable)  
(neh-eh-tal')

The carrot is long.  
has green leaves  
is good  
is a vegetable

La zanahoria (carrot) es anaranjada. (orange)  
(Sah-nah-ree-ah) (eh-an-rah-nah-jah)  
larga (long)  
(lahr-geh)  
buena (good)  
(booh-eh-nah)  
un vegetal (vegetable)  
(neh-eh-tal')

We will wash the carrot.  
peel  
eat  
slice

LANGUAGE DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>language adaptive for the situation.</p> <p>El pepino es verde. (green)          (peh-pee'-no-n) (vehr'-leh)              bueno (good)              (too'-eh-neh)              largo (long)              (lahr-geh)              un vegetal (vegetable)              (un-veh-tal')</p> <p>La zanahoria (carrot) es anaranjada. (orange)          (lah-zan-ah-oh-rya) (ah-nar-ah-nah-jah)              larga (long)              (lahr-geh)              buena (good)              (boo-eh-nah)              un vegetal (vegetable)              (un-veh-tal')</p>	<p>The child will</p> <p>understand that some vegetables are good to eat raw</p> <p>taste raw vegetables they have not eaten before</p>	<p>At school the parents will</p> <ul style="list-style-type: none"> <li>• assist the children in preparing the vegetables</li> <li>• remind them of proper scraping motion</li> <li>• Check to see that vegetables have been washed after being peeled</li> </ul> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>• serve vegetables in the home that have been introduced at school</li> </ul>

**EMPHASIS FOR LEARNING      FOOD PREPARATION - APPLESAUCE**

<u>BEHAVIORAL OBJECTIVES</u>	<u>MATERIALS</u>
<p>The child will be able to:</p> <ul style="list-style-type: none"> <li>• <b>repeat numerical terms in the counting of apples</b></li> <li>• <b>prepare the applesauce</b></li> <li>• <b>analyze the taste and smell of apples</b></li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• <b>ingredients for applesauce</b> <ul style="list-style-type: none"> <li>- 9 apples</li> <li>- 1 cup sugar</li> <li>- 3/4 cup water</li> <li>- red food coloring</li> <li>- package of "cinnamon red hots"</li> </ul> </li> <li>• <b>paring knife</b></li> <li>• <b>measuring cup</b></li> <li>• <b>long handled spoon</b></li> <li>• <b>sauce pan</b></li> <li>• <b>sieve or colandar (if apples are not</b></li> <li>• <b>hot plate</b></li> </ul>

**Tips for Teachers:**

Combine ingredients in sauce pan and cook over low heat until apples colander to remove skins and seeds. If applesauce is served in small serving, or the applesauce may be served on buttered bread or cracker

**Additional enrichment: Song - "Manzanitas"**

- APPLESAUCE

MATERIALS	ACTIVITIES
<p>Ingredients for applesauce</p> <ul style="list-style-type: none"><li>apples</li><li>sugar</li><li>water</li><li>food coloring</li><li>pinch of "cinnamon red hots"</li></ul> <p>Tools:</p> <ul style="list-style-type: none"><li>knife</li><li>measuring cup</li><li>wooden spoon</li><li>colander (if apples are not peeled)</li></ul>	<p>The child will:</p> <ul style="list-style-type: none"><li>• count the apples</li><li>• wash the apples</li><li>• quarter them under supervision</li><li>• stir fruit as it cooks</li> <li>• serve the applesauce</li><li>• eat the applesauce</li></ul>

Cook over low heat until apples are soft and will mash easily. If apples are just quartered, use applesauce is served in small portions, a few "red hots" may be sprinkled on top of each child's portion on buttered bread or crackers.

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## L A N G U A G E   D E V E L O P M E N T

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The teacher uses a conversational language during preparation and cooking time.

Today we have fruit that is good to eat whether we cook it or eat it raw. Let's  
it will taste if we cook it. First we wash the fruit, then cut it in pieces. Put  
it in the pan with sugar and water. We counted our apples. Now we need to measure  
sugar and water to put in the pan.

Umm-the apples smell so good when they are cooking.

La manzana (apple) es roja. (red)  
(mah-nah-sah'-nah) (roh-hah)  
redonda (round)  
(reh-dohn-dah)  
dulce (sweet)  
(dool'-seh)  
una fruta (a fruit)  
(fröo-tah)

---

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>during preparation and cooking time.</p> <p>Whether we cook it or eat it raw. Let's see how the fruit, then cut it in pieces. Now we put sliced our apples. Now we need to measure the cooking.</p> <p>fruit)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• see <u>many</u> varieties of apples</li> <li>• use knife to quarter apples (fine motor skill)</li> <li>• taste a food he may not have eaten before</li> <li>• express his like or dislike of the food</li> </ul>	<p>At school the parent will</p> <p><u>carefully</u> supervise child cutting apples.</p> <p>assist child in observing safety precautions while near a hot stove or utensil.</p> <p>At home child may</p> <ul style="list-style-type: none"> <li>• wash fruit for serving</li> <li>• dice fruit for salad</li> <li>• discuss taste of fruit</li> </ul> <p>Commercial applesauce may be served and child reminded how he prepared it at school.</p>

EMPHASIS FOR LEARNING      FOOD PREPARATION - PARTY FOOD

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• decorate cookies or cupcakes</li>   <li>• count and match in a one-to-one concept</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• cookies, prepared in advance</li> <li>• graham crackers</li> <li>• mix for cup cakes</li> <li>• electric oven</li> <li>• ingredients for icing</li> <li>1 stick oleo</li> <li>1 box powdered sugar</li> <li>3 tablespoons milk, lemon juice or hot water</li> <li>1 teaspoon vanilla (if lemon juice is not</li> </ul>

**Tips for Teachers:**

These refreshments could be simple enough to include in the section for a "use a cake decorator to make it "fancy."

One box of cake mix makes 24 or more cupcakes which can be baked in an elec

PARTY FOOD

MATERIALS

prepared in advance  
crackers  
cup cakes  
icing  
sugar  
milk, lemon juice or hot water  
vanilla (if lemon juice is not used)

ACTIVITIES

The child will

- participate in decorating cookies or crackers
- participate in making cup cakes and icing them
  
- serve the cookies or cup cakes to the children

include in the section for a "doll party." Children can spread icing on a graham cracker or which can be baked in an electric oven, or electric skillet or perhaps the school cafeteria.

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LANGUAGE DEVELOPMENT

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The teacher uses conversational language adaptive for this situation.

Let's have a party for the doll's birthday and invite our mothers.  
Christmas

We will want refreshments.

What shall we fix? (Discussion may include what we will eat such as cookies,  
graham crackers, or cupcakes.)

Shall we make punch?

Who will break the eggs?

Let's take turns in stirring.

Let's put the icing on. Everybody can help.

It smells so good.

---

Poem: Come and play, come and play,  
It's a party day.  
Cake we'll eat,  
What a treat,  
It's a party day.

Action Poem: I mix the sugar  
Oh so sweet  
Next the butter  
It's icing for a  
Spread it now--w

Additional Enrichment: "Let's Have a Party."

DEVELOPMENT	VALUES DERIVED	PARENTS TASKS
<p>ative for this situation.</p> <p>y and invite our mothers.</p> <p>de what we will eat such as cookies, cupcakes.)</p> <p>elp.</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>. experience "taking turns"</li> <li>. assume responsibility for <ul style="list-style-type: none"> <li>- making the food</li> <li>- decorating the food</li> <li>- washing the dishes</li> </ul> </li> <li>. assist in serving, acting as host or hostess</li> <li>. realize a one-to-one correspondence in passing napkins, cupcakes, cups of punch</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>. assist in cooking</li> <li>. supervise icing</li> </ul> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>. let child assist in mixing or icing cake</li> <li>. help child count in setting table</li> </ul>

Action Poem: I mix the sugar  
Oh so sweet  
Next the butter comes,  
It's icing for a party treat.  
Spread it now--what fun!

Poem: A mi me gusta cocinar (koh - sēē - nahr')

Cosas buenas y bonitas,  
A mi me gusta cocinar,  
Para fiestasitas.  
(feē - es - teh - sēē' - tahs)

**EMPHASIS FOR LEARNING      FOOD PREPARATION - POPPING CORN**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• assist in preparing popcorn</li> <li>• describe sounds of popcorn popping</li> <li>• analyze the smell and taste of the popcorn</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• electric popper or skillet</li> <li>• one pound of popcorn</li> <li>• cooking oil</li> <li>• salt</li> <li>• paper cups for serving</li> </ul>

**Tips for Teachers:**

See verse "Popping Corn" in Language Development.

Be prepared to pop plenty of corn!

**POPPING CORN**

**MATERIALS**

pan or skillet  
popcorn  
  
or serving

**ACTIVITIES**

The child will

- assist in popping corn
  - measure the corn
  - salt the corn
  - fill the serving cups
  
- repeat verse during popping corn procedures
- listen for the sounds the popcorn makes
  
- smell the aroma of the cooking corn
- eat the popcorn

ent.

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LANGUAGE DEVELOPMENT

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The teacher uses conversational language adaptive for the situation.

The popcorn is a seed.  
We are going to pop it.  
We put the oil in the skillet.  
The oil must get very hot.  
Now we pour the popcorn in and put the lid on tight.  
Listen to the popcorn pop.  
Pop, pop, pop.  
There are no more pops.  
It is ready to eat.

Pongo el aceite vegetal (cooking oil) en el sartén.  
(ah-sch-ee-veh) (veh-heh-tahn) (sahr-ten)  
el esquite (popcorn)  
(eh-skay-tee)  
la tapa (lid)  
(tah-pah)

"Popping corn"  
Pop, pop, pop  
Hear the seeds hit the top.  
Hurry, hurry! Open the pan.  
We'll eat it now  
As fast as we can.

---

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>ive for the situation.</p> <p>on tight.</p> <p>sarten. (sahr-tahn)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• understand that <ul style="list-style-type: none"> <li>- safety precautions are necessary when cooking</li> <li>- corn popper and oil become very hot</li> <li>- some foods change appearance when they are cooked</li> <li>- some seeds may be eaten</li> <li>- salt improves the taste of many foods</li> </ul> </li> <li>• experience a social situation</li> </ul>	<p>At school the parent will</p> <p>assist children's observation of popping process so the children will not be burned.</p> <p>At home the parent will</p> <p>introduce other seeds which may be eaten.</p>

EMPHASIS FOR LEARNING FOOD PREPARATION - ICE CREAM

**BEHAVIORAL OBJECTIVES**

- The child will be able to
- name and combine ingredients needed to make ice cream
  - participate in making ice cream with a hand freezer

**MATERIALS**

Supply:

- ingredients for ice cream recipe
  - 5 eggs
  - 1½ cups sugar
  - 1 can Eagle Brand milk
  - ½ pint whipping cream
  - 1 package Vanilla Junket powder
  - 3 tablespoons vanilla
  - add milk to fill ½ gallon container
- hand operated ice cream freezer, ice, and 1

**Tips for Teachers:**

Cooking activities provide opportunities for discussing and planning, taking measurements, using desirable health habits and developing scientific concepts. Keep staples such as sugar, etc. on hand in tightly covered cans. Utensils kept at school will facilitate the cooking experiences. These can include: 3 bowls, measuring spoons, measuring cups, 3 large mixing spoons, 3 pairing knives, 1 dish pan, 1 roll of foil.

ICE CREAM

MATERIALS	ACTIVITIES
<p>For ice cream recipe</p> <p>Sugar</p> <p>Brand milk</p> <p>Whipping cream</p> <p>Vanilla Junket powder</p> <p>Essence of vanilla</p> <p>Fill 1/2 gallon container</p> <p>Ice cream freezer, ice, and ice cream salt</p>	<p>The child will</p> <ul style="list-style-type: none"><li>• identify and handle the ingredients that will be used</li><li>• combine ingredients in ice cream freezer</li><li>• discuss contrast in consistency of ingredients</li></ul> <ul style="list-style-type: none"><li>• crank the ice cream freezer</li><li>• help serve the ice cream</li></ul>

discussing and planning, taking turns, following directions, learning quantitative and developing scientific concepts.

tightly covered cans.

cooking experiences. These can be kept in sealed plastic bags and should include: mixing large mixing spoons, 3 pairing knives, 2 hand peelers, 1 large saucepan, 2 one gallon jars,

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LANGUAGE DEVELOPMENT

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The children and the teacher talk together during the process of food preparation.

"To make ice cream we need milk.  
sugar  
eggs

"Now put the can inside the ice cream freezer. Now we need the ice and ice cream salt. Now we crank it slowly."

The teacher utilizes the natural settings as she introduces quantitative words corresponding into the situation.

As children serve they say, "Would you like some ice cream?"  
"Yes, please"  
"Thank you"

Me gusta (like) el helado (ice cream)  
(eh-lah-dch)

El helado es frío. (cold)  
(eh-lah-dch: frē-yo)

blanco (white)  
(blahn'koh)

delicioso (delicious)  
(deh-lee-seh-oh'-so)

como el hielo (ice)  
(yeh'-lch)

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Additional enrichment: song - "Lets Have a Party"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>During the process of food preparation.</p> <p>freezer. Now we need the ice and ice cream</p> <p>she introduces quantitative words correctly</p> <p>some ice cream?</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• have a pleasant group experience such as one enjoyed by a large family</li> <li>• have experience in measuring and serving amounts of food</li> <li>• serve small portions of ice cream acting as host and hostess</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>• assist the teacher in making ice cream</li> <li>• help direct the children with the cleaning up responsibilities</li> </ul> <p>At home the parent will</p> <p>encourage using "please" and "thank you"</p>

Party"

**EMPHASIS FOR LEARNING      FOOD PREPARATION - LEMON OR ORANGE**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• prepare fruit juice from fresh fruit</li>   <li>• analyze the fruit using the sensory approach</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• hand operated fruit juicer</li> <li>• measuring cup</li> <li>• paring knife</li> <li>• ingredients for juice               <ul style="list-style-type: none"> <li>12 oranges</li> <li>12 lemons</li> <li>4 cups sugar (approx. 2 cups for each gallon)</li> <li>2 gallon size containers</li> </ul> </li> </ul>

**Tips for Teachers:**

If possible, a walk to a near-by grocery store to purchase fruit would be an  
 This activity could be used to prepare drink for party refreshments such as  
 A walk to a neighbor's yard to view fruit on the tree would be a first-hand a

LEMON - LEMON OR ORANGE

MATERIALS	ACTIVITIES
<p>operated fruit juicer ring cup knife sieves for juice sieves lemons sugar (approx. 2 cups for each gallon) gallon size containers</p>	<p>The child will</p> <ul style="list-style-type: none"><li>• squeeze oranges or lemons</li><li>• measure the water for the drink</li><li>• measure squeezed juice</li></ul> <ul style="list-style-type: none"><li>• observe fruit on a tree for size, smell, and shape</li></ul>

any store to purchase fruit would be an enrichment for this project.  
The drink for party refreshments such as a holiday party or the doll's birthday party.  
The fruit on the tree would be a first-hand activity.

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LANGUAGE DEVELOPMENT

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The teacher will use conversational language in preparing the drink. diced, each child will take a turn in squeezing the juice.

We measure the water.

We measure the sugar.

La naranja (orange) está entera. (whole)  
(lah-nahran-ja) (es-tah en-ter-ah)

partida (cut)  
(pah-tee-dah)

rebanada (sliced)  
(reh-bah-nah-dah)

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Additional enrichment: Song - "Naranja Dulce"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>language in preparing the drink. After fruit is squeezing the juice.</p> <p>ole)</p> <p>t)</p> <p>liced)</p> <p>(h)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>. identify oranges and lemons as fruits</li> <li>. derive pleasure in preparing drink to serve</li> <li>. observe that oranges and lemons are grown locally</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>. assist in cutting fruit</li> <li>. help children to determine amount of sugar needed</li> </ul> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>. encourage child to prepare drink for breakfast for family</li> <li>. use sensory approach when discussing or preparing fruit</li> </ul>

Dulce"

**EMPHASIS FOR LEARNING      FOOD PREPARATION - PEAS**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• use small muscle coordination in shelling peas</li> <li>• follow instructions in preparation of food</li>   <li>• use sense of sight, smell and taste in describing peas</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• pan with lid</li> <li>• long handled spoon</li> <li>• ingredients               <ul style="list-style-type: none"> <li>2 pounds of fresh English peas</li> <li>butter</li> <li>salt</li> <li>sugar</li> </ul> </li> <li>• small bowls</li> <li>• plastic spoons</li> </ul>

**Tips for Teachers:**

Encourage the child to taste the peas but do not force him to eat all of the

ATION - PEAS

MATERIALS	ACTIVITIES
<p>with lid handled spoon redients pounds of fresh English peas tter lt gar</p> <p>l bowls tic spoons</p>	<p>The child will</p> <ul style="list-style-type: none"><li>• participate in<ul style="list-style-type: none"><li>- shelling the peas</li><li>- washing the peas</li><li>- placing peas in pan</li><li>- adding seasoning</li></ul></li> <li>• utilize sensory organs to<ul style="list-style-type: none"><li>- observe the color of the peas</li><li>- observe the size and shape</li><li>- taste the uncooked peas</li><li>- eat the prepared vegetable</li></ul></li></ul>

but do not force him to eat all of them.

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LANGUAGE DEVELOPMENT

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The teacher will use conversational language during the preparation and cooking

Here are some English peas that we can eat.  
The peas are inside the green pod.

(teacher can recite poem listed below and children will exclaim POP) (children shelling peas)

Now we have shelled the peas.  
We wash them. Put them in the pan, add our seasonings and let them cook.

Los chícharos (peas) son verde. (green)  
(ch.che'chah-z) (v.ehr'deh)  
redondos (round)  
(reh-dohn-dahz)  
vegetales (vegetables)  
(veh-heh-fah-ehz)  
saben bueno (taste good)  
(sah-behn)

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Poem: We like to shell peas  
That are fresh from a shop.  
We start at the tail-end  
Instead of the top  
So they will explode  
With a wonderful POP!

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>... during the preparation and cooking processes.</p> <p>eat.</p> <p>... children will exclaim POP) (children assist in</p> <p>... our seasonings and let them cook.</p> <p>... and)</p> <p>... vegetables)</p> <p>... (hz)</p> <p>... good)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• find many foods we eat take preparation time before cooking</li> <li>• have an opportunity to develop a taste for cooked vegetable</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>• assist children who are having difficulty in shelling peas</li> <li>• emphasize need for caution when children are stirring food in hot utensil</li> </ul> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>• serve canned peas to demonstrate to child that vegetables can be fresh from the store or purchased already canned</li> </ul>

EMPHASIS FOR LEARNING FOOD PREPARATION - WHIPPING CREAM

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• participate in making butter from whipping cream</li> <li>• make a whipped cream topping from whipping cream</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• one quart whipping cream</li> <li>• salt</li> <li>• hand beater, electric beater, or jar</li> <li>• bowl for mixing</li> <li>• knife for spreading</li> <li>• graham crackers</li> <li>• one pint whipping cream</li> <li>• sugar to sweeten the topping</li> <li>• bowl for mixing</li> <li>• knife for spreading</li> <li>• graham crackers</li> </ul>

**Tips for Teachers:**

The child can hold an electric beater when making butter.

Allow the child to taste salted and unsalted butter and decide which tastes

ON - WHIPPING CREAM

MATERIALS	ACTIVITIES
<p>part whipping cream</p> <p>beater, electric beater, or jar or mixing for spreading crackers</p> <p>nt whipping cream to sweeten the topping or mixing or spreading crackers</p>	<p>The child will</p> <ul style="list-style-type: none"><li>• assist in making butter with a beater or by shaking cream in a jar</li><li>• use a knife to spread the butter on the graham crackers</li> <li>• assist in whipping cream</li><li>• add the sugar to make a topping</li><li>• spread topping on graham crackers</li></ul>

en making butter.

ltd butter and decide which tastes better.

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## LANGUAGE DEVELOPMENT

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The teacher will use language naturally to fit the situation as it develops.

This is cream that we can whip. Let's make something good to put on our  
today.

(Teacher may introduce chant while whipping the cream)

(The children take turns in using the egg beater. Each child spreads  
his own cracker.)

Now we can beat the cream until it is very thick. Now it is butter.  
better with salt.

La vaca (cow) nos da (gives us) leche (milk) para beber. (to drink)  
(beh-behr)  
para crema (for cream)  
(kreh-muh)  
para mantequilla (for butter)  
(mahn-keh-ya)  
para queso (for cheese)  
(keh-soh)  
para nieve (for ice cream)  
(nee-eh-veh)  
para el cereal (for cereal)  
(sehr-eh-ah)

As child beats whipping cream he may chant: Beat, beat, beat, beat  
See my beater going slow  
See my beater going fast  
Time to add the sugar last.

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DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>at the situation as it develops.</p> <p>Make something good to put on our crackers</p> <p>(Whipping the cream)</p> <p>Use the beater. Each child spreads the topping on</p> <p>Cracker very thick. Now it is butter. It may taste</p> <p>(Milk) para beber. (to drink) (beh-behr')</p> <p>para crema (for cream) (Kreh-muh)</p> <p>para mantequilla (for butter) (mahntah-kee-yah)</p> <p>para queso (for cheese) (keh-soh)</p> <p>para nieve (for ice cream) (nee-eh-veh)</p> <p>para el cereal (for cereal) (seh-eh-ah-ee')</p> <p>Beat, beat, beat, beat See my beater going slow See my beater going fast Time to add the sugar last.</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• be able to eat butter</li> <li>• observe change in the consistency of a substance</li> <li>• become familiar with procedure for producing a finished product</li> <li>• delight in an activity that he can see through from beginning to end</li> </ul>	<p>At school the parents will</p> <ul style="list-style-type: none"> <li>• assist the children in process of whipping the cream</li> <li>• direct children in the cleaning-up activities</li> </ul> <p>At home the parents will</p> <p>let the child whip cream for a dessert topping.</p>

**EMPHASIS FOR LEARNING**      **FOOD PREPARATION - CONCENTRATED FOODS**

<b><u>BEHAVIORAL OBJECTIVES</u></b>	<b><u>MATERIALS</u></b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• prepare a drink</li>   <li>• participate in buying and selling in a simulated situation</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• can opener</li> <li>• frozen lemonade, orangeade, or punch</li> <li>• pitcher</li> <li>• long handled spoon</li>   <li>• concentrated fruit base drink</li> <li>• paper cups</li> <li>• crushed ice</li> </ul>

**Tips for Teachers.**

Preparations for this activity should be done at the sink or cabinet t

PREPARATION - CONCENTRATED FOODS

**MATERIALS**

Supply:

- can opener
- frozen lemonade, orangeade, or punch concentrate
- pitcher
- long handled spoon
  
- concentrated fruit base drink
- paper cups
- crushed ice

**ACTIVITIES**

The child will

- use frozen juice concentrate to prepare a drink
  
- pour concentrated fruit juice over ice crushed in a hand operated crusher
- serve as "snow-cones" (raspa) in a paper cup
- buy and sell cones in store center

should be done at the sink or cabinet to expedite cleanup.

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LANGUAGE DEVELOPMENT

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The teacher uses conversational language adaptive for the situation.

The teacher opens the frozen juices and demonstrates to children that contents are  
or solid.

We **pour** the orange juice in the pitcher.  
lemonade

Now we fill the can with water three times - one-two-three.

Pour it all in.

Stir it round and round.

Now we are ready to drink our refreshments.

Vacio (I pour) el jugo en la jarra.  
(Vah-sā-yo) (hō-goh) (ha-rah)

---

Action poem:

Pour the juice from the can,  
Add the water one-two-three,  
Um-m-m, it tastes so good to me.

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>be adaptive for the situation.</p> <p>demonstrates to children that contents are frozen</p> <p>teacher.</p> <p>ice trays - one two-three.</p> <p>refreshments.</p> <p>ah)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• experience a feeling of satisfaction in making something "by myself"</li> <li>• have opportunity to measure liquid in a container</li> <li>• serve refreshments to peers using grace and manners</li> </ul>	<p>At school the parent will</p> <p>assist children needing help in preparation.</p> <p>At home the parent will</p> <p>have child assume responsibility for preparing or pouring a beverage for a family meal.</p>

EMPHASIS FOR LEARNING FOOD PREPARATION - FLOUR TORTILLAS

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to:</p> <ul style="list-style-type: none"> <li>. mix the ingredients needed to make "masa" for flour tortillas</li> <li>. roll masa into shape and cook the tortilla</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. ingredients or instant mix for flour tortilla</li> <li>. electric skillet</li> <li>. rolling pin</li> <li>. flour board</li> <li>. bread board</li> <li>. rolling pin</li> <li>. electric skillet</li> <li>. butter</li> </ul>

**Tips for Teachers:**

Let the child assist in mixing ingredients and feeling the texture of dry ingredients.  
Divide "masa" into 2 inch balls. Let each child roll his own masa into a tortilla.

FLOUR TORTILLAS

MATERIALS	ACTIVITIES
ts or instant mix for flour tortillas skillet in rd  rd in skillet	The child will: <ul style="list-style-type: none"><li>• identify ingredients for flour tortillas as they are mixed</li><li>• assist in mixing the "masa"</li> <li>• roll out his own piece of masa</li><li>• cook his own tortilla</li><li>• butter and eat the tortilla</li></ul>

and feeling the texture of dry ingredients before adding a liquid substance.  
child roll his own masa into a tortilla.

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LANGUAGE DEVELOPMENT

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The teacher will use language adaptive for the situation.

We measure the flour, 1 cup, 2 cups.

Next the baking powder and salt.

We mix in the shortening.

Now a half cup of water.

Stir it.

Knead it.

Take a little ball of masa.

Roll it flat.

Now it's your turn to cook your tortilla.

Salt it, butter it, eat it.

Umm - how good.

Hago (I make) la masa para tortillas.

Estiendo (I roll)

Coca (I cook)

With patting - a - cake motion: Tortillitas de maíz,

(Torta-tes nee-so a (n) to-tes)

Para mamá que está feliz;

(keh. (see) (see)

Tortillitas de salvado;

(sah-lah-va-dah)

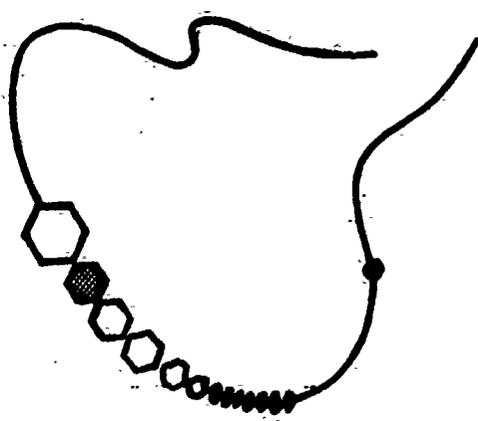
Para papá que está enojado.

(eh-ee-ee-ee)

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AGE DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>...ptive for the situation.</p> <p>2 cups. alt.</p> <p>our tortilla.</p> <p>ortillas.</p> <p>on: Tortillitas de maíz, (Tortitas de maíz) (Tortitas de maíz) Para mamá que está feliz; (Mamá) (Feliz) Tortillitas de salvado; (Salvado) (Tortitas de salvado) Para papá que está enojado. (Papá) (Enojado)</p>	<p>The child will:</p> <ul style="list-style-type: none"> <li>. measure</li> <li>. use large muscles in stirring and rolling</li> <li>. experience a feeling of satisfaction of making this "myself"</li> </ul>	<p>At school the parents will:</p> <ul style="list-style-type: none"> <li>. assist children when making the "masa" and shape the tortillas</li> <li>. supervise children to see that safety is exercised when working with hot skillet</li> </ul> <p>At home the parents will:</p> <p>let child assist in preparing tortillas for a family meal</p>

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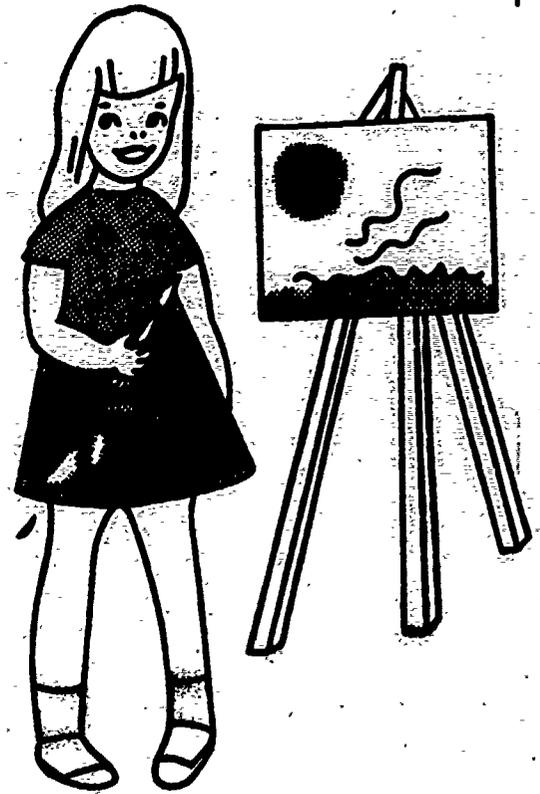
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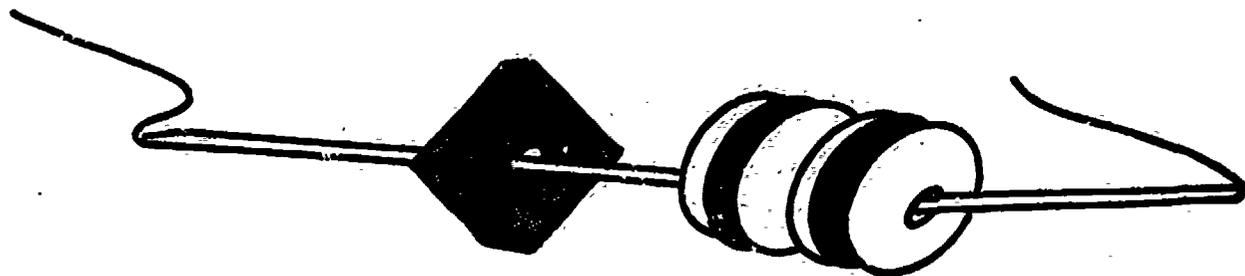
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ivities for the four year old \_\_\_\_47



**EMPHASIS FOR LEARNING:**

**ART FOR FOUR-YEAR-OLD**

Art in the four-year-old curriculum is a "play activity" and should be called "picture-making" play. Piaget says that a child's play is not just a random activity, but involves self-directed experimentation. The child is free to be creative. He may be guided to appreciate his own work and the work of others.

In a child's artistic development, his early motions are purposeless. They are purely muscular activities. He swings at the paper, hit or miss. This stage begins at about age two and lasts from one to two years. Gradually, control develops until one day geometric shapes appear repeated all over the page. During a child's second stage of development, he begins to name things he sees in his pictures. He usually discovers objects and people in his scribbles and may begin to tell stories about the picture. This stage occurs somewhere in the third or fourth year. Not until the child reaches the age of five do objects become recognizable in his drawings or paintings.

The following media should be available in the art center and the teacher may encourage the child in the use of this media:

tempera paint and one easel  
clay  
crayons  
paper  
paste  
scissors  
sewing supplies such as yarn, plastic  
needle and burlap

The child may be motivated from teacher-directed experiences to creativity with the art materials. He is given a choice of colors and freedom to design. He may pound, squeeze, or model the clay according to how he feels.

There  
shoul  
selec  
In th  
teari  
child  
sciss  
Cutti  
and h  
are s  
and t  
Conce  
dren's  
hande  
Learn  
imenta  
child

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show  
up the

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The ch  
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time,  
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Puppet  
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ART FOR FOUR-YEAR-OLDS

"play activity" and Piaget says that a child is free to be his own work.

There should be no teaching of skills and techniques. The child should be allowed to express himself with his own choices and selections.

Early motions are activities. He swings begins at about age gradually, control appear repeated and stage of sees in his and people in les about the the third or the age of s drawings

In this stage of development emphasis should first be placed on tearing for pasting because the larger muscles are involved. Some children at this age cannot perform the skill of cutting with scissors.

Cutting and pasting provides activities for the development of finger and hand dexterity. Eye-hand coordination and small muscle control are strengthened. The child learns to hold the paper with one hand and to cut with the other hand. Safety procedures should be stressed. Concepts of sharp and blunt may be developed. Cutting requires children's blunt scissors, newsprint, and construction paper. Left-handed scissors should be available for children requiring them. Learning to use paste without using too much of it comes after experimentation, even though the teacher has already suggested that the children may need to use it sparingly.

in the art child in the

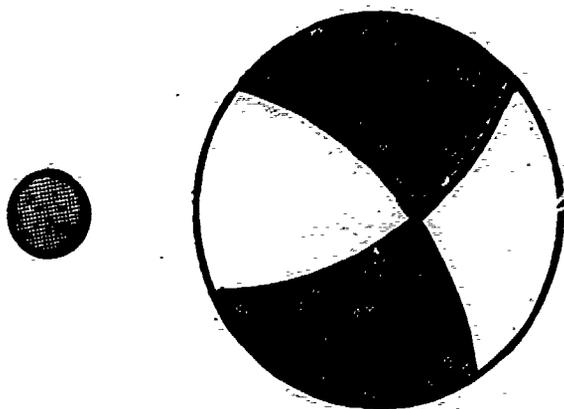
Guidance may also be given when tempera painting is introduced to show the child how to dip and wipe the paint brush, also to clean up the spills.

In work with needle and thread, the teacher will thread needle as the child works with yarn.

The child develops pride by having his art work displayed. It is not necessary that every child's work be on display at the same time, but rotate the display so that each child at some time can point with admiration to his accomplishment.

Directed experiences is given a choice pound, squeeze, els.

Puppets contribute to many areas of preschool creativity. They may be used in the various centers and they are good stimuli for oral language. The child may create his own puppets by pasting a flat paper head or figure on a popsicle stick. Bag puppets can be created by the child. Provide small paper bags that are easy for the child to slip on his own small hand. The child adds the features to the puppet and uses it in role-play or any activity that fits his particular need at the time.



# R

is for Recreation

## Outdoor Play

Walking, Crawling and Jumping \_\_\_\_\_

Wheel Toys \_\_\_\_\_

Digging and Gardening \_\_\_\_\_

## Perceptual Motor Development

Whole Body Movements \_\_\_\_\_

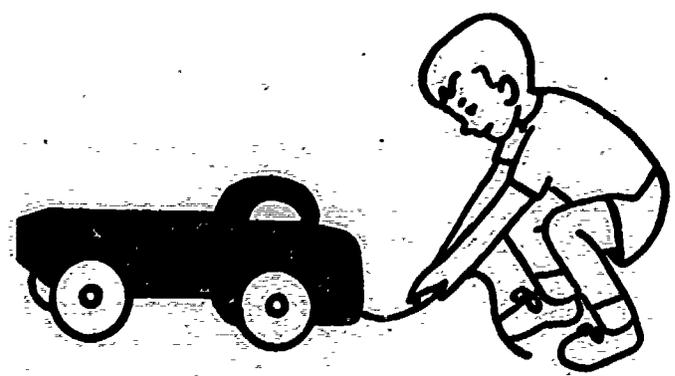
Parts of the Body Movements \_\_\_\_\_

Eye-Motor Coordination \_\_\_\_\_

Auditory-Visual Matching \_\_\_\_\_

# R

## is for Recreation



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g, Crawling and Jumping ----- 50  
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### Motor Development

Body Movements ----- 58  
the Body Movements ----- 60  
or Coordination ----- 62  
y-Visual Matching ----- 66



EMPHASIS FOR LEARNING OUTDOOR PLAY - WALKING, CRAWLING AND JUMPING

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• balance his body as he walks on a beam</li> <li>• coordinate large muscles through stepping, climbing and jumping</li> <li>• construct temporary outdoor play equipment</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• walking beam</li> <li>• tunnel</li> <li>• slide</li> <li>• steps</li> <li>• jumping board</li> <li>• barrel</li> <li>• boxes</li> <li>• hollow blocks</li> <li>• ropes</li> </ul>

**Tips for Teachers:**

Do not require more than three children at a time to line up for turns

If a child is afraid to crawl through an object, the teacher should lead to crawl to her.

**- WALKING, CRAWLING AND JUMPING**

<b>MATERIALS</b>	<b>ACTIVITIES</b>
ing beam	The child will
el	. perform on walking beam
ing board	. crawl, step, climb, and jump
el	. build temporary structures and spontaneous play
ow blocks	

en at a time to line up for turns.

an object, the teacher should look in the opposite end and play "Peek-a-boo" while encouraging child

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LANGUAGE DEVELOPMENT

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Teacher

Put one foot in front of the other.  
Your heel of the front foot should  
touch the toe of the back foot.  
Now turn around and back again.

Un pie (foot) esta enfrente de (in front of)  
(ehn-frehn'-teh)  
el otro pie (other foot).  
detrás de (behind)  
(deh-trahz')

Crawl through the tunnel to me.

Yo puedo (I can) andar. (walk)  
(ahn-dahr')  
gatear (crawl)  
(gah-teh-ahr')  
brincar (jump)  
(brēn-kahr')

Poem: En el resbaladero (the slide)  
(rehz-bahl-ah-deh'-ro)  
Me gusta jugar;  
(hoo-gahr')  
Subo la escalera (the stairs)  
(ehz-kah-leh'-ra)  
Para poder resbalar.  
(rehzbah-lahr')

---

Poem for crawling: Peek-a-boo, Peek-a-boo  
I see you, I see you,  
On your tummy  
Crawl right through.

Poem for sliding:

Additional enrichment: songs - "Brincando"  
"Walking to the Store"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>Un pie (foot) está enfrente de (in front of) (ehn-frehn'-teh) el otro pie (other foot). detrás de (behind) (deh-trahz')</p> <p>Yo puedo (I can) andar. (walk) (ahn-dahr) gatear (crawl) (gah-teh-ahr) brincar (jump) (breeni-kahr)</p> <p>En el resbaladero (the slide) (rehz-bahl-ah-deh'-ro)</p> <p>Me gusta jugar; (hoo-gahr')</p> <p>Subo la escalera (the stairs) (ehz-kah-leh'-ra)</p> <p>Para poder resbalar. (rehzbah-lahr')</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• become aware of body parts</li> <li>• grow in the development of motor coordination</li> <li>• develop large muscle skills</li> </ul> <p>enjoy creative play</p>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>• assist teacher in arranging equipment</li> <li>• direct children in using and putting away equipment</li> <li>• watch for signs of fatigue and restlessness and redirect when desirable</li> </ul> <p>At home the parents will</p> <ul style="list-style-type: none"> <li>• encourage the child to use large muscle activities</li> <li>• provide boxes or crates for creative play</li> </ul>

Poem for sliding: Step, step, step.  
To the top at last,  
Slide, slide, slide,  
I come down so fast.

-boo  
ou,

h.  
ando"  
ing to the Store"

**EMPHASIS FOR LEARNING OUTDOOR PLAY - CLIMBING, RUNNING, AND PLAYING WITH LIM**

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• climb and support his weight</li> <li>• run smoothly</li> <li>• throw and catch a ball</li> <li>• demonstrate ability to use a punching bag</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• climbing apparatus               <ul style="list-style-type: none"> <li>- large packing boxes</li> <li>- barrel</li> <li>- rope</li> <li>- stairs</li> <li>- ladders</li> <li>- horizontal parallel bars</li> </ul> </li> <li>• ramps or any available inclines</li> <li>• runways</li> <li>• large rubber balls</li> <li>• bean bags</li> <li>• punching bag and/or large inflated clown</li> </ul>

**Tips for Teachers:**

Locate climbing apparatus in space free of other outdoor equipment. It should have shade as well as sun. A covered outdoor area, large enough for that would offer a corner of privacy for housekeeping play. Here, the child's watchful eye of the teacher.

**LIMBING, RUNNING, AND PLAYING WITH BALLS**

<b>MATERIALS</b>	<b>ACTIVITIES</b>
apparatus packing boxes  horizontal parallel bars  any available inclines  beach balls  punching bag and/or large inflated clown toy	<p>The child will</p> <ul style="list-style-type: none"><li>• play on available equipment utilizing arm and leg muscles</li> <li>• enjoy free play running and chasing with the other children</li> <li>• use balls and/or bean bags for throwing, catching and kicking</li> <li>• utilize punching bag</li></ul>

of other outdoor equipment. It is advisable to have a fence with child-proof exits. The area should be a shaded outdoor area, large enough for active play, is helpful on rainy days. Shrubs may be planted around the perimeter for housekeeping play. Here, the children can withdraw without being entirely removed from the

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LANGUAGE DEVELOPMENT

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Teacher

Climb up the steps.

Can you hang by the bars?

Climb in the box.

Can you climb on top of the barrel?

Can you run fast?

slow

up

down

Yo puedo correr (run) rápido, (fast)  
(koh-rehr) (rah-pée-doh)

despacio, (slow)  
(deh-z-pah-sée-oh)

para arriba, (up)  
(ah-rée-bah)

para abajo (down)  
(ah-bah-ho)

Throw the ball to me.

Catch the ball.

Can you kick the ball?

Throw the bean bag high to your friend.

Yo puedo tirar (throw) la pelota.  
(teer-ahr)

dar un puntapié (kick);  
(pöon-tah-pée-eh)

Hit the punching bag hard.

easy

Yo le puedo pegar (hit) al boxibolón.  
(boi-ée-bah-lo)

---

Additional enrichment: song - "Walk to the Store"

nursery rhymes - "Juan Juanito"

"Jack Be Nimble"

E DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>Yo puedo correr (run) rápido. (fast)            (Koh-rehr) (rah-pée-doh)            despacio. (slow)            (dehz-pah-sée-oh)            para arriba, (up)            (ah-rée-bah)            para abajo (down)            (ah-bah-ho)</p> <p>Yo puedo tirar (throw) la pelota.            (fée-ahr)            dar un puntapié (kick)            (pöon-tah-pée-eh)</p> <p>Yo le puedo pegar (hit) al boxibalon. (punching bag)            (box-ée-bah-lon')</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• develop coordination of large and small muscles</li> <li>• enjoy releasing physical energy</li> <li>• develop motor skills</li> <li>• have the opportunity to release feelings of aggression</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>• assist teacher in arranging equipment to allow adequate space for free and creative activity</li> <li>• offer physical support when needed</li> <li>• encourage group participation</li> <li>• help set limits to insure safety</li> </ul> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>• provide similar equipment</li> <li>• encourage child to put away equipment</li> </ul>

to the Store"

es - "Juan Juanito"  
 "Jack Be Nimble"

**EMPHASIS FOR LEARNING      OUTDOOR PLAY - WHEEL TOYS**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"><li>• push the pedals of a tricycle</li><li>• balance the wheelbarrow</li><li>• pull the wagon</li><li>• steer the wagon</li></ul>	<p>Supply:</p> <ul style="list-style-type: none"><li>• tricycles</li><li>• wheelbarrows</li><li>• wagons</li></ul>

**Tips for Teachers:**

Plan activities and distribute toys so that no child monopolizes a toy. Do not with the toy.

**PLAY - WHEEL TOYS**

<b>MATERIALS</b>	<b>ACTIVITIES</b>
Supply: tricycles wheelbarrows wagons	The child will <ul style="list-style-type: none"><li>• ride tricycles</li><li>• push a wheelbarrow loaded or empty</li><li>• pull a wagon</li><li>• steer a wagon on an incline or with another child pushing</li></ul>

ys so that no child monopolizes a toy. Do not require more three children to stand in line for a turn

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L A N G U A G E   D E V E L O P M E N T

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The teacher uses conversational language adaptive to the situation.

Sit in the wagon.  
It's your turn to ride.  
Pull the wagon.  
Push the wheelbarrow.  
wagon  
Ride on the tricycle.  
in the wagon  
wheelbarrow

Me siento en (I sit) el triciclo. (tricycle)  
(sēē-ehn-toh) (trēē-sēēk-lo)

Me paseo en (I ride)  
(pah-seh-oh)

Empujo (I push)  
(ehm-pōō-ho)

Estiro (I pull)  
(es-tēē-rd)

El triciclo (tricycle) tiene tres ruedas.  
(trēē-sēēk-lo) (tēē-eh-nēh) (rōō-eh-dahz)

El carro (wagon) tiene cuatro ruedas.  
(kah-ro) (cōō-ah-tra)

La carretilla (wheelbarrow) tiene una rueda.  
(kah-reh-tēē-ya)

---

Action verse for wagon play:  
Who wants to ride today?  
Who wants to ride today?  
Climb inside, sit right down,  
I will pull you up to town.

Action verse for tricycle:  
Push the pedals down, down, down,  
Now the wheels go round and round.

O P H E N T	VALUES DERIVED	PARENT'S TASKS
to the situation.	<p>The child will</p> <ul style="list-style-type: none"> <li>• gain strength in leg and arm muscles</li> <li>• share and take turns</li> <li>• use language in creative play with wheel toys</li> </ul>	<p>At school the parents will</p> <ul style="list-style-type: none"> <li>• help set limits which insure safety and group participation</li> <li>• watch for fatigue and restlessness and redirect energy of children when desirable</li> <li>• encourage children to put away equipment</li> </ul> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>• provide toys that are conducive to the development of large muscles</li> <li>• teach proper care of wheel toys</li> </ul>

verse for tricycle:  
 e pedals down, down, down,  
 wheels go round and round.

Action verse for wheelbarrow:  
 Push the wheelbarrow ..  
 Hold it so,  
 Or on the ground the toys will go.  
 (boy, girl may be substituted for toys).

**EMPHASIS FOR LEARNING    OUT DOOR PLAY - DIGGING AND GARDENING**

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• use media conducive to creative expression</li> <li>• pour to and from containers</li> <li>• exhibit vegetables and flowers he has grown</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• outside sand box with cover</li> <li>• sand shovels</li> <li>• small autos and trucks</li> <li>• different size cans</li> <li>• plastic bowls</li> <li>• spoons</li> <li>• sifters</li> <li>• pans and muffin tins</li> <li>• designated area for gardening</li> <li>• sturdy junior garden tools</li> </ul>

**Tips for Teachers:**

The outdoor sandbox is more satisfying to a young child than a sand table because children will start their outdoor play in the sandbox while watching the more active return to the sandbox because of the satisfaction sand play brings. The cover fo

**ING AND GARDENING**

<b>MATERIALS</b>	<b>ACTIVITIES</b>
<p>nd box with cover ls s and trucks size cans wls</p> <p>uffin tins</p> <p>area for gardening ior garden tools</p>	<p>The child will</p> <ul style="list-style-type: none"><li>• participate in sand play<ul style="list-style-type: none"><li>- filling and emptying</li><li>- pouring</li><li>- sifting</li><li>- measuring</li><li>- stirring</li><li>- dramatic play</li></ul></li> <li>• work in the garden<ul style="list-style-type: none"><li>- preparing the soil</li><li>- planting the seeds</li><li>- pulling the weeds</li><li>- watering</li><li>- harvesting the vegetables</li><li>- picking the flowers</li></ul></li></ul>

young child than a sand table because he needs to get into the sand himself. Many young chil-  
andbox while watching the more active play; after moving on to other play interests, they will  
ction sand play brings. The cover for the sandbox is necessary to keep the sand clean and dry.

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LANGUAGE DEVELOPMENT

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Teacher

Pour the sand.  
Sift  
Stir :

Yo lleno el cubo (I fill the pail) con arena. (el ( (M  
(yeh'-no) (koo'-boh) (ah-reh'-na

Fill the can.  
Empty

Yo coelo (sift) la arena. (si ( (M  
(ko-eh'-lo) (ah-reh'-nah)  
revuelvo (stir)  
(re-vooh'-el-vo)  
vacio (empty)  
(va-see'-oh)

Lets make a cake.  
pie  
muffins  
street

Here are some cars.

Shovel the dirt.

Rake the clods.

Make a row.  
hole

Plant the seeds.

---

Action verse for sand box:

Sift the sand into a bowl,  
And now a spoon I take;  
Stir it, pour it in a pan,  
And now a cake I make.

Action Verse for gardening:

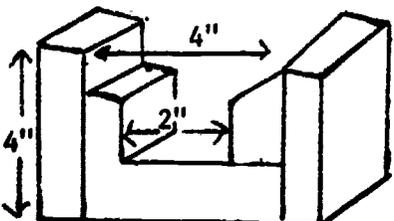
Dig the dirt,  
Rake the dirt,  
Plant the seed just so;  
Water it, now watch...  
Soon my plant will grow.

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>l cubo (I fill the pail) con arena. (sand) (Kóó'-bch) (ah-reh'-nah)</p> <p>(sift) la arena. (ah-reh'-nah)</p> <p>vo (stir) (stir)</p> <p>(empty) (empty)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• gain experience in the use of different manipulative materials to extend learning</li> <li>• show social-emotional growth through cooperative activities with his peers</li> <li>• develop responsibility through assuming care of plants</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>• re-emphasize limits for sand box play <ul style="list-style-type: none"> <li>- sand must be kept in the box</li> <li>- sand must not be thrown</li> </ul> </li> <li>• be responsible for covering and uncovering the sand box</li> <li>• encourage children to put away sand toys</li> </ul> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>• enforce limits of sand play</li> <li>• help child plant a garden</li> </ul>

action Verse for gardening:

dig the dirt,  
 rake the dirt,  
 plant the seed just so;  
 water it, now watch...  
 soon my plant will grow.

EMPHASIS FOR LEARNING PERCEPTUAL-MOTOR DEVELOPMENT (1) WHOLE BODY MOVEMENTS

BEHAVIORAL OBJECTIVES	MATERIALS						
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>. hop on either foot</li> <li>. jump on both feet forward and sideways</li> <li>. skip (alternate hopping)</li> <li>. move in rhythm</li>   <li>. balance on board</li>     <li>. balance while using walking board</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. familiar target (object) at nose level</li>   <li>. drum</li>   <li>. balance board</li> </ul> <p>*p81 3 sizes for base</p> <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="font-size: 2em;">{</td> <td>3 x 3</td> </tr> <tr> <td></td> <td>4 x 4</td> </tr> <tr> <td></td> <td>5 x 5</td> </tr> </table> <ul style="list-style-type: none"> <li>. 2" x 4" x 8' Walking board</li> </ul> <p>*p76</p>  	{	3 x 3		4 x 4		5 x 5
{	3 x 3						
	4 x 4						
	5 x 5						

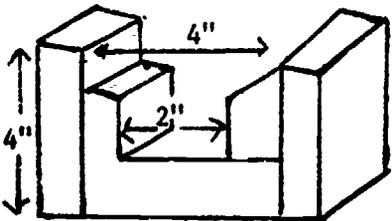
**Tips for Teachers:**

Teachers desiring further guidance in this area, may refer to:

1. "An Individual and Group Perceptual Motor Training Program" pamphlet by William Maskowitz DD, Somerville, N. Y.
- \*2. Success Through Play by D. H. Radler and Dr. Newell Kephart, Harper and Row, N.

Games are described in the section "Guiding the Teacher." The teacher may add interest such as naming the walking beam "Harbor Bridge."

DEVELOPMENT (1) WHOLE BODY MOVEMENTS

MATERIALS	ACTIVITIES
<p>target (object) at nose level.</p> <p>board</p> <p>3 sizes for base { 3 x 3 4 x 4 5 x 5</p>  <p>8' board 6</p> 	<p>The child will</p> <ul style="list-style-type: none"> <li>• play games           <ul style="list-style-type: none"> <li>- "Giant Steps"</li> <li>- "May I"</li> </ul> </li> <li>• perform simple calisthenics on balance board</li> <li>• perform on walking board as directed by teacher</li> </ul>

area, may refer to:

"Physical Motor Training Program"

DD, Somerville, N. Y.

er and Dr. Newell Kephart, Harper and Row, N. Y.

the Teacher." The teacher may add interest to the activities by using imaginative descriptions

dr- "

LANGUAGE DEVELOPMENT

Teacher

Look at the \_\_\_\_\_ . (familiar target such as window, door)

Nod to the window.

Jump door

Skip door

Walk to the drum beat. (vary beat - fast)

March

Jump

slow

loud

soft

Toco el tambor (drum), rápido. (rápido) (rah-péé-dá) (tahm-bóor)  
 despacio (deh-z-páh-sé)  
 fuerte (lo) (fóé-eh-é-é)  
 quedo (sof) (keh-í-dé)

Stand on the balance board.

Bounce the ball.

Throw and catch the ball.

Clap your hands over your head.

Touch your knees.

shoulders

Tiro (I throw) la pelota (ball)  
 Pesco (I catch) (pah-zí-é-é)

Walk slowly to the end of the walking board.

Walk backwards to the end.

Walk sideways to the end.

Walk to the end, turn around and return.

Walk to the center, turn around and return.

Walk to the center, bounce, and return.

Puedo andar (I can walk) derecho (póó-eh-do) (deh-reh-é)  
 de lado (si) (lah-dé)  
 para atrás (ah-trá)  
 para delante (deh-lá)

The child is not expected to repeat the teacher's directions.

Additional enrichment: songs - "Play and Sing"

"La Rueda de San Miguel"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>such as window, door)</p> <p>Toco el tambor (drum) rápido. (fast) (tah-m'bohr) (rah-pee-duh)</p> <p>despacio (slowly) (dehz-pah-see-o)</p> <p>fuerte (loud) (fee-eh-tsh)</p> <p>quedo (softly) (keh-duh)</p> <p>Tiro (I throw) la pelota (ball) Pesco (I catch) (pah-z'koh)</p> <p>d. Puedo andar (I can walk) derecho. (straight) (pee-eh-do) (deh-reh-cho)</p> <p>de lado (sideways) (lah-doh)</p> <p>h. para atrás (backwards) (ah-trahz')</p> <p>para delante (forwards) (deh-lahn-teh)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>. begin to develop body movement coordination</li> <li>. begin to acquire body balance</li> <li>. develop awareness of directionality</li> <li>. develop spatial orientation</li> </ul>	<p>At school the parent will</p> <p>assist child in performing activities.</p> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>. encourage the child to use motor skills</li> <li>. build a balance board</li> <li>. use a rope for child to practice balance exercise</li> </ul>

teacher's directions.

Sing"  
de San Miguel"

EMPHASIS FOR LEARNING PERCEPTUAL-MOTOR DEVELOPMENT (2) PARTS OF BODY MOVEMENT

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• point to parts of body on verbal commands</li> <li>• name parts of body as designated by teacher</li> <li>• move designated parts of body</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• puppets</li> <li>• mirror</li> <li>• drum</li> </ul>

**Tips for Teachers:**

Use imaginative stories and descriptions with all exercises.  
 "Let's Take a Walk on London Bridge." (walking board)

**MOTOR DEVELOPMENT (2) PARTS OF BODY MOVEMENTS**

<b>MATERIALS</b>	<b>ACTIVITIES</b>
pets ror m	<p>The child will</p> <ul style="list-style-type: none"><li>• follow directions standing, sitting, lying down</li><li>• play "Simon Says"</li><li>• dance "Hokey Pokey"</li><li>• imitate puppets</li><li>• play<ul style="list-style-type: none"><li>- Mirror Game (children imitate each other)</li><li>- Bumps-A-Daisy (hip movements)</li><li>- Caterpillar Game (pretend caterpillar is crawling over body, move that part)</li></ul></li></ul>

ons with all exercises.  
(walking board)

LANGUAGE DEVELOPMENT

Teacher

This is my head.  
nose  
chest

These are my shoulders.  
legs  
feet  
arms

(children on backs)  
Raise your head off the floor.  
shoulders  
chest (to sitting position)

(children sitting)  
Lower your chest to the floor.  
shoulders  
head

(children on backs)  
. Sit  
. Pull knees up, feet flat on floor  
. Jump up to standing position  
(repeat to drum beat)  
(standing)  
. Sit with knees up  
. Straighten legs  
. Lie on floor  
(repeat to drum beat)

Me atoco (touch) mi cabeza. (head)  
(ah-toh-koh; (kah-beh'-sah)  
nariz (nose)  
(nahr-is')  
pecho (chest)  
(peh'-cho)  
mis homeros (shoulders)  
(ohm'-brohz)  
rodillas (knees)  
(roh-dee'-yahz)

Me paro de pie. (I stand)  
(pah'-roh) (pee'-eh)

Me siento. (I sit)  
(see'-ehn'-toh)

Me acuesto. (I lie down)  
(ah'-soo'-ehz'-toh)

Additional enrichment: song - "Put Your Finger in the Air"

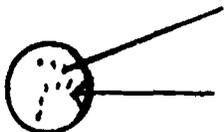
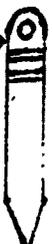
finger play - "Los Dedos"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>Me atoco (touch) mi cabeza. (head)            (ah-toh-koh; kah-beh'-sah)</p> <p>nariz (nose)            (nahr-is')</p> <p>pecho (chest)            (peh'-cho)</p> <p>mis hombros (shoulders)            (ohm'-brohz)</p> <p>rodillas (knees)            (roh-dēe'-yahz)</p> <p>Me paro de pie. (I stand)            (pah'-roh) (pēe'-eh)</p> <p>Me siento. (I sit)            (sēe'-ehn'-toh)</p> <p>Me acuesto. (I lie down)            (ahk-ōo'-ehz'-toh)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• be aware of whole body</li> <li>• develop adequate laterality</li> <li>• develop concept of spatial orientation and directionality</li> </ul>	<p>At school the parent will</p> <p>model and encourage child to imitate finding parts of body.</p> <p>At home the parent will</p> <p>encourage child to use names for body parts.</p>

"Finger in the Air"

"Los Dedos"

EMPHASIS FOR LEARNING PERCEPTUAL - MOTOR DEVELOPMENT (3) EYE - MOTOR COORDINATION

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• follow flash light beam with either and/or both eyes</li> <li>• touch rubber ball in movement</li> <li>• follow rubber ball in movement with his eyes</li>   <li>• follow dowel rod in movement with both eyes together</li>   <li>• copy simple designs on pegboards</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• flash light</li>   <li>• a suspended rubber ball with string as shown below</li> </ul>  <ul style="list-style-type: none"> <li>• pencil rod with thumbtack in eraser 8" →</li> </ul>  <ul style="list-style-type: none"> <li>• 2 pegboards</li> <li>• pegs with large heads</li> </ul>

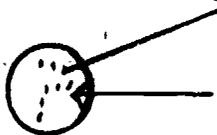
**Tips for Teachers:** All activities are performed with each eye and then with both eyes

DEVELOPMENT (3) EYE - MOTOR COORDINATION

MATERIALS

ACTIVITIES

light  
rubber ball with string as shown below



thumbtack in eraser 8" →



cards  
with large heads

The teacher will instruct the child to

- follow light with his eyes as he
  - keeps head still
  - looks only at light beam
  
- lie down and use eye movements to follow a ball swinging
  - in pendulum motion
  - to and fro
  - in a circular motion
  
- use his eyes to follow the tack as the pencil is moved
  - to form the arc of a circle
  - in a 20" radius with the child as the center
  - up and down diagonally

formed with each eye and then with both eyes. Head is not moved.

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L A N G U A G E   D E V E L O P M E N T

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The child may

imitate some of teacher's directions incidentally as he follows the directed activity.

---

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>identally as he follows the directed activities.</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>. develop smooth eye movement</li> <li>. develop eye-hand coordination</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>. direct beam, watch child's eye movement, give needed practice</li> <li>. swing ball, and observe eye movements, give needed practice</li> <li>. use pencil or rod, observe eye movements, give needed practice</li> </ul> <p>At home the parent will</p> <p>repeat similar eye exercise practices</p>

EMPHASIS FOR LEARNING PERCEPTUAL-MOTOR DEVELOPMENT (4) EYE-MOTOR COORDINATION

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• exhibit large flowing arm motions</li> <li>• construct straight lines from dot to dot</li>   <li>• draw lines and shapes of different sizes</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• oversize kindergarten chalk</li> <li>• 3' x 4' chalkboard hinged to wall so bottom will swing out and board may be used at different angles</li>   <li>• templates of geometric forms</li> </ul>

**Tip for Teachers:** Templates are made from pieces of pressed wood with shapes cut out. They are used then as a stencil. The child traces inside the cutout board shape onto the chalkboard. These templates are available commercially.

The child holds the template or chalkboard with one hand and

**MOTOR DEVELOPMENT (4) EYE-MOTOR COORDINATION (CON'T)**

<b>MATERIALS</b>	<b>ACTIVITIES</b>
<p>ly:</p> <p>versize kindergarten chalk</p> <p>' x 4' chalkboard hinged to wall so bottom will swing out and board may be used at different angles</p> <p>emplates of geometric forms</p>	<p>The teacher will instruct the child to</p> <ul style="list-style-type: none"><li>• scribble anyway he wants to (encourage large movements in any direction)</li><li>• draw a line on the chalkboard as straight as he can, following dots made randomly by teacher</li><li>• make a circle (encourage free smooth movement; if child needs help, draw 18" circle for child to trace, first with the finger touching the board and then not touching)</li><li>• make a straight line using straight and slanted downward strokes (if child moves out of place, tape footprints to floor)</li><li>• make a circle (use template if necessary)</li><li>• make a square (use template if necessary)</li></ul>

ade from pieces of pressed wood with shapes cut out of them in geometric forms. This board is used  
1. The child traces inside the cutout board having chalk touching the edge of the form as he traces  
chalkboard. These templates are available commercially or can be made.

the template or chalkboard with one hand and uses his dominant hand to trace inside the cutout board.

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LANGUAGE DEVELOPMENT

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Ésta es una rueda. (circle) (róo-eh-dah)  
un cuadro (square) (cōo-ah-droh)  
un triángulo (triangle) (trēe-ahn-gōo-loh)

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>dah) droh) ahn-goo-loh)</p>	<p>The child will develop</p> <ul style="list-style-type: none"> <li>• gross motor control</li> <li>• become aware of directionality</li> <li>• be able to reproduce shapes following tactile-kinesthetic experiences</li> </ul>	<p>At school the parent will</p> <p>work with individual children at board</p> <p>At home the parent will</p> <p>call attention to shapes found in environment,</p>

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• repeat rhythm by sounds only</li>   <li>• reproduce rhythm by sound and sight</li>   <li>• perform activity when given oral direction</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• stick or spoon</li>   <li>• record player</li> <li>• records</li> <li>• listening station</li> <li>• tape recorder</li> <li>• tapes made by teacher, giving directions to child in using peg boards and buttons</li>   <li>• peg boards and pegs</li> <li>• buttons</li> </ul>

**Tips for Teachers:**

"Johnny Works with One Hammer" may be sung or used as a finger play activity.

DEVELOPMENT (5) AUDITORY-VISUAL MATCHING

MATERIALS	ACTIVITIES
<p>ion</p> <p>teacher, giving directions to children boards and buttons</p> <p>pegs</p>	<p>The teacher will instruct the child to</p> <ul style="list-style-type: none"> <li>close his eyes and imitate rhythmic tapping pattern (vary speed and rhythm)</li> </ul> <p style="text-align: center;">             — — — —              • — • — • —              — — • — — • — — —           </p> <ul style="list-style-type: none"> <li>sing "Johnny Works with one Hammer" as cumulative activity using one hand, then both hands; one foot, both feet, and finally, nodding head</li> <li>make a straight row with red pegs</li> <li>put one red peg and one green peg, etc.</li> <li>put the buttons in a line on the table</li> <li>count the buttons one, two, three</li> </ul>

used as a finger play activity.

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L A N G U A G E   D E V E L O P M E N T

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Habro (I open) los ojos. (eyes)  
(ahb'-roh)                      (oh'-hos)

Cierro (I close)  
(see-eh'-oh)

Muevo (I move)  
(moo-eh'-voh)

Parpereo (I blink)  
(pah'-pah-reh'-oh)

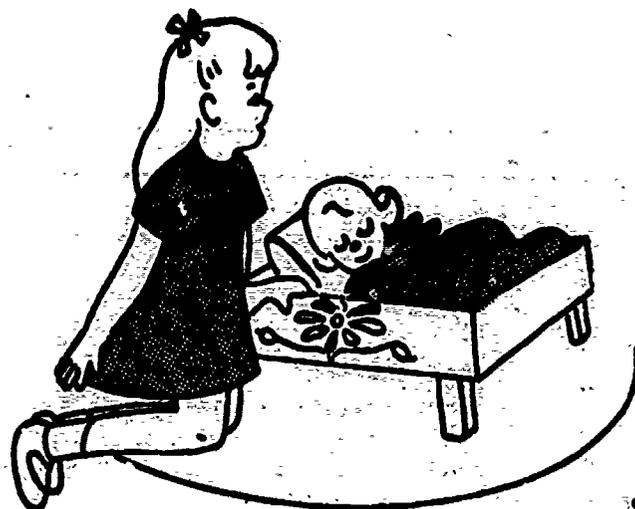
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Additional enrichment: song - "Johnny Works with One Hammer"

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E DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
	<p>The child will</p> <ul style="list-style-type: none"><li>• follow directions</li><li>• develop recall</li><li>• listen discriminately</li><li>• strengthen fine motor muscles</li><li>• develop whole body coordination</li></ul>	<p>At school the parent will</p> <p>direct child in exercises</p> <p>At home the parent may</p> <p>direct similar exercises with own children.</p>

any Works with One Hammer"



# N

is for **New Expe**s

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**EMPHASIS FOR LEARNING      ROLE PLAYING - BATHING THE BABY**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• use materials properly</li> <li>• identify body parts</li> <li>• gain small muscle dexterity</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• towel covered table</li> <li>• plastic bath tub</li> <li>• can of baby powder</li> <li>• wash cloth</li> <li>• soap</li> <li>• towel</li> <li>• diaper and safety pins</li> <li>• washable baby doll</li> </ul>

**Tips for Teachers:**

- Set the scene with a temporary center and suggest that the "baby" needs a bath.
- Direct conversation using applicable vocabulary.
- Establish a routine for cleaning after play.

- BATHING THE BABY

MATERIALS	ACTIVITIES
covered table plastic bath tub jar of baby powder towel cloth  safety pins flexible baby doll	<p>The child will</p> <ul style="list-style-type: none"><li>• bathe the doll</li><li>• repeat sentences modeled by teacher</li><li>• dress the doll</li><li>• clean the center</li></ul>

and suggest that the "baby" needs a bath.

vocabulary.

play.

LANGUAGE DEVELOPMENT

Give the "baby" a bath.

Here is the soap.

wash cloth

towel

powder

Wash the "baby's" face.

hands

arms

ears

legs

feet

The baby looks clean.

pretty

Le lavo (wash) la cara (face) al niño.  
(lah'-voh) (kah'-rah) (nee'-no)

las manos (hands)

(mah'-noz)

los brazos (arms)

(brah'-sohz)

las orejas (ears)

(oh-reh'-haz)

las piernas (legs)

(pee-ehr'-nahz)

los pies (feet)

(pee-ehz')

Tune: (Did you Ever See a Lassie?)

Baño al niño pequeño, pequeño, pequeño;  
(bah'-no)(nee'-no) (pah-keh'-no)

En el baño chiquito lo voy a bañar;

(chēe-kēe'-teh) (bah'-nar')

Con jabón y agua, con paño (wash cloth) y toalla (towel),

(ha-bohn') (pah'-no) (toh-ah-ya)

Y mientras yo lo baño, le voy a cantar.  
(mēe-ehn'-trahz) (dahn-tahr')

Bathing

I'll bathe

I'll bathe

With soap

With wash

I'll bathe

AGE DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>al niño, (nee-no)</p> <p>s)</p> <p>s)</p> <p>s)</p> <p>z)</p> <p>gs)</p> <p>ahz)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• assume certain responsibilities for bathing the doll</li> <li>• clarify concepts regarding role of mother</li> <li>• practice basic language skill</li> <li>• strengthen concept of acceptable standards of cleanliness</li> </ul>	<p>At school the parent will</p> <p>be available to help with pins, see that children take turns, encourage conversation.</p> <p>At home the parent will</p> <p>use meaningful vocabulary in both English and Spanish while bathing child, thereby strengthening concept of parts of the body</p>

Bathing Baby (Tune: Did you Ever See a Lassie?)

I'll bathe the little baby, the baby, the baby,  
I'll bathe the little baby, I'll bathe her today.  
With soap and with water.  
With wash cloth and towel,  
I'll bathe the little baby, I'll bathe her today.

efio;

er)

oth) y toalla (towel),  
(foh-ah-ya)

tar,

on

**EMPHASIS FOR LEARNING      PLAYING STORE**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• identify money</li> <li>• make a choice</li>   <li>• orally identify merchandise displayed</li> <li>• participate in conversational dialogue</li>   <li>• discriminate choices by size and color</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• toy money</li>   <li>• stores representing <ul style="list-style-type: none"> <li>- ice cream parlor with tagboard cones containing Styrofoam ice cream colored pink, yellow, brown to represent strawberry, vanilla and chocolate ice cream</li> <li>- fruit and vegetable store with plastic fruit and vegetables</li> <li>- toy store containing plastic cars, trucks, airplanes, small dolls, and other available store items</li> <li>- pet store with small toy animals (preferably several types of each animal)</li> </ul> </li> </ul>

**Tips for Teachers:**

The store is more effective if the articles used are not from the toys used in intervals.

MATERIALS	ACTIVITIES
<p>presenting  am parlor with tagboard cones containing  oam ice cream colored pink, yellow and/or  to represent strawberry, vanilla and  ate ice cream</p> <p>and vegetable store with plastic fruits  getables</p> <p>ore containing plastic cars, trucks,  nes, small dolls, and other available  items</p> <p>ore with small toy animals (preferably  l types of each animal)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• use toy money in a play-store situation</li> <li>• assume roles of storekeeper and customer</li> <li>• purchase fruits and vegetables</li> <li>• assume adult roles in making purchases</li> <li>• indicate preference of animal using descrip-  tive adjectives</li> </ul>

Items used are not from the toys used in the centers. Set up different type stores at varied

LANGUAGE DEVELOPMENT

I have a penny.  
nickel  
dime

He bought \_\_\_\_\_

I want to buy strawberry ice cream.  
vanilla  
chocolate

May I have some \_\_\_\_\_?

Which one do you want?

I want the red boat.  
yellow car  
blue truck  
green airplane  
big dog  
little cat

I will buy apples.  
oranges  
grapes  
bananas

Finger play: Hand represents basket and fingers represent the fruit.

Yo tengo fruta en mi canastita;  
(frēc'-tah) (kahn-ahz-tēē'-tah)  
Uvas, manzanas, y peritas,  
(ēē'-yahz) (pēh-rēē'-tahz)  
Plátanos y duraznos también  
(plah-tah'-nohz) (dōō'-rahz'-nohz)  
Mis frutas bonitas, mis frutas bonitas!  
(mēē:)(rōō'-tahz) (boh-nēē'-tahz)

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>He bought _____.</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>. become acquainted with value of money</li> <li>. practice communicative skills</li> <li>. enjoy participation in role playing situations</li> <li>. gain knowledge of colors, numbers, and sizes of articles for sale</li> </ul>	<p>At school the parent will</p> <p>help set up store and keep it in order</p> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>. take child to variety of stores</li> <li>. allow child to make choices of purchases in store</li> <li>. help child to learn value of coins</li> </ul>

fingers represent the fruit.

tas;  
(ahz-tē-tah)  
(tahz)

tas bonitas!  
(b.h.n.ēē-tahz)

Additional enrichment:

song - "Going to the Store"

"Manzanitas"

finger play - "Counting Pennies"

**EMPHASIS FOR LEARNING**      **ROLE PLAY - DOLL'S BIRTHDAY PARTY**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• make a choice of gifts</li> <li>• manipulate materials for wrapping and tying</li>   <li>• place specified number of candles on cake</li>   <li>• develop small muscles in dressing dolls</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• small trinkets for presents</li> <li>• wrapping material               <ul style="list-style-type: none"> <li>- small boxes</li> <li>- tissue paper</li> <li>- ribbons</li> </ul> </li>   <li>• birthday cake</li> <li>• candle holders</li> <li>• candles</li>   <li>• doll clothes</li> </ul>

**Tips for Teachers:**

Make the doll's birthday cake from a round box, painted with whipped soap fl. holders and candles.

Select one doll and suggest that she is having a birthday and the other doll

**DOLL'S BIRTHDAY PARTY**

<b>MATERIALS</b>	<b>ACTIVITIES</b>
1 trinkets for presents wrapping material small boxes tissue paper ribbons  birthday cake candle holders candles  clothes	The child will <ul style="list-style-type: none"><li>• select and wrap birthday gifts</li> <li>• prepare refreshment table for the party</li> <li>• give the party</li></ul>

round box, painted with whipped soap flakes or covered with paper mâché. Decorate cake with candle  
dolls having a birthday and the other dolls are invited. Teacher must be available to direct dialogue.

LANGUAGE DEVELOPMENT

I want the ring.  
bracelet  
doll  
watch

May I have ice cream?  
Would you like cake?  
coffee  
cookies

Please give me some coffee.

Thank you.

Dame (give me) el anillo (ring), por favor (please). Gracias. (thank you)  
(dah'-meh) (ah-nē'-yo) (grah'-sē-ahz)  
la muñeca (doll)  
'mō-nēh-ka)  
el reloj (watch)

Pásame (pass, to me) las galletas (cookies), por favor. Gracias.  
(pah'-sah-meh) (gah-yeh'-tahz)  
el café (coffee)  
(kah-fēh)  
el pan (bread)  
(pahn)

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>por favor (please). Gracias. (thank you) (grah-se-ahz)</p> <p>(cookies), por favor. Gracias. (a hz) (ee) (d)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• practice courteous social patterns</li> <li>• extend small muscle dexterity through wrapping and tying of gifts</li> <li>• develop language through role play</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>• distribute materials necessary for simulated gifts</li> <li>• decorate the cake</li> </ul> <p>At home the parent will:</p> <ul style="list-style-type: none"> <li>• extend learning through having a birthday party for a child</li> <li>• use proper social courtesies</li> </ul>

**EMPHASIS FOR LEARNING**      **ROLE PLAY - BEAUTY SHOP**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <p><b>express creativity in role playing situations</b></p>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• rollers (preferably sponge type)</li> <li>• bobby pins</li> <li>• combs</li> <li>• ribbons and barrettes</li> <li>• hair dryer made from a large plastic bowl fastened to a chair</li> <li>• center decorations (pictures of hair styles cut from magazines)</li> </ul>

**Tips for Teachers:**

This activity provides free spontaneous play conducive to the extension of communication skills. Utilization of the material but should be allowed to develop role playing situations.

**- BEAUTY SHOP**

<b>MATERIALS</b>	<b>ACTIVITIES</b>
<p>: sponges (preferably sponge type) held by pins combs brushes and barrettes hair dryer made from a large plastic bowl fastened to hair paper decorations (pictures of hair styles cut from magazines)</p>	<p>The child will  role play situations involving beauty operator and patron</p>

Role play conducive to the extension of communicative skills. The pupil will need active guidance in  
and should be allowed to develop role playing situations independently.

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## LANGUAGE DEVELOPMENT

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Language development is incidental and might be of a nature far removed from that with which the child is working. Spontaneous conversation while role playing is aged.

The teacher may build concepts through observations as:

Your clean hair looks pretty.

I like your pony tail.

Your hair looks very nice.

Your hair needs to dry longer.

I like your long hair.

The spray smells nice.

Your hair feels smooth.

---

AGE DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>and might be of a nature far removed from the materials spontaneous conversation while role playing is encour-</p> <p>ugh observations as:</p>	<p>The pupil will</p> <ul style="list-style-type: none"> <li>. develop social skills through role playing</li> <li>. extend social emotional growth through sharing and taking turns</li> <li>. learn how to properly cleanse and arrange hair</li> <li>. increase self-esteem through improved appearance</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>. check adequacy of materials, and supplement as necessary</li> <li>. instruct children in usage of equipment</li> </ul> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>. take proper care of child's hair</li> <li>. implement proper sanitary procedures</li> </ul>

**EMPHASIS FOR LEARNING      ROLE PLAYING - DOCTOR AND NURSE**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• role play situations involving doctor and/or nurse</li> <li>• use correct terms related to his health</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• nurse's kit including apron, cap, bandages, c toy "shots"</li> <li>• doctor's kit including stethoscope, thermomet microscope, and glasses</li> </ul>

**Tips for Teachers:**

Motivate the activity by suggesting that the dolls are ill. Tempera spots pain

**DOCTOR AND NURSE**

**MATERIALS**

kit including apron, cap, bandages, candy pills, "shots"  
's kit including stethoscope, thermometer, toy  
scope, and glasses

**ACTIVITIES**

The child will

- wear costume appropriate to his role
- dramatize situations using doll as patient
  - put to bed
  - give shot
  - take temperature
  - take doll to the hospital

the dolls are ill. Tempera spots painted on dolls resemble chicken pox or measles.

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LANGUAGE DEVELOPMENT

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My doll is sick.  
has measles  
chicken pox  
sore throat  
fever

Her head hurts.  
stomach  
foot

Esta muñeca (doll) está enferma (is sick) (e)  
(moo-néh-ka) no está (is well)  
está muy (is very s  
(moo-ee)

She wants to vomit.

I'm going to the doctor.  
nurse  
dentist

She needs medicine.  
a shot  
bandage

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DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>muñeca (doll) está enferma (is sick) (cha-kehr-nah)  mũc-nẽh-ka) no está (is well)  está muy (is very sick)  (mũc-ẽc)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>. become familiar with terms of expression</li> <li>. develop attitude that doctors and nurses are our friends</li> <li>. develop receptive attitude toward immunization</li> </ul>	<p>At school the parent will</p> <ul style="list-style-type: none"> <li>. make nurse and doctor costumes</li> <li>. arrange the "hospital" or clinic in designated place</li> <li>. store materials after play</li> </ul> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>. reinforce positive attitude toward good health</li> <li>. discuss doctor's role in improving health <ul style="list-style-type: none"> <li>- importance of following directions</li> <li>- importance of immunizations</li> </ul> </li> </ul>

EMPHASIS FOR LEARNING      ROLE PLAYING - PLAYING SCHOOL

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• express creativity in role playing</li> <li>• communicate in basic English vocabulary</li> <li>• recite familiar poems</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• "reading books" containing pictures</li> <li>• picture flash cards</li> <li>• paper</li> <li>• crayons</li> </ul>

**Tips for Teachers:**

This is a small group activity.

The "teacher" should be a child with leadership qualities who can role play the part

SCHOOL

MATERIALS

ACTIVITIES

containing pictures  
cards

The child will

- . listen and respond to the "teacher"
- . participate in oral drill
- . follow verbal instructions

qualities who can role play the part and make the exercise constructive.

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L A N G U A G E   D E V E L O P M E N T

---

Review of basic English vocabulary:

That is a \_\_\_\_\_ (picture cards of familiar objects, displayed by the "te fam  
Here is a \_\_\_\_\_  
I have a \_\_\_\_\_  
I see the \_\_\_\_\_  
Give me a \_\_\_\_\_

---

Additional enrichment: songs - "Safety"  
- "School"  
- "Manzanitas"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
familiar objects, displayed by the "teacher"	<p>The child will</p> <ul style="list-style-type: none"> <li>• reinforce learning English</li> <li>• develop social-emotional concepts</li> <li>• participate in cooperative play</li> </ul>	<p>At school the parent will</p> <p>assist in preparing materials needed by the children in their role of teacher or pupil.</p> <p>At home the parent will</p> <p>make books and other materials accessible to the child so that role playing is encouraged as a game at home.</p>

**EMPHASIS FOR LEARNING SEWING**

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• develop small muscle and eye-hand coordination</li> <li>• manipulate a needle and thread</li> <li>• create a design that is pleasing to him</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• blocks of colored burlap</li> <li>• colored yarn</li> <li>• large eye plastic needles</li> </ul>

**Tips for Teachers:**

All children will not be interested in this activity and should not be pressured to accomplish the same objective.

**MATERIALS**

ks of colored burlap  
red yarn  
e eye plastic needles

**ACTIVITIES**

The child will

- experience the pushing and pulling of a needle while stitching (no form or pattern is observed)
- stitch on a line drawn on the burlap with chalk
- create a picture from a basic shape such as a circle, square or triangle

this activity and should not be pressured to take part. Substitute other activities that will

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L A N G U A G E   D E V E L O P M E N T

---

Free conversation will be carried out in either Spanish or English while the child is sewing.

Action rhyme for beginning stitchery:

In and out my needle goes  
Down and up my needle sews.

Action rhyme for sewing a design:

Push and pull the yarn on through  
Here is something I can do.

Poem:

Por arriba y por debajo  
(ah-ree'-bah) (deh-bah'-ho)

De la telita,  
(teh-lee'-tah)

Cose, cose mi agujita  
(koh'-seh) (ah-geeh'-tah)

Over and under

The little cloth,

My little needle sews, sews.



**EMPHASIS FOR LEARNING      SHAVING**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>. dramatize an adult experience through role-playing</li> <li>. use tactical sense of fingers to discriminate</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. safety razor with no blade</li> <li>. aerosol cream</li> <li>. pan with water</li> <li>. towel</li> <li>. mirror</li> </ul>

**Tips for Teachers:**

This should be set up as a temporary center. Put a mirror and a pan with water on a table for this role playing situation. This activity must be restricted to boys.

**MATERIALS**

**ACTIVITIES**

with no blade

The child will

- imitate adult role in shaving
- use applicable language to describe feeling of face

Put a mirror and a pan with water on a table. The center itself will stimulate the child in must be restricted to boys.

---

LANGUAGE DEVELOPMENT

---

You shave with a razor.  
your whiskers

You use soap.  
water  
a towel

You look at yourself in the mirror.  
clean

The child repeats after the teacher;

My face feels smooth.  
clean  
soft  
cool

---

Additional enrichment: song-"Shaving"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
	<p>The child will</p> <ul style="list-style-type: none"> <li>• experience the performance of an adult role</li> <li>• use both large and small muscles while shaving</li> <li>• develop a vocabulary that describes this experience</li> </ul>	<p>At school the parent will</p> <p>set up the shaving center.</p> <p>At home the parent will</p> <p>strengthen the father role concept by encouraging father-child companionship.</p>

## EMPHASIS FOR LEARNING

## GOING PLACES

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• tell what is familiar about a particular place visited</li> <li>• discuss "neighborhood walk" experiences</li> <li>• evaluate the environment as to work and play area</li> <li>• tell about different kinds of work people do</li> <li>• identify fruits and vegetables</li> <li>• discuss indoor and outdoor occupations</li> <li>• recall experiences of excursions</li> </ul>	<p>Neighborhood excursions may be planned</p> <p>Walks to</p> <ul style="list-style-type: none"> <li>• see where people live</li> <li>• see trees and flowers</li> <li>• visit a park to play or picnic</li> <li>• visit a lumberyard</li> <li>• a florist's shop</li> <li>• a grocery store</li> <li>• see people and machinery at work, such as buildings under construction, cement mixers, street repairmen or telephone repairmen</li> <li>• visit a garage</li> <li>• a beauty shop</li> <li>• a filling station</li> </ul> <p>Supply:</p> <ul style="list-style-type: none"> <li>• pictures relating to excursions</li> <li>• "dress-up" clothes</li> </ul>

**Tips for Teachers:** Excursions should be simple and kept as close to the children as possible. Excursions should be walking trips in the neighborhood. Each school will need to adjust excursions to fit the area.

## GOING PLACES

MATERIALS	ACTIVITIES
<p>Good excursions may be planned</p> <p>Where people live</p> <p>Trees and flowers</p> <p>A park to play or picnic</p> <p>A lumberyard</p> <p>Artist's shop</p> <p>Hardware store</p> <p>People and machinery at work, such as buildings under construction, cement mixers, street repair crew, telephone repairmen</p> <p>A garage</p> <p>Toy shop</p> <p>Bus station</p> <p>Books relating to excursions</p> <p>"Up" clothes</p>	<p>The child will</p> <ul style="list-style-type: none"><li>• discuss what he already knows about the particular place visited</li><li>• observe neighborhood environment</li><li>• observe colors, sizes, and shapes in nature</li><li>• pack a lunch</li><li>• purchase nails</li><li>• get lumber scraps for work bench activities</li><li>• select a plant to buy for classroom</li><li>• buy fruit or vegetables for food preparation activities</li><li>• observe people at work</li><li>• discuss what was seen on trips</li><li>• role-play various occupations</li></ul>

simple and kept as close to the children's natural experiences as possible. These excursions take place in the neighborhood. Each school will not be near all of the listed places, so each teacher selects excursions to fit the area.

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L A N G U A G E   D E V E L O P M E N T

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The teacher will use language adaptable to the situation.

What will we see when we go to \_\_\_\_\_ ?

See the different houses.

Let's pack a picnic lunch.

Look at the tall trees.

We will not pick the flowers in the park.

Where does your father work?

Does your mother work?

---

Additional enrichment: song - "Going to the Store"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>to the situation.</p> <p>?</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• use sensory perception</li> <li>• be motivated to use oral language</li> <li>• gain awareness of immediate environment</li> </ul>	<p>At school the parent will</p> <p>assist in safety of children.</p> <p>At home the parent will</p> <ul style="list-style-type: none"> <li>• stimulate conversation about experiences</li> <li>• take child on longer trips</li> <li>• talk about what is seen</li> </ul>

the Store"

EMPHASIS FOR LEARNING THE TRAIN GAME - DRILL ON VERBS (SEE-SAW)

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• arrange chairs in a line</li> <li>• use correct English words to describe action as depicted in picture</li> <li>• use the present and past tense of the verb to see</li> <li>• answer questions in a complete sentence</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• blocks, boxes or chairs</li> <li>• transparencies or flash card pictures depicting a person or pet performing the action to be described</li> </ul>

**Tips for Teachers:**

Display the picture or transparency as the child pretends to look out the window. Playing the make believe game of taking a trip relieves the tedium of drill if the child's attention wanders. Limit the transparencies or cards to five.

GAME - DRILL ON VERBS (SEE-SAW)

MATERIALS	ACTIVITIES
<p>Materials:</p> <p>Blocks, boxes or chairs</p> <p>Transparencies or flash card pictures depicting child pet performing the action to be described</p>	<p>The child will</p> <ul style="list-style-type: none"><li>• construct a train, bus, or airplane using the materials supplied</li><li>• look "out the window"</li><li>• describe the action using the present tense "I see"</li><li>• answer the question "What did you see?" by using "I saw"</li></ul>

as the child pretends to look out the window.

making a trip relieves the tedium of drill on the child's imagination. The game should not be prolonged. Limit the transparencies or cards to five scenes at the beginning.

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L A N G U A G E   D E V E L O P M E N T

---

Teacher

What is the boy doing?

girl  
bird  
dog  
cat

What do you see?

(Remove the picture)

What did you see?

Pupil

The boy is playing ball.

girl    jumping rope  
bird    flying  
dog     running  
cat     drinking milk

I see the boy playing.

girl skipping

I saw the man working.

rabbit hopping

---

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p style="text-align: center;"><u>Pupil</u></p> <p>The boy is playing ball.  girl jumping rope  bird flying  dog running  cat drinking milk</p> <p>I see the boy playing.  girl skipping</p> <p>I saw the man working.  rabbit hopping</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• attain increased attention span</li> <li>• improve English vocabulary</li> <li>• structure sentences correctly</li> </ul>	<p>At school the parents will</p> <ul style="list-style-type: none"> <li>• prepare flash cards</li> <li>• operate projector</li> </ul> <p>At home the parents will</p> <p>play "I see" with the child while riding or walking.</p>

**I**

is for Interesting



Self-awareness \_\_\_\_\_

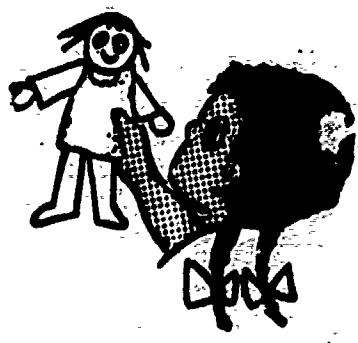
Science Center \_\_\_\_\_

Animals \_\_\_\_\_

Plants \_\_\_\_\_

Air \_\_\_\_\_

Sound \_\_\_\_\_



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## or Interesting Discoveries



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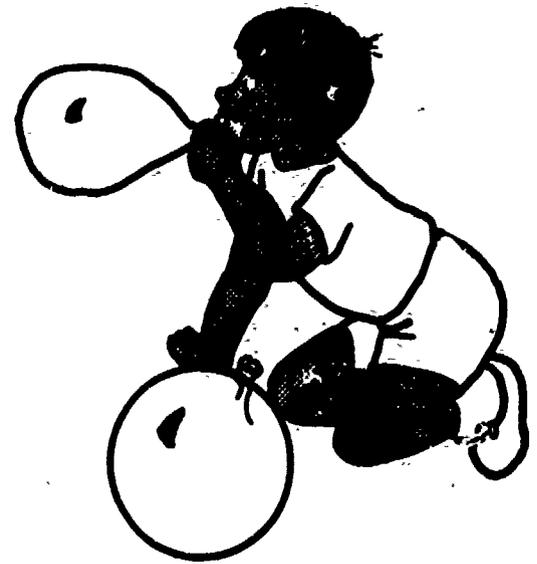
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nts ----- 96

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nd ----- 100



EMPHASIS FOR LEARNING      SELF AWARENESS

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• identify parts of the body</li> <li>• locate facial features</li> <li>• direct the teacher in drawing a figure</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• flannel board</li> <li>• flannel cut outs of head</li> <li>• chalk</li> <li>• chalk board</li> </ul>

**Tips for Teachers:**

Additional enrichment: song - "Partes del Cuerpo"  
 finger plays - "Fingers and Toes"  
 "My Face"  
 "Parts of the Face"

**MATERIALS**

board  
cut outs of head

ard

**ACTIVITIES**

The child will

- point to and name the parts of his body as indicated by the teacher
- use finger play "Parts of the Face"
- name and correctly place on the flannel board the different parts of the head
- tell the teacher how to draw on the chalk board one of the children chosen as a model
- identify the missing part when erased by teacher

"Cuerpo"  
"Fingers and Toes"  
"Face"  
"Parts of the Face"

---

LANGUAGE DEVELOPMENT

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Formal: Here are the eyes.  
          is     ears  
                  nose  
                  mouth  
                  hair  
                  neck

Put his head on the flannel board.  
          nose  
          mouth  
          hair  
          neck  
          face

That is his head.

Those are his eyes.  
                  ears

Put his eyes on the flannel board.  
                  ears

Those are his eyes.

He has two eyes.  
She     one nose

I will draw his head     arms  
                          neck     body  
                          shoulder     legs

---

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
	<p>The child will</p> <ul style="list-style-type: none"> <li>• practice English in a group situation</li> <li>• become aware of the oneness and twoness of body parts</li> <li>• grow in self-awareness</li> <li>• relate knowledge of self-identity to other persons</li> </ul>	<p>At school the parents will</p> <p>help individual children who have difficulty repeating sentence patterns</p> <p>At home the parents can help the child</p> <ul style="list-style-type: none"> <li>• touch and name the parts of the face and body while looking in the mirror</li> <li>• repeat the rhymes identifying the parts of the body</li> </ul>

EMPHASIS FOR LEARNING SCIENCE CENTER - ANIMALS

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• identify by name               <ul style="list-style-type: none"> <li>- animals in the classroom</li> <li>- pictures of animals displayed in room</li> <li>- the various body parts of animals</li> </ul> </li> <li>• identify daily needs of animals</li> <li>• classify animals by family groups</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• aquarium with fish</li> <li>• animals in cages               <ul style="list-style-type: none"> <li>- turtle</li> <li>- hamster</li> <li>- gerbil</li> <li>- guinea pig</li> </ul> </li> <li>• pets for short visits               <ul style="list-style-type: none"> <li>- duck</li> <li>- kitten</li> <li>- puppy</li> <li>- rabbit</li> <li>- chicken</li> </ul> </li> <li>• insects in bottles</li> <li>• animal replicas</li> <li>• pictures and books</li> <li>• records of animal sounds</li> <li>• animal lotto games</li> </ul>

**Tips for Teachers:**

The aquarium remains in the classroom all year. Other animals should be kept on Living Material Center.

All learning is accomplished through child's personal experience and observation

A "Mystery Box" containing animal replicas is a fun device for using language.

**ER - ANIMALS**

<b>MATERIALS</b>	<b>ACTIVITIES</b>
<p>arium with fish als in cages rtle mster rbil inea pig for short visits ck tten ppy bbit icken cts in bottles al replicas ures and books rds of animal sounds al lotto games</p>	<p>The child will</p> <ul style="list-style-type: none"><li>• play with the pets</li><li>• observe the animals in the room</li><li>• use replicas for identifying and classifying animals</li><li>• pantomime animals by sounds and movements</li></ul> <ul style="list-style-type: none"><li>• feed and water the animals</li></ul> <ul style="list-style-type: none"><li>• categorize animal pictures according to<ul style="list-style-type: none"><li>- animal movements</li><li>- animal families such as mother horse and baby colt</li></ul></li><li>• play animal lotto</li></ul>

all year. Other animals should be kept only periodically. Many animals can be obtained from the child's personal experience and observation, not through drill. Replicas is a fun device for using language.

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LANGUAGE DEVELOPMENT

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This is a good time for formal sentence pattern drill:

Teacher

I see a horse.  
saw fish  
dog  
cat

Pupil

(repeats)

That is a \_\_\_\_\_.  
Here is the \_\_\_\_\_.  
He has two ears.  
eyes

It has big ears.  
little

The child will use incidental language describing the sounds, smells, and physical characteristics of the animals.

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Additional enrichment: Songs - "Count My Animals"  
"The Sea"  
"Animal Movements"  
"Los Politos"  
"La Rana"  
"Mi Perrito"  
"El Patito"

Finger plays - "My Rabbit"  
"The Animal"  
"El Pesca"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>pattern drill:</p> <p style="text-align: center;"><u>Pupil</u> (repeats)</p> <p>describing the sounds, smells, and physical</p>	<p>The child will:</p> <ul style="list-style-type: none"> <li>. develop responsibility by assuming the care of animals in the room</li> <li>. develop ability to observe and categorize animals</li> <li>. begin to recognize the survival needs of animals</li> </ul>	<p>At school the parents will:</p> <ul style="list-style-type: none"> <li>. supervise cleaning and feeding the live animals</li> <li>. assist the child as needed in classifying and categorizing animals</li> </ul> <p>At home the parents will:</p> <ul style="list-style-type: none"> <li>. assist child in identifying animals</li> <li>. stress survival needs of animals</li> <li>. read stories about animals to child</li> <li>. take child to visit <ul style="list-style-type: none"> <li>- a farm</li> <li>- a zoo</li> <li>- a chicken hatchery</li> <li>- a tropical fish shop</li> </ul> </li> </ul>

"My Animals"  
"Movements"  
"El Peditos"  
"Pescadito"  
"Pescadito"

Finger plays - "My Rabbit"  
"The Animals"  
"El Pescadito"

**EMPHASIS FOR LEARNING      SCIENCE CENTER - PLANTS**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• plant seeds</li> <li>• sort seeds according to shape</li> <li>• compare plant growth under controlled conditions</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• variety of seeds</li> <li>• containers for planting seeds</li> <li>• potting soil</li> <li>• containers filled with small seeds</li> <li>• pot plants for the center including sweet potatoes in glass jars allowing the children to see the roots as well leaves</li> <li>• bulbs, rocks, suitable containers</li> <li>• pictures of seeds and plants</li> </ul>

**Tips for Teachers:**

**Additional enrichment:** songs - "Plants"  
finger plays - "Can You Be A Tree," "Las Hojitas"

**PLANTS**

**MATERIALS**

of seeds  
ers for planting seeds  
soil  
ers filled with small seeds  
nts for the center including sweet potato and  
in glass jars allowing the children to see  
ts as well leaves  
rocks, suitable containers  
s of seeds and plants

**ACTIVITIES**

The child will

- handle, sort, and classify seeds
- place seeds on balance scale to compare weights
- plant seeds and care for plants
- perform simple experiments showing value of water, light, and air
- enjoy looking at pictures and books placed by the science projects

Can You Be A Tree," "Las Hojitas"

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LANGUAGE DEVELOPMENT

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Language development in English is incidental. The child should be led to describe seeds and plants look, feel, smell, and taste.

Ésta semilla (seed) es larga. (long)  
(seh-mēē-yā) (lahr-gah)  
redonda (round)  
(reh-dohm-doh)  
grande (large)  
(grahn-doh)  
chica (small)  
(chee-kah)

E DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>incidental. The child should be led to describe how and taste.</p> <p>)</p> <p>d)</p> <p>e)</p> <p>l)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• gain knowledge of categorizing through sorting and arranging seeds</li> <li>• develop the ability to make judgments concerning weight</li> <li>• develop responsibility in caring for plants</li> </ul>	<p>At school the parents will</p> <ul style="list-style-type: none"> <li>• help the child verbalize the activities with seeds and plants</li> <li>• assist with planting activities</li> </ul> <p>At home the parents will</p> <ul style="list-style-type: none"> <li>• collect seeds to bring to school</li> <li>• give the child an opportunity to plant seeds and care for plants</li> </ul>

EMPHASIS FOR LEARNING SCIENCE CENTER - AIR

**BEHAVIORAL OBJECTIVES**

The child will be able to

- conduct simple experiments of air movement
  
- tell how moving air can be depicted in pictures

**MATERIALS**

Supply:

- pin wheels
- balloons
- bubble pipes or empty spools and soap
- straws
- sail boats
- kite

pictures

- blowing wind
- flying kite
- sailing boats
- blowing clothes

**Tips for Teachers:**

The teacher may prepare a "Treasure Chest" containing supplies and introduce experiment with air movement.

- AIR

MATERIALS	ACTIVITIES
wheels spools pipes or empty spools and soap boats  wind kite boats clothes	<p>The child will</p> <ul style="list-style-type: none"><li>• blow up balloons and deflate them</li><li>• blow pin wheels</li><li>• blow bubbles</li><li>• blow boats across water</li><li>• blow through straws</li><li>• fly a kite</li></ul> <ul style="list-style-type: none"><li>• observe and discuss many pictures showing the effects of moving air</li></ul>

at" containing supplies and introduce one of the "treasures" each day allowing the child to

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LANGUAGE DEVELOPMENT

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The English vocabulary introduced in this unit is incidental. The concepts developed in Spanish and English.

The teacher will use the questioning method to encourage the children to ve how air can be felt and smelled even though it is not seen.

Poem: El viento (air) mueve el barco. (boat) *El viento mueve el barco.*  
Silva, canta por allá; (ah-vee-ah kah-vee-ah)  
El viento mueve el barco.  
Cuando pasa por acá. (kah-vee-ah kah-vee-ah)

Substitute for boat: los árboles (trees) (ahr'-boh-len-z)  
las flores (flowers) (lah-fores)  
el papel (paper) (ah-peel)  
el pelo (hair) (peh'-loh)

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Additional enrichment: Finger plays: "El Globo Rojo"  
"Air"  
"The Airplane"  
"El Aeroplano"



EMPHASIS FOR LEARNING      SCIENCE CENTER - SOUND

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• distinguish tone qualities of loudness and softness</li> <li>• develop auditory discrimination</li> <li>• repeat varied rhythms</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• telephones</li> <li>• tin can telephones</li> <li>• musical instruments               <ul style="list-style-type: none"> <li>- bells</li> <li>- wood blocks</li> <li>- triangle</li> <li>- drum</li> </ul> </li> <li>• record player</li> <li>• sound records</li> <li>• "talking books"</li> <li>• tape recorder</li> <li>• listening station</li> </ul>

**Tips for Teachers.**

It is important that the science center reflect one definite concept at a time and be introduced.

SOUND

MATERIALS

es  
telephones  
instruments  
  
locks  
le  
  
layer  
cords  
books"  
order  
g station

ACTIVITIES

The child will

- talk on the telephones using soft and loud voice
- record voice on tape recorder
  
- listen to familiar sounds on records
- identify sounds on records
  
- play rhythm instruments

reflect one definite concept at a time and should be changed completely when a new science unit is

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LANGUAGE DEVELOPMENT

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The teacher may present some formal sentence patterns.

I am talking. (point to mouth)

I am talking loudly.  
softly

Say your name in a loud voice--a soft voice.

Please use your soft voice.

What do you hear?

I hear a \_\_\_\_\_.

What did you hear?

I heard the \_\_\_\_\_.

Poem: Hablo fuerte; (loudly)  
(ah-bloh) (fso-ehr'teh)  
Hablo quedo; (softly)  
(keh'-doh)  
Después yo  
(deh-z. so-ehz')  
Mi boca cierro.  
(see-ehr'oh)

---

Additional enrichment: Finger plays - "The Animals"  
"Sound"  
"The Rocket"

101/102

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
patterns.  ice.	The child will <ul style="list-style-type: none"><li>• understand the meaning of talking loudly and softly</li><li>• enjoy creating sounds</li><li>• develop good listening habits</li><li>• begin to develop auditory discrimination</li></ul>	At school the parents will <ul style="list-style-type: none"><li>• assist the child with the "talking books"</li><li>• help record voices on the tape recorder</li><li>• supervise the listening station</li><li>• play records</li></ul> At home the parents will <ul style="list-style-type: none"><li>• direct the child's attention to listening to sounds around the home and neighborhood</li><li>• remind the child to talk softly or loudly when necessary</li></ul>

Animals"  
"  
ocket"

**N**

is for **N**ow an

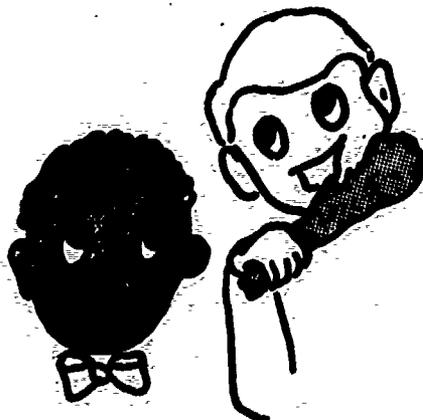


Halloween -----

Thanksgiving -----

Christmas -----

Easter -----



# N

103



n is for **Now** and Then

alloween ..... 104

anksgiving ..... 106

ristmas ..... 108

ster ..... 110



**EMPHASIS FOR LEARNING HALLOWEEN CRAFTS AND ACTIVITIES**

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• make a trick or treat bag</li> <li>• string macaroni to make a piece of costume jewelry</li> <li>• draw facial features to make a mask</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• brown paper bags</li> <li>• black and orange paper</li> <li>• paste</li> <li>• scissors</li> <li>• macaroni, painted orange and black</li> <li>• pipe cleaners</li> <li>• yarn</li> <li>• paper plates</li> <li>• tempera paint</li> <li>• construction paper</li> <li>• black and/or orange yarn</li> <li>• pipe cleaners</li> </ul>

**Tips for Teachers.**

- Make Halloween faces by painting plate, then decorating with facial features.
- Paint a black cat, add black ears, pipe cleaner or yarn whiskers.
- Paint orange jack-o-lantern, add paper features.
- Do not use any patterns. The children can create their bags, jewelry, and/or

**AND ACTIVITIES**

**MATERIALS**

**ACTIVITIES**

per bags  
d orange paper

, painted orange and black  
aners

ates  
paint  
tion paper  
d/or orange yarn  
aners

The child will

- make a trick or treat bag by
  - cutting free hand designs from orange and black paper
  - pasting the designs on a brown paper bag
  
- string macaroni on yarn to make a necklace
- string macaroni on pipe cleaners to make a bracelet
  
- draw and cut facial features
- select media and materials to create his own mask

hen decorating with facial features. Paint a yellow witch face, add black hat, orange hair.  
leaner or yarn whiskers.

atures.

n their bags, jewelry, and/or mask.

LANGUAGE DEVELOPMENT

Teacher

Pupil

Put your necklace around your neck.  
bracelet on your arm  
the hat on the witch  
jack-o-lantern on the table

May I have some candy, please?  
gum  
cookies

Thank you.

Me puede dar (Would you give me) dulces (candy), por favor?  
(poo-eh'-leh) (dool'-seh-z)

chicle (gum)  
(ch-eeek'-leh)

galletas (cookies)  
(gah-yeh'-tah)

Gracias. (thank you)  
(grah-see-ah-z)

Additional enrichment: song - "Jack O' Lantern"

finger plays - "Scarecrow"  
"The Pumpkin"  
"Jack O' Lantern"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p style="text-align: center;"><u>Pupil</u></p> <p>May I have some candy, please? gum cookies</p> <p>Thank you.</p> <p>es (candy), por favor? sehz) le (gum) etas (cookies)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• gain experience in cutting and pasting</li> <li>• practice courtesy through dramatizing trick and treat</li> </ul>	<p>At school the parents will</p> <p>see that each child completes the project he has undertaken</p> <p>At home the parents will</p> <p>take the child trick or treating observing safety precautions .</p>

tern"  
arecrow"  
e Pumpkin"  
ck O' Lantern"

**EMPHASIS FOR LEARNING      HOLIDAYS - THANKSGIVING**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• enumerate people and things for which he is thankful</li>   <li>• identify the turkey as a farm animal</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• construction paper in a variety of colors</li> <li>• scissors</li> <li>• magazines</li> <li>• paste</li>   <li>• sandbox</li> <li>• farm animals</li> </ul>

**Tips for Teachers:**

Discuss foods that the child has cut out and refer to them as fruits, vegetables.

Talk about foods that the child likes or dislikes.

Assist the child, if needed, to describe taste and smell of foods.

**THANKSGIVING**

**MATERIALS**

construction paper in a variety of colors

scissors

Animals

**ACTIVITIES**

The child will

- fringe strips of construction paper to make turkey feathers
- arrange feathers around a large brown construction paper circle to make a turkey
- use magazines to select pictures of things and people for which they can be thankful
- cut and paste the selected pictures around the big turkey
- make a paper plate dinner by pasting magazine picture of foods on a paper plate
  
- construct a farm, including turkeys, in the sandbox

and refer to them as fruits, vegetables, salads, or desserts.

dislikes.

taste and smell of foods.

LANGUAGE DEVELOPMENT

Introduce these sentence patterns:

Teacher

Pupil

We are thankful for home.

(repeat)

food

family

helpers

This is a turkey.

(repeat)

The turkey is big.

pretty

has feathers

two feet

tastes good

like chicken

says, "Gobble, gobble."

El guajolote (turkey) es grande (big)

"guajolote" or "pa

(gáa-ah-ho-lch'teh)

(grahn-deh)

bonito (pretty)

(bón-ee-toh)

un animal (animal)

(ah-nee-nah)

tiene plumas (feathers)

(tee-eh'neh)(plee-mahz)

dos patas (two feet)

(pá/-fahz)

sabe bueno (tastes good)

(há-eh'neh)

a pollo (tastes like chicken)

(pah-yoh)

Additional enrichment: songs - "Thanksgiving Turkey"

finger pla

"Mister Turkey"

"The Turkey"

AGE DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p style="text-align: center;"><u>Pupil</u></p> <p style="text-align: center;">(repeat)</p> <p style="text-align: center;">(repeat)</p> <p>nde (big)  <small>(nō-nē-l)</small>  to (pretty)  <small>(tō-ty)</small>  animal (animal)  <small>(ah-nē-mah-l)</small>  plumas (feathers)  <small>(plē-mah-z)</small>  dos patas (two feet)  <small>(pā-tā-fē-z)</small>  bueno (tastes good)  <small>(bō-eh-nē)</small>  pollo (tastes like chicken)  <small>(pōh-yoh)</small></p> <p style="text-align: center;">"guajolote" or "pavo" (turkey)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• become more aware of the importance of the people and things around him</li> <li>• develop a feeling of self esteem when he realizes he does possess things for which he can be thankful</li> </ul>	<p>At school the parents will</p> <ul style="list-style-type: none"> <li>• assist the teacher in checking that all children have the necessary supplies</li> <li>• direct the children in cleaning up after the cutting and pasting activities</li> </ul> <p>At home the parents will</p> <ul style="list-style-type: none"> <li>• take the child to visit a turkey farm</li> <li>• discuss people and things for which the family is thankful</li> </ul>
<p>Thanksgiving Turkey"  Mister Turkey"  The Turkey"</p>	<p>finger play: "The Pumpkin"</p>	

**EMPHASIS FOR LEARNING      CHRISTMAS ACTIVITIES**

<b>BEHAVIORAL OBJECTIVES</b>	<b>MATERIALS</b>
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• devise props for role-playing</li>   <li>• make Christmas decorations</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• large blocks from center</li> <li>• large sack for Santa</li> <li>• toys, collected from center</li> <li>• Santa costume (This may be only a cap, a mask, complete costume)</li>   <li>• materials necessary to conduct the project</li> </ul>

**Tips for Teachers.**

Some of the children can be the reindeer and blocks can be used to build houses. The fireplace can be made by cutting out a big box. Let the children paint the stockings for the dolls and fill them with small trinkets.

ES

MATERIALS	ACTIVITIES
<p>blocks from center mask for Santa collected from center costume (This may be only a cap, a mask, or costume)</p> <p>necessary to conduct the project</p>	<p>The child will</p> <ul style="list-style-type: none"><li>• use blocks to build a sleigh</li><li>• role-play Santa's trip on Christmas Eve by<ul style="list-style-type: none"><li>- donning a costume or part of a costume</li><li>- setting up additional props</li><li>- delegating roles to other children in the class</li></ul></li><li>• decorate a miniature Christmas tree in the doll house</li><li>• construct and paint a fireplace to hang Christmas stockings</li><li>• make Christmas tree decorations by stringing red and green macaroni in varying patterns</li><li>• utilize old Christmas cards to look at them, play mailman, cut out pictures to make new cards, or use them as decorations for the doll house</li></ul>

blocks can be used to build houses or beds for more children to participate in role-playing.  
big box. Let the children paint the box and outline a brick design. The children can hang  
small trinkets.

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LANGUAGE DEVELOPMENT

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Introduce Christmas vocabulary in sentence patterns.

Teacher

This is Santa Claus.  
I see the sleigh  
Here is a stocking  
          Christmas tree  
          present

These are reindeer.  
          decorations

Santa rides in a sleigh.  
has reindeer  
brings presents

I put the bell on the tree.  
          ball  
          star  
          chain

Pupil

That is Santa Claus.  
I see the sleigh  
That is a stocking  
          a Christmas tree  
          a present

Those are reindeer.  
          decorations

(repeat)

Pongo (I put) la campanita (little bell) en el árbol de Navidad. (Christmas tree)  
(kah-n-puh-neé-tah) (Nal. V. Navidad)  
el ornamento (ornament)  
(ohr-nah-meh-nitch)  
la estrella (star)  
(el-iz-trah-ee)  
la cadena (chain)  
(kah-sah-nah)

---

Additional enrichment: song - "Christmas Eve"

finger play - "Christmas Bells"

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p>ce patterns.</p> <p style="text-align: center;"><u>Pupil</u></p> <p>That is Santa Claus. I see the sleigh That is a stocking a Christmas tree a present</p> <p>Those are reindeer. decorations</p> <p>(repeat)</p> <p>bell) en el árbol de Navidad. (Christmas tree) (Nal. Verdado)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• derive satisfaction from the feeling of accomplishment</li> <li>• enjoy participating in creative role-play</li> </ul>	<p>At school the parents will</p> <ul style="list-style-type: none"> <li>• assist the teacher by seeing that children complete tasks that they have begun</li> <li>• direct the children to dismantle and return equipment to proper place</li> </ul> <p>At home the parents will</p> <ul style="list-style-type: none"> <li>• take child to see Christmas decoration in store windows</li> <li>• take child to visit Santa Claus in one of the stores</li> <li>• allow child to decorate the Christmas tree</li> </ul>

as Eve"

Christmas Bells"

EMPHASIS FOR LEARNING EASTER - CRAFTS AND ACTIVITIES

BEHAVIORAL OBJECTIVES	MATERIALS
<p>The child will be able to</p> <ul style="list-style-type: none"> <li>• make Easter eggs according to Mexican custom</li> <li>• perform tasks related to the care of pets</li> <li>• imitate pets in the classroom</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• egg shells</li> <li>• Easter egg dye</li> <li>• construction paper</li> <li>• tissue paper</li> <li>• paste</li> <li>• live rabbit or chicks</li> <li>• pet cage</li> <li>• food</li> <li>• water</li> <li>• tag board</li> <li>• pink tempera or crayon</li> </ul>

**Tips for Teachers.**

"Cascarenes" are made by filling dyed egg shells with confetti. The confetti is placed in the egg shell. The egg shell is covered by pasting a circle of tissue paper over the opening.

In the Kindergarten Book - Ginn, the song "I Am Bunny Pink Ears" provides the lyrics:

"I am Bunny Pink Ears  
How do you do?  
Here's an Easter Basket  
I have made for you."

**RAFTS AND ACTIVITIES**

**MATERIALS**

egg shells  
Easter egg dye  
construction paper  
tissue paper  
bottle  
live rabbit or chicks  
cage  
food  
water  
board  
black tempera or crayon

**ACTIVITIES**

The child will

- make "cascarones"
  
- observe a rabbit or chicks at school
- care for the pets in the classroom
  
- make head bands with rabbit ears
- imitate a hopping rabbit
- imitate sound of baby chicks

egg shells with confetti. The confetti can be made by cutting small pieces of construction paper. circle of tissue paper over the opening.

song "I Am Bunny Pink Ears" provides opportunity for dramatization.

"I am Bunny Pink Ears

How do you do?

Here's an Easter Basket

I have made for you!"

LANGUAGE DEVELOPMENT

Sentence Patterns:

Teacher

Pupil

This is a red Easter egg.  
yellow  
blue  
green

That is a red Easter egg.  
yellow  
blue  
green

Put one egg in the basket.  
two  
three  
four

I put one egg in the basket.  
two  
three  
four

The teacher uses language adaptable to the situation.

Feel the rabbit's soft fur.  
See his long ears.  
Look at him wiggle his nose.  
See his whiskers.  
What do you think he would like to eat?

Los conejos (rabbits) tienen piel. (pach-oh' lah) (tee-eh' ah' oh) (pee-eh)

La piel es suave. (soft)  
(pee-eh') (soo-ah' vez)

Los pollitos (chicks) tienen plumas. (poh-vee' toz) (pee-eh' mah)

Las plumas son suaves. (ploo-mahz) (soo-ah' vez)

Este huevo (egg) es rojo. (red)  
(eh-eh' vah) (eh' ho)

verde (green)  
(veh' deh)

amarillo (yellow)  
(ah-mah-ye-fo)

azul (blue)  
(ah-zool')

Este es un (one) huevo.

Estos son dos (two) huevos. cuatro  
tres (three) cinco (

Additional enrichment: poem: We have a little bunny  
a funny bunny  
with a cotton-ball tail

Hop little bunny,  
Hop, hop, hop!  
Hop little bunny,  
Don't you stop.

DEVELOPMENT	VALUES DERIVED	PARENT'S TASKS
<p style="text-align: center;"><u>Pupil</u></p> <p>That is a red Easter egg. yellow blue green</p> <p>I put one egg in the basket. two three four</p> <p>the situation.</p> <p>Los conejos (rabbits) tienen piel. (fur) <small>(kōn-eh-ho) (tee-nen) (pee-eh)</small></p> <p>La piel es suave. (soft) <small>(pee-eh) (soo-ah-vez)</small></p> <p>Los pollitos (chicks) tienen plumas. (feathers) <small>(pōh-vee-toz) (plōō-mahz)</small></p> <p>Las plumas son suaves. <small>(plōō-mahz) (soo-ah-vez)</small></p> <p>Este huevo (egg) es rojo. (red) <small>(ēē-zōō) (ēē-hō)</small></p> <p style="padding-left: 40px;">verde (green) <small>(veh-ree-deh)</small></p> <p style="padding-left: 40px;">amarillo (yellow) <small>(ah mah-ree-zō)</small></p> <p style="padding-left: 40px;">azul (blue) <small>(ah-zōōl)</small></p> <p>Este es un (one) huevo.</p> <p>Estos son dos (two) huevos.    cuatro (four) tres (three)                      cinco (five)</p>	<p>The child will</p> <ul style="list-style-type: none"> <li>• have opportunity to             <ul style="list-style-type: none"> <li>- observe survival needs (air, water, food) of animals</li> <li>- observe likenesses and differences of animals</li> <li>- develop responsibility through assuming care of pets</li> </ul> </li> <li>• receive personal satisfaction in accomplishment</li> </ul>	<p>At school the parents will</p> <ul style="list-style-type: none"> <li>• assist children in caring for animals in room</li> <li>• offer support where needed in constructing eggs</li> </ul> <p>At home the parents will</p> <ul style="list-style-type: none"> <li>• let the child assume responsibility in caring for pet</li> <li>• dye Easter eggs</li> </ul>

<p>a little bunny bunny cotton-ball tail</p>	<p>Hop little bunny, Hop, hop, hop! Hop little bunny, Don't you stop.</p>	<p>Hop little bunny, one, two, three, Hop little bunny, Hop to me.</p>	<p>song - "Little Bunny" finger play - "My Rabbit"</p>
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**G**

is for **Guiding** the

**Classroom Organization** .....

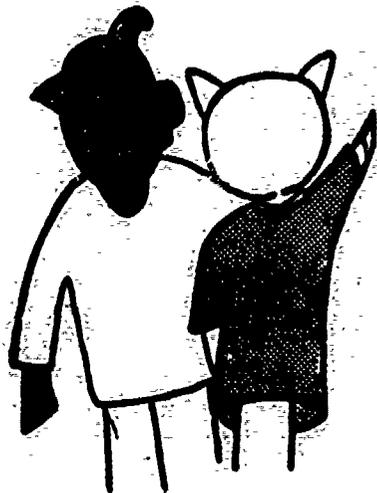
**Health and Safety** .....

**Teaching Techniques** .....

**Suggestions for**

**Parents Meetings** .....

**Parent Conferences** .....



**Additional Enrichment**

**Songs** .....

**Fingerplays** .....

**Games** .....

# G



## Guiding the Teacher

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### Classroom Organization

The classroom is arranged with specific areas designated for different activities. It must be uncluttered and have eye appeal for the young child.

The centers of interest include

#### . HOUSEKEEPING CENTER

- kitchen appliances (stove, refrigerator, sink, cabinet, table, and chairs)
- dishes and cooking utensils
- dolls, doll beds, clothing
- "dress-up" clothes for both boys and girls
- mirror
- iron and ironing board
- telephone
- cleaning equipment

Tips for Teachers: HOUSEKEEPING CENTER

- . enclose area with room dividers limiting participants to approximately five or six children at a time
- . stress sharing and taking turns
- . assign specific "clean-up" tasks

#### . MANIPULATIVE CENTER

- geometric forms
- pegs and pegboards
- puzzles
- beads and string
- nests of boxes
- picture lotto games

Tips for Teachers

- . place material
- . use big wheel
- . push doll bugg
- . use smaller wh to run wild wi
- . remove puzzle avoid excess n
- . confine work w avoid scatteri is helpful)
- . restrict clay tables) oilclo hard-to-clean

ers  
gnated  
and

Tips for Teachers: MANIPULATIVE CENTER

- place materials on low shelves, explaining use and care
- use big wheel toys such as tricycles and wagons outside only
- push doll buggies carefully in certain areas of classroom
- use smaller wheel toys indoors; however, don't allow pupils to run wild with them
- remove puzzle pieces from frames one piece at a time to avoid excess noise and possible loss of pieces on floor
- confine work with beads and similar items to a small area to avoid scattering (a small rug or a piece of construction paper is helpful)
- restrict clay modeling to protected surfaces (formica-topped tables) oilcloth squares or even newsprint to prevent "many" hard-to-clean areas in classroom

ay  
cipants  
e

## Classroom Organization

### . BLOCK BUILDING CENTER

- all shapes of unit floor blocks
- wheeled cart for transporting block accessories
  - animals
  - people
  - wheel toys
  - boats
  - trains
  - cars
- rope and pulley

#### Tips for Teachers: BLOCK BUILDING CENTER

- . set up away from main traffic patterns limiting number of participants
- . stimulate play by addition of interest items
  - cars and trucks
  - airplanes, jets, helicopters
  - people and furniture
  - fire trucks, firemen

### . WOODWORKING CENTER

- workbench with vise
- soft pine scraps
- nails
- hammer
- saw

#### Tips for Teachers: WOODWORKING CENTER

- . set up away from all other activities
- . supervise carefully at all times

### . LIBRARY CENTER

- tables and chairs
- shelves
- story and picture books
- tape recorder
- show and tell
- puppets

#### Tips for Teachers:

- . locate in a quiet area
- . display books
- . encourage children to read
  - turning pages
  - turning words
  - learning to read
  - learning to write

### . MUSIC CENTER

- phonographs
- records
- rhythm instruments

#### Tips for Teachers:

- . display a variety of music
- . locate away from other centers
- . provide opportunity for children to participate in music activities
- . limit individual children to one or two instruments
- . paint volume markers on instruments
- . close center when not in use

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. LIBRARY CENTER

- tables and chairs
- shelves for storage
- story and picture books
- tape recorder, tapes and listening posts
- show and tell phonograph records
- puppets

Tips for Teachers: LIBRARY CENTER

- . locate in a quiet spot
- . display books attractively within easy reach of all children
- . encourage correct usage of books
  - turning pages one by one
  - turning pages from front to the back of the book
  - learning acceptable ways of sharing exciting discoveries found within the books

. MUSIC CENTER

- phonograph
- records
- rhythm instruments

Tips for Teachers: MUSIC CENTER

- . display a variety of instruments within easy reach of children
- . locate away from library center or other quiet area
- . provide opportunities for entire class to participate daily in music activities
- . limit individual testing of "sound effects" of instruments to one or two children at a time (call attention to soft and loud sounds)
- . paint volume control RED on record player or tape recorder and caution children not to turn up (hearing may be damaged)
- . close center when necessary for designated quiet periods

### Classroom Organization

#### . ART CENTER

- easel
- tempera paint
- large brushes
- crayons
- scissors
- paste
- clay
- paper - large newsprint
- scrap box of construction paper
- cloth, yarn

#### Tips for Teachers: ART CENTER

- . have center set up at all times
- . supply water, paper, paints, and brushes
- . spread newspapers to avoid splatters
- . post schedule of a time to paint for everyone
- . establish cleanup patterns
- . provide baskets or boxes of crayons (stress importance of not marring floor or furniture with marks or mashed crayons)
- . SCIENCE CENTER
  - aquarium
  - cages for animals
  - plants
  - magnifying glass
  - measuring devices
  - magnets
  - kits containing "interest" collections

#### Tips for Teachers: SC

- . provide plants and
- . provide opportunity own sensory and int
- . rotate materials
  - seeds to plant
  - fruits to cut
  - animals to feed
  - leaves to "look
  - metal objects ma affected by magn

#### . TEMPORARY CENTERS

- Temporary center discussed more f
  - cooking
  - sewing
  - doctor and nu
  - beauty shop -
  - store

Tips for Teachers: SCIENCE CENTER

- . provide plants and small animals to observe and touch
- . provide opportunity for discovery of reality on the child's own sensory and intellectual level
- . rotate materials
  - seeds to plant
  - fruits to cut
  - animals to feed
  - leaves to "look at" with magnifying glass
  - metal objects magnet will attract as well as materials not affected by magnet
- . TEMPORARY CENTERS
  - Temporary centers are set up for short times. These are discussed more fully elsewhere in the guide.
    - cooking
    - sewing
    - doctor and nurse
    - beauty shop - shaving
    - store

importance  
or

## HEALTH AND SAFETY

Direct instruction in health is not necessary with the four-year-old. The teaching is accomplished through daily routine.

This does not mean, however, that planning is not essential. There are many activities in which children participate which lead directly into good health and safety practices.

There should be a daily health inspection of each child early in the day. In most cases the teacher does this as she looks closely at each child as she greets him at the beginning of the session.

The preschool child needs guidance as he learns the skills associated with development. He must be taught how to

- . use the bathroom
- . get a drink when thirsty
- . wash hands before eating
- . take care of outer clothing
- . use handkerchief
- . care for teeth

Proper vocabulary in English must be presented for each skill and the teacher should be aware of the child's ability to use these terms correctly.

The child must be led to recognize the value of rest and relaxation and become accustomed to a quiet activity at set times each day. Soft music helps in the acceptance of this need.

Role-playing visits to the doctor, nurse, dentist, beauty and barber shops, and to immunization clinic will develop a desirable and receptive attitude. Vocabulary introduced in the role play will be meaningful and will relate to the tools the child will encounter in cleanliness and good grooming.

Areas of concern  
handling of equipment  
simple rules of

The child must

- . use and store
- . use scissors
- . carry chairs
- . use outdoor

They must be taught

They must understand

- . electrical equipment
- . heating devices
- . glassware

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Areas of concern for the safety of children in kindergarten include handling of equipment, ability to recognize hazards and practice of simple rules of safety.

The child must be taught how to

- use and store saws and hammers
- use scissors and needles properly
- carry chairs, large blocks, and heavier equipment
- use outdoor play equipment

They must be taught not to tease pets or play with strange animals.

They must understand that care must be taken in using

- electrical equipment
- heating devices
- glassware

### Teaching Techniques for Preschool

In the "prepared environment," the teacher can be effective and maintain a healthy "climate" by making suggestions to the needs of the children:

- plan the daily schedule with a rhythm between activity and rest every ten to fifteen minutes
- make as few rules as possible, but be consistent in enforcing the necessary ones
- present many opportunities to children for making choices but limit the number of alternatives
- guide the child to a quiet activity when he becomes aggressive or over-stimulated
- try a gentle touch in a loving manner when a child feels lonely or upset
- praise a child during good behavior and try to ignore deviant behavior unless it is dangerous
- speak to the child individually, quietly, and personally in giving direction or modification
- promote rest and relaxation with a darkened room, quiet music, or a soft touch from the teacher
- provide a diversion to avoid an argument between children
- keep close contact with parents to enable the teacher to understand misbehavior which may be due to a child's home situation

Transitional activities aid in promoting harmony and a sense of orderliness in preschool. Children are required to change pace. This change of pace might involve such things as cleaning up, moving to another activity, moving through school corridors, washing hands, going to the bathroom, etc. Two- and three-year-olds may be able to take turns with two or three children in riding a tricycle, but not four. This age group cannot stand in line and keep quiet for any extended time period.

The following suggestions are offered for the teacher to use when transition is needed:

- Ask all children wearing something blue to stand, then move to desired place; next, ask all children wearing something red to stand, then move to desired place; next, ask all children wearing something black shoes, and so forth, to participate. If too many children are wearing the same color, ask all children wearing short-sleeved "T" shirts, all girls with bows in their hair, or all girls who have

effective and maintain a healthy "climate of learning" by adapting some of the following

activity and rest every ten to fifteen minutes

ent in enforcing the necessary ones

ing choices but limit the number of alternatives

comes aggressive or over-stimulated

child feels lonely or upset

ignore deviant behavior unless it is dangerous to himself or others

personally in giving direction or modifying behavior

om, quiet music, or a soft touch from the teacher

en children

teacher to understand misbehavior which may stem from the home

and a sense of orderliness in preschool classrooms when the entire group of pupils might involve such things as cleaning up after one activity, getting ready for , washing hands, going to the bathroom or sharing a coveted toy. Four- and five- three children in riding a tricycle, but not with twenty before having another ep quiet for any extended time period.

cher to use when transition is needed:

nd, then move to desired place; next, all children wearing red, green, yellow, continu- ular activity could be devised by asking for all children in red shirts, blue jeans, too many children are wearing the same color, discriminate by asking for all boys wear- ows in their hair, or all girls who have two pockets on their dresses.

### Teaching Techniques for Preschool

- Let children sit in an informal group and either sing, do finger plays, say nursery come and go to the bathroom, get wraps, or perform other necessary duties.
- Let one child say first line of a nursery rhyme, finger play, or short poem. A child the third line, and so on. At its completion, let this small group move on to the pate. DO NOT SHAME, TEASE, OR SCOLD THE CHILD WHO DOES NOT PARTICIPATE. Let these will want to next time."
- Using record player, let children march, skip, hop, slide or tiptoe about the room, go outside. Here the children may be in a line of sorts, but it is not the rigid "line that is undesirable for preschoolers.
- Play follow the leader, and do various things with the teacher or a child leading to doors or out.
- Play Simon Says and, after a few directions, go into "Simon says tiptoe outside."
- Let children choose a partner and go outside singing, "Will you come and walk with
- Say the last name of a child in the group (Smith). Let this child then repeat his helps children listen for their names, take turns, and enjoy the pleasure of being
- Let children take turns imitating the actions or sounds of an animal such as: crow others guess what animal they are imitating as they move to designated places.
- Play Bear Hunt for going outside or coming indoors. Pretend you're hunting a bear. will run away, so move very quietly and slowly. Using the same idea, pretend to be
- As children sit quietly, have them name shapes they see in the room--round wastebas
- Make a number of true and false statements. If the answer is true, have them clap Use such statements as:
  - a. Birds fly.
  - b. Dogs meow.
  - c. Rain is wet.
  - d. Ice cream is hot.
  - e. Lemon is sour.

and either sing, do finger plays, say nursery rhymes, or recite poetry while three or four children, or perform other necessary duties.

ery rhyme, finger play, or short poem. A child who can say the second line does so, a third child completion, let this small group move on to the next activity. Avoid pressuring any child to participate. THE CHILD WHO DOES NOT PARTICIPATE. Let these go out last with teacher, who might say, "Perhaps you

h, skip, hop, slide or tiptoe about the room, then continuing the activity, move out of the room to in a line of sorts, but it is not the rigid "Stand up straight--Stay in line--Don't push" sort of ers.

things with the teacher or a child leading the group as they move in an informal line either in-

tions, go into "Simon says tiptoe outside."

outside singing, "Will you come and walk with me," or "Here we come awalking down the street."

oup (Smith). Let this child then repeat his full name by saying, "My name is John Smith." This take turns, and enjoy the pleasure of being singled out.

actions or sounds of an animal such as: crow like a rooster, bark, neigh, hop like a bunny, and let ating as they move to designated places.

ming indoors. Pretend you're hunting a bear. You're not sure where he is and if he hears you, he d slowly. Using the same idea, pretend to be a cat looking for a mouse.

se shapes they see in the room--round wastebasket, round doorknob, square chair, rectangular cot, etc.

ents. If the answer is true, have them clap their hands. If it's false, let them pat their knees.

d. Ice cream is hot.

e. Lemon is sour.

### Teaching Techniques for Preschool

- Teacher secures several sets (two each) of matching cards about 4" x 6". Have enough cards stand and hold up his card. Ask the others to look at their cards and see who has the match object or picture. For younger children use only a single object, i.e., cow, wagon, chair, detailed.
- Have children sit in a circle. Teacher whispers a "magic word" to the child next to him who continues until the word has been whispered around the entire circle. The last child says a word which should be one that ties in with the activities of the day.)
- Pretend that each pupil has a dime and that they are in a candy or ice cream store. Ask each child to choose a place as choice is made.
- Pretend that you are going on a picnic or going to give a party or going to take a trip. Name a specific event. Pupils leave group upon completion of their contribution, returning as soon as possible.

atching cards about 4" x 6". Have enough cards so that each child may have one. Let one child  
to look at their cards and see who has the matching one. Let both children stand and name their  
only a single object, i.e., cow, wagon, chair, dog. For older children pictures can be more

ers a "magic word" to the child next to him who then whispers it to the child on his right.  
round the entire circle. The last child says aloud what he heard. (The whispered magic word  
es of the day.)

they are in a candy or ice cream store. Ask each child what he would buy; each child moves to

ng to give a party or going to take a trip. Name something you would like to have for each  
letion of their contribution, returning as soon as possible to hear other classmates' contri-

**Parent Meeting #1 Characteristics of the Four Year Old**

Pre-planning	Meeting Suggestions
<p>The teacher will</p> <ul style="list-style-type: none"> <li>send an informal and/or personal letter to each parent</li> </ul> <p>Example:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Dear Parents:</p> <p>Please join us for coffee and cake at our first Pre-School meeting on _____ time room. date</p> <p>TOPIC: Characteristics of the Four Year Old.</p> <p>Please come on time. Officers for the year will be selected and pictures taken of parents who attend.</p> <p>Looking forward to meeting you.</p> <p style="text-align: right;">Sincerely,</p> <p>_____</p> <hr style="border-top: 1px dashed black;"/> <p>Please sign here and return. I will be able to come. <input type="checkbox"/> I will not be able to come but will send another adult. <input type="checkbox"/></p> </div>	<p>The teacher may</p> <ul style="list-style-type: none"> <li>describe physical, mental, and social characteristics of the four year old using visual aides</li> <li>suggest that parents may help child by             <ul style="list-style-type: none"> <li>providing proper nutritional foods</li> <li>giving child one direction at a time seeing that it is carried out</li> <li>helping child learn to put away toys clothes in a designated place</li> <li>labeling clothes with child's name to emphasize ownership, stressing need care</li> </ul> </li> <li>explain the importance of using the handout of extended activities for the</li> <li>plan with parents for extra-curricular activities when applicable, as assisting             <ul style="list-style-type: none"> <li>visits to the doctor and dentist</li> <li>neighborhood walks</li> <li>parties</li> </ul> </li> <li>fill out chart for scheduling parent volunteer in school</li> </ul>
<ul style="list-style-type: none"> <li>prepare a chart for scheduling parent volunteer work in the classroom</li> <li>outline types of work for volunteers</li> <li>prepare handout of activities to be carried out at home (see each unit for parent tasks) and include appropriate finger plays, and songs.</li> <li>prepare visual aides for presenting topic such as flip-chart, overhead, slides.</li> <li>determine             <ul style="list-style-type: none"> <li>number of parents needed for officers and committee chairmen (home visitation, telephone committee, volunteer services)</li> <li>duties of each</li> </ul> </li> </ul>	

## Meeting Suggestions

The teacher may

- describe physical, mental, and social characteristics of the four year old using visual aides
- suggest that parents may help child by
  - providing proper nutritional foods
  - giving child one direction at a time and seeing that it is carried out
  - helping child learn to put away toys and clothes in a designated place
  - labeling clothes with child's name to emphasize ownership, stressing need for care
- explain the importance of using the handout of extended activities for the home
- plan with parents for extra-curricular activities when applicable, as assisting in
  - visits to the doctor and dentist
  - neighborhood walks
  - parties
- fill out chart for scheduling parent volunteer at school

## Extended Activities for the Home

The parents may

- give child simple duties at home so he will begin to feel the responsibility of being part of the family by assisting in family work, as
  - put away toys
  - hang up clothes
  - set table
- instill proper toileting habits
  - put toilet paper in toilet
  - flush toilet after using
  - wash hands after using toilet
- teach child to feed himself and use courtesy expressions as "please" and "thank you"
- see that child goes to bed early, eats breakfast, and gets plenty of exercise
- let child stay with other adults away from home and have playmates visit in his home so that going to school will not be an entirely new experience
- read to child
- talk to child
- listen to child
- praise child
- answer child's questions!  
(Even when they seem repetitious.)

**Parent Meeting #2 The Classroom**

<b>Pre-planning</b>	<b>Meeting Suggestions</b>
<p>The teacher will</p> <ul style="list-style-type: none"> <li>• with cooperation of the officers, send a letter home announcing the time and purpose of the meeting</li> <li>• notify the telephone committee to call parents and encourage them to come</li> <li>• prepare centers in room for demonstration</li> <li>• involve volunteer parents to help in demonstrations</li> <li>• prepare handout for extended home activities</li> </ul>	<p>The teacher may</p> <ul style="list-style-type: none"> <li>• demonstrate each center in room emphasizing that the children <ul style="list-style-type: none"> <li>- learn through play</li> <li>- learn through the five senses</li> <li>- are improving their self-concept</li> <li>- successful learning experiences</li> <li>- are learning to classify people and objects</li> </ul> </li> <li>• simulate a learning experience in one or more of the centers using parents as resources</li> <li>• plan with parents for extra-curricular activities as applicable</li> <li>• ask parents to assist in <ul style="list-style-type: none"> <li>- supervising field trips</li> <li>- making painting aprons</li> <li>- repairing broken toys</li> <li>- providing refreshments for special occasions</li> </ul> </li> </ul>

### Meeting Suggestions

The teacher may

- demonstrate each center in room emphasizing that the children
  - learn through play
  - learn through the five senses
  - are improving their self-concept through successful learning experiences
  - are learning to classify people and objects
- simulate a learning experience in one or more of the centers using parents as pupils
- plan with parents for extra-curricular activities as applicable
- ask parents to assist in
  - supervising field trips
  - making painting aprons
  - repairing broken toys
  - providing refreshments for special occasions

### Extended Activities for the Home

The parents may

- use descriptive words when talking with the child
  - "Get the blue socks."
  - "This is a brown potato."
- encourage active outdoor play rather than passive TV viewing
- encourage child to describe what he sees, hears, feels, smells, and tastes
- answer children's questions
- recognize and praise the child for his efforts

**Parent Meeting #3 Learning Experiences**

<b>Pre-planning</b>	<b>Meeting Suggestions</b>
<p><b>The teacher will</b></p> <ul style="list-style-type: none"><li>• with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting</li><li>• notify the telephone committee to call parents to remind and encourage them to attend</li><li>• plan to show and explain the check list of pre-reading skills</li><li>• prepare handout for home activities</li></ul>	<p><b>The teacher may</b></p> <ul style="list-style-type: none"><li>• show parents the pre-reading inventory check list and briefly give an overview of the five learning areas</li><li>• briefly demonstrate activities that parents may use at home to reinforce learning</li> <li>• stimulate volunteer help, by inviting parents who have been assisting in classroom to relate some of their experiences</li><li>• plan with parents any extra-curricular activities as applicable</li></ul>

**Meeting Suggestions****Extended Activities for the Home**

teacher may

show parents the pre-reading inventory check list and briefly give an overview of the five learning areas

briefly demonstrate activities that parents may use at home to reinforce learning

stimulate volunteer help, by inviting parents who have been assisting in classroom to relate some of their experiences

plan with parents any extra-curricular activities as applicable

The parents may

- encourage the child to feed and dress himself developing motor skills
- encourage the child to throw a bean bag into a basket or a box to develop perceptual abilities
- encourage the child to imitate adult roles to develop social-emotional growth
- provide crayons and paper for the child's creative expression
- read to the child to develop vocabulary and concepts

**Parent Meeting #4 Motor Skills**

<b>Pre-planning</b>	<b>Meeting Suggestions</b>
<p>The teacher will</p> <ul style="list-style-type: none"> <li>• with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting</li> <li>• notify the telephone committee to call parents to remind and encourage them to attend</li> <li>• make plans to discuss the importance of motor skills in learning and to demonstrate some of these skills for the parents</li> <li>• display concrete objects relative to skill</li> <li>• prepare a hand-out for the parents to take home in which materials and activities have been listed for a carry-over into the home as             <ul style="list-style-type: none"> <li>- recipes for making                 <ul style="list-style-type: none"> <li>-- finger paints</li> <li>-- play dough</li> <li>-- flour paste</li> </ul> </li> <li>- a list of toys for developing motor skills                 <ul style="list-style-type: none"> <li>-- large balls</li> <li>-- tricycles</li> <li>-- home-made blocks</li> <li>-- home-made stick horses</li> <li>-- scissors and paste</li> <li>-- cans to stack</li> </ul> </li> </ul> </li> </ul>	<p>The teacher may</p> <ul style="list-style-type: none"> <li>• illustrate some of the actions taken the Pupil Inventory of Prereading Skills check list by using             <ul style="list-style-type: none"> <li>- an overhead projector</li> <li>- a flip chart</li> <li>- a chalkboard</li> </ul> </li> <li>• ask parents to assist in demonstration of the motor skills including finger painting</li> <li>• discuss with parents why it is important for a child to have a choice of toys</li> <li>• ask parents to demonstrate how blocks and stick horses can be made home</li> <li>• plan with parents any extra-curricular activities as applicable</li> </ul>

**Meeting Suggestions**

The teacher may

- illustrate some of the actions taken from the Pupil Inventory of Prereading Skills check list by using
  - an overhead projector
  - a flip chart
  - a chalkboard
- ask parents to assist in demonstrating some of the motor skills including finger painting
- discuss with parents why it is important for a child to have a choice of toys
- ask parents to demonstrate how blocks and stick horses can be made at home
- plan with parents any extra-curricular activities as applicable

**Extended Activities For The Home**

The parents may provide

- finger paints
- play dough
- flour paste
- scissors
- cans for stacking

when possible the following toys should be purchased or made

- large balls
- tricycles
- blocks
- stick horses

**Parent Meeting #5 Perceptual Abilities**

Pre-planning	Meeting Suggestions
<p>The teacher will</p> <ul style="list-style-type: none"><li>• with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting</li><li>• notify the telephone committee to call parents to remind and encourage them to attend</li><li>• prepare hand-out for extended home activities</li><li>• set up activities for perceptual - motor activities. (Refer to unit on perceptual - motor activities.)</li></ul>	<p>The teacher may explain and demonstrate using parents as pupils to perform activities related to</p> <ul style="list-style-type: none"><li>• whole body coordination<ul style="list-style-type: none"><li>- action verbs</li><li>- balance board</li><li>- walking board</li></ul></li><li>• parts of body movements using games unit</li><li>• eye - motor coordination activities<ul style="list-style-type: none"><li>- flashlight</li><li>- suspended ball</li><li>- dowel rod</li><li>- peg boards</li><li>- chalk board</li></ul></li><li>• ear - eye - motor activities<ul style="list-style-type: none"><li>- sticks for tapping</li><li>- tapes giving oral directions for to carry out</li></ul></li></ul> <p>Discuss value of outdoor play (refer to unit on Outdoor Play)</p>

### Meeting Suggestions

The teacher may explain and demonstrate by using parents as pupils to perform activities related to

- whole body coordination
  - action verbs
  - balance board
  - walking board
- parts of body movements using games from unit
- eye - motor coordination activities
  - flashlight
  - suspended ball
  - dowel rod
  - peg boards
  - chalk board
- ear - eye - motor activities
  - sticks for tapping
  - tapes giving oral directions for parents to carry out

Discuss value of outdoor play (refer to unit on Outdoor Play)

### Extended activities for the Home

The parents may

- provide outdoor play area for child using homemade devices for building, climbing, etc.
- let child help plant garden at home
- take child to community parks and help him use play equipment properly
- provide wheel toys, for outdoor play
- play simple action games requiring child to listen and carry out directions
- use simple eye - motor exercises as demonstrated by teacher

**Parent Meeting #6 Creative Venture**

Pre-planning	Meeting Suggestions
<p>The teacher will</p> <ul style="list-style-type: none"> <li>• with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting</li> <li>• notify the telephone committee to call parents to remind and encourage them to attend</li> <li>• plan to tell about and discuss the topic "Creative Venture" with parents</li> <li>• provide a setting for the parents to experience painting and modeling with clay</li> <li>• prepare a list of phonograph records suited for children</li> <li>• prepare handout for home activities</li> </ul>	<p>The teacher may</p> <ul style="list-style-type: none"> <li>• demonstrate and allow parents to               <ul style="list-style-type: none"> <li>- paint with tempera</li> <li>- model with clay</li> <li>- sketch with crayons</li> <li>- listen to phonograph music that is appropriate for children</li> </ul> </li> <li>• invite parents who play a musical instrument to visit the school</li> <li>• invite parents with artistic ability to visit the classroom and demonstrate for the children</li> <li>• give the prepared list of phonograph records to the parents</li> <li>• plan with parents any extra-curricular activities as applicable</li> </ul>

### Meeting Suggestions

### Extended Activities for the Home

#### The teacher may

- demonstrate and allow parents to
  - paint with tempera
  - model with clay
  - sketch with crayons
  - listen to phonograph music that is appropriate for children
- invite parents who play a musical instrument to visit the school
- invite parents with artistic ability to visit the classroom and demonstrate for the children
- give the prepared list of phonograph records to the parents
- plan with parents any extra-curricular activities as applicable

#### The parents may

- listen to their child recite nursery rhymes, finger plays, and songs that were learned at school
- talk to their child about adult occupations including those of the parents and community workers
- provide paper and crayons for the child to express himself artistically
- praise the child for his artistic endeavors

## Parent Meeting #7 Concept Development

Pre-planning	Meeting Suggestions
<p>The teacher will</p> <ul style="list-style-type: none"><li>• with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting</li><li>• notify the telephone committee to call parents and encourage them to come</li><li>• plan utilization of materials, as cubes and farm animals to demonstrate to parent's the one to one relation in counting</li><li>• plan a display of manipulative materials used to teach the child to recognize geometric shapes</li><li>• prepare handout of home activities</li></ul>	<p>The teacher may</p> <ul style="list-style-type: none"><li>• demonstrate counting in a one to one relation</li><li>• explain importance of the manipulative materials in learning geometric shapes</li><li>• discuss the importance of wearing appropriate clothing</li><li>• encourage parents to let younger children view educational TV programs</li></ul>

**Meeting Suggestions**

The teacher may

- demonstrate counting in a one to one relation
- explain importance of the manipulative materials in learning geometric shapes
- discuss the importance of wearing appropriate clothing
- encourage parents to let younger children view educational TV programs

**Extended Activities for the Home**

The parents may

- make plans with children to develop concepts of time especially yesterday, today, tomorrow, morning, noon, afternoon, and night
- help child identify parts of the body by the proper name
- discuss appropriate clothes to wear to school
- discuss TV shows and school activities with the child to encourage recall and sequence events

**Parent Meeting #8 Evaluation of Year's Progress**

<b>Pre-Planning</b>	<b>Meeting Suggestions</b>
<p>The teacher will</p> <ul style="list-style-type: none"> <li>• with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting</li> <li>• notify the telephone committee to call parents to remind and encourage them to attend</li> <li>• plan discussion of objectives for the year and how they are being met using visual aides</li> <li>• prepare handout for home activities</li> </ul>	<p>The teacher and parents may</p> <ul style="list-style-type: none"> <li>• discuss progress children have made during the year reviewing the characteristics of the four year old and the checklist</li> <li>• review values of nutrition, exercise, and rest as shown by children's progress</li> <li>• evaluate mutual cooperation and educational growth of parents and teacher</li> <li>• share slides of the children taken during the year</li> </ul>

### Meeting Suggestions

The teacher and parents may

discuss progress children have made during the year reviewing the characteristics of the four year old and the checklist

review values of nutrition, exercise, and rest as shown by children's progress

evaluate mutual cooperation and educational growth of parents and teacher

share slides of the children taken during the year

### Extended Activities for the Home

The parents may check evaluation list prepared by teacher showing progress of the child in

- . motor skills
- . perceptual abilities
- . social - emotional growth
- . creative ventures
- . concept development
- . health habits
  - nutrition
  - exercise
  - rest

Parent Meeting #9 Summer Activities

Pre-planning

The teacher will

- with the cooperation of the officers, send a letter home announcing the time and purpose of the meeting
- notify the telephone committee to call parents to remind and encourage them to come
- prepare handout of activities suggested for summer

Meeting Suggestions

The teacher may

- show slides of neighborhood walks discuss learning opportunities pertaining to
  - language development
  - concepts of animals, objects, construction and/or building materials
  - weather, seasons
- suggest to parents use of similar opportunities with the children in as listed in handout

Meeting Suggestions	Extended Activities for the Home
<p>The teacher may</p> <ul style="list-style-type: none"> <li>• show slides of neighborhood walks and discuss learning opportunities pertaining to               <ul style="list-style-type: none"> <li>- language development</li> <li>- concepts of animals, objects, colors</li> <li>- construction and/or building materials</li> <li>- weather, seasons</li> </ul> </li> <li>• suggest to parents use of similar learning opportunities with the children in summer as listed in handout</li> </ul>	<p>The parents may</p> <ul style="list-style-type: none"> <li>• take the child to               <ul style="list-style-type: none"> <li>- window shop, ride escalator and elevator</li> <li>- shopping center to visit varieties of stores</li> <li>- harbor bridge and port area</li> <li>- museum</li> <li>- T heads</li> <li>- airport</li> <li>- beaches</li> <li>- farm or country sites</li> </ul> </li> <li>• follow these suggestions for excursions               <ul style="list-style-type: none"> <li>- plan with child purposes of excursion</li> <li>- allow child to contribute (not dictate) plans for trips</li> <li>- use descriptive language emphasizing size, shape, color, composition, and usefulness of scenes on trip</li> </ul> </li> </ul>

PARENT HOME TASKS

SELF CONCEPT	PURPOSE	MATERIALS	D
#1 "What Did You Do Today"	The parent will help the child to <ul style="list-style-type: none"> <li>• recall and tell what he did at school</li> </ul>	Supply:	The p <ul style="list-style-type: none"> <li>• ask</li> <li>- W</li> <li>- W</li> <li>- T</li> <li>- W</li> <li>- W</li> <li>- W</li> </ul>
#2 "What Is Your Name"	<ul style="list-style-type: none"> <li>• tell his whole name in a complete sentence</li> </ul>	<ul style="list-style-type: none"> <li>• small mirror with child's name taped on it</li> </ul>	<ul style="list-style-type: none"> <li>• loo</li> <li>- W</li> <li>- D</li> <li>- W</li> <li>- W</li> </ul>
#3 "Parts of the Face" Body	<ul style="list-style-type: none"> <li>• point to and name the parts of his face body</li> </ul>	<ul style="list-style-type: none"> <li>• full length mirror</li> </ul>	<ul style="list-style-type: none"> <li>• tou</li> <li>• hel</li> <li>• ask</li> <li>- W</li> <li>- W</li> <li>- D</li> </ul>

**TIPS FOR PARENTS:** Show sincere interest in what the child does at school.  
 Always encourage child to speak in sentences not baby talk.  
 Say the sentence first as the model for the child to repeat.

	MATERIALS	DIRECTIONS FOR USE
<p>ll help</p> <p>tell at</p> <p>ole complete</p> <p>d name of his</p>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• small mirror with child's name taped on it</li> <li>• full length mirror</li> </ul>	<p>The parents will</p> <ul style="list-style-type: none"> <li>• ask one question daily <ul style="list-style-type: none"> <li>- What did you eat today?</li> <li>- What games did you play today?</li> <li>- Tell me about your picture.</li> <li>- What did you use to make your picture?</li> <li>- Who is your best friend at school?</li> <li>- What do you like to do best on the playground?</li> </ul> </li> <li>• look in the mirror with the child and ask <ul style="list-style-type: none"> <li>- What is your name?</li> <li>- Do you know anybody else with the same name?</li> <li>- Why do we have a first and last name?</li> <li>- Why do you use a nick name?</li> </ul> </li> <li>• touch and name parts of the face body</li> <li>• help child touch and name parts of his face body</li> <li>• ask <ul style="list-style-type: none"> <li>- What do you have two of on your face?</li> <li>- What do you have only one on your face?</li> <li>- Do dogs have the same things you have on your face?</li> </ul> </li> </ul>

the child does at school.  
in sentences not baby talk.  
model for the child to repeat.

PARENT HOME TASKS

SELF CONCEPT	PURPOSE	MATERIALS	DI
#4 "Do As I Do"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• follow directions</li> <li>• learn the parts of body</li> </ul>	<p>Supply:</p> <p>. doll</p>	<p>The p</p> <ul style="list-style-type: none"> <li>• mod</li> <li>ask</li> <li>- o</li> <li>- c</li> <li>- r</li> <li>l</li> <li>- p</li> <li>- p</li> <li>- p</li> <li>• hel</li> <li>• let</li> <li>dir</li> <li>• let</li> <li>act</li> </ul>

**TIPS FOR PARENTS:** Home tasks should be fun for the parent and the child.  
Limit tasks to 10 minutes or less in order to keep the child's attention.

	MATERIALS	DIRECTIONS FOR USE
<p>will help</p> <p>Directions the parts</p>	<p>Supply:</p> <p>. doll</p>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• model the action first ask the child to follow directions</li> <li>- open your mouth</li> <li>- close eyes hands</li> <li>- raise your arms lower legs</li> <li>- put your hands up down</li> <li>- put your finger on your cheek off knee head</li> <li>- put your hands on your head over under chair in front of you behind you beside you between your legs</li> <li>• help the child repeat orally what he is doing</li> <li>• let the child be the leader and give the parent directions to act out</li> <li>• let the child move a doll's parts of body to act out directions</li> </ul>

the parent and the child.  
less in order to keep the child's attention.

## PARENT HOME TASKS

SELF CONCEPT	PURPOSE	MATERIALS	DIR
<p>#5 Caring for One's Self</p> <p>"I Can Do It Myself"</p>	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• become responsible for washing himself</li> <li>• form the habit of brushing his teeth regularly</li> <li>• dress himself</li> <li>• grow in manual dexterity</li> <li>• develop awareness of good grooming</li> <li>• improve his table manners</li> <li>• develop self-reliance</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• soap</li> <li>• towels</li> <li>• toothbrush</li> <li>• toothpaste</li> <li>• comb</li> <li>• hairbrush</li> </ul>	<p>The par</p> <ul style="list-style-type: none"> <li>• provi</li> <li>• encou</li> <li>• provi</li> <li>• demon</li> <li>• encou</li> <li>• let t</li> <li>assis</li> <li>• direc</li> <li>socks</li> <li>• demon</li> <li>• encou</li> <li>• let t</li> <li>assis</li> <li>• let t</li> <li>• direc</li> <li>• encou</li> </ul>
<p>#6 "Helping At Home"</p>	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• become self-reliant by doing things for himself</li> <li>• improve his self-concept</li> <li>• complete a task</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• broom</li> <li>• mop</li> <li>• dust cloth</li> <li>• vacuum</li> </ul>	<p>The par</p> <ul style="list-style-type: none"> <li>• direc</li> <li>- Eve</li> <li>the</li> <li>• show</li> <li>• help</li> <li>• encou</li> </ul>

**TIPS FOR PARENTS:** The children will enjoy forming good work habits now, which will be harder later. Try singing a simple song, such as "This is the way I comb my hair," to help make the tasks a pleasant experience.

MATERIALS	DIRECTIONS FOR USE
<p><b>Supply:</b></p> <ul style="list-style-type: none"> <li>• soap</li> <li>• towels</li> <li>• toothbrush</li> <li>• toothpaste</li> <li>• comb</li> <li>• hairbrush</li> </ul>	<p><b>The parent will</b></p> <ul style="list-style-type: none"> <li>• provide soap and towels for the child's own use</li> <li>• encourage child to wash his own face and hands</li> <li>• provide a special place for the child to keep his toothbrush</li> <li>• demonstrate the proper way to brush teeth</li> <li>• encourage the child to brush his teeth after eating</li> <li>• let the child put on his own clothes with as little assistance as necessary</li> <li>• direct the child in putting the right and left socks and shoes on the proper feet</li> <li>• demonstrate to the child how to lace and tie shoe laces</li> <li>• encourage the child to manipulate buttons and zippers by himself</li> <li>• let the child comb and brush his own hair with as little assistance as necessary</li> <li>• let the child help set the table</li> <li>• direct the child to use silverware correctly</li> <li>• encourage the child to taste new foods</li> </ul>
<p><b>Supply:</b></p> <ul style="list-style-type: none"> <li>• broom</li> <li>• mop</li> <li>• dust cloth</li> <li>• vacuum</li> </ul>	<p><b>The parent will</b></p> <ul style="list-style-type: none"> <li>• direct the child to do one simple task daily <ul style="list-style-type: none"> <li>- Every day this week, I want you to dust the furniture in the front room.</li> <li>dry the dishes</li> <li>sweep the porch</li> </ul> </li> <li>• show the child how</li> <li>• help only if asked</li> <li>• encourage child to finish task</li> </ul>

work habits now, which will be harder to acquire later on.  
 hi "the way I comb my hair," to help make self-care

PARENT HOME TASKS

LANGUAGE DEVELOPMENT	PURPOSE	MATERIALS
#7 "What Do Pictures Say"	The parent will help the child <ul style="list-style-type: none"><li>• learn to put into words what he sees</li></ul>	Supply: <ul style="list-style-type: none"><li>• books</li><li>• magazines</li><li>• newspapers</li></ul>
#8 "Where Am I Pointing?"	<ul style="list-style-type: none"><li>• increase his vocabulary</li></ul>	
#9 "I Can Point"	<ul style="list-style-type: none"><li>• learn that everything has a name</li></ul>	

TIPS FOR PARENTS: Remember to help the child to talk in sentences.

NAME	MATERIALS	DIRECTIONS FOR USE
<p>at will child</p> <p>to put ords what</p> <p>his ary</p> <p>hat every- as a name</p>	<p><b>Supply:</b></p> <ul style="list-style-type: none"> <li>. books</li> <li>. magazines</li> <li>. newspapers</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• Select simple pictures of <ul style="list-style-type: none"> <li>- children eating</li> <li>- people using tools</li> <li>- a child petting a dog</li> <li>- children walking in a puddle of water</li> <li>- a marching band</li> </ul> </li> <li>• ask questions about the pictures <ul style="list-style-type: none"> <li>- Tell me about the picture.</li> <li>- What sounds does the picture make you think of? smells tastes</li> </ul> </li> <li>• point around the room with eyes closed, instruct child <ul style="list-style-type: none"> <li>- I can't see where I am pointing.</li> <li>- You'll have to tell me.</li> <li>- Where am I pointing?</li> <li>- You're right.</li> <li>- This is the floor.</li> <li>- Say it with me.</li> </ul> </li> <li>• let the child close his eyes and point</li> <li>• use this game inside all the rooms of the house and outside</li> <li>• take turns with the child deliberately pointing to objects <ul style="list-style-type: none"> <li>- I can point here.</li> <li>- Tell me where I am pointing.</li> </ul> </li> </ul>

talk in sentences.

## PARENT HOME TASKS

LANGUAGE DEVELOPMENT	PURPOSE	MATERIALS	DIRECTIONS
#10 "Before And After Game"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• learn new words.</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• pencil</li> <li>• potato</li> <li>• fork</li> <li>• spoon</li> <li>• handkerchief</li> <li>• comb</li> <li>• hair roller</li> <li>• glove</li> <li>• thread</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• place four</li> <li>• instruct the             <ul style="list-style-type: none"> <li>- This is a</li> <li>- Name ever</li> <li>- Now close</li> </ul> </li> <li>• remove and             <ul style="list-style-type: none"> <li>- What was</li> <li>- Yes, before you close</li> </ul> </li> </ul>
#11 "What Did I Give You?"	<ul style="list-style-type: none"> <li>• converse in complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• small objects in the home</li> <li>• paper sack</li> </ul>	<ul style="list-style-type: none"> <li>• place four</li> <li>• take one object</li> <li>What did</li> <li>• encourage child</li> <li>You gave</li> <li>• ask the child</li> <li>What can you</li> </ul>
#12 "What Can You Do?"	<ul style="list-style-type: none"> <li>• develop his vocabulary and imagination</li> </ul>		

TIPS FOR PARENTS:

	MATERIALS	DIRECTIONS FOR USE
help ds ences d	<p>Supply:</p> <ul style="list-style-type: none"> <li>. pencil</li> <li>. potato</li> <li>. fork</li> <li>. spoon</li> <li>. handkerchief</li> <li>. comb</li> <li>. hair roller</li> <li>. glove</li> <li>. thread</li>   <li>. small objects in the home</li>   <li>. paper sack</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• place four or five different things on a table</li> <li>• instruct the child <ul style="list-style-type: none"> <li>- This is a before and after game.</li> <li>- Name everything on the table.</li> <li>- Now close your eyes.</li> </ul> </li> <li>• remove and hide one object <ul style="list-style-type: none"> <li>- What was here before you closed your eyes that's missing now?</li> <li>- Yes, before you closed your eyes, a _____ was here. After you closed your eyes, I took away the _____.</li> </ul> </li>   <li>• place four or five objects in sack</li> <li>• take one object out and hand the child <ul style="list-style-type: none"> <li>What did I give you?</li> </ul> </li> <li>• encourage child to answer in a complete sentence <ul style="list-style-type: none"> <li>You gave me a _____.</li> </ul> </li> <li>• ask the child to answer some questions <ul style="list-style-type: none"> <li>What can you do with blocks?</li> <li>scissors</li> <li>crayons</li> <li>paints</li> <li>when it rains</li> <li>it is hot</li> <li>you are thirsty</li> <li>hungry</li> <li>sad</li> <li>tired</li> <li>happy</li> <li>scared</li> <li>lost</li> </ul> </li> </ul>



MATERIALS	DIRECTIONS FOR USE
<p>Supply:</p> <ul style="list-style-type: none"> <li>• 2 pieces of heavy cord, yarn, tape, and/or chalk</li> <li>• jump rope</li> <li>• large rubber ball</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• make two lines on the floor spacing them a little wider apart than the width of the child's foot</li> <li>• demonstrate to the child how to walk between the lines</li> <li>• allow the child to walk on other lines outdoors</li> <li>• place the rope on the floor</li> <li>• demonstrate stepping over the rope <ul style="list-style-type: none"> <li>hopping over the rope with both feet</li> <li>hopping over the rope with one foot</li> </ul> </li> <li>• tie one end of the rope to a stationary object and raise the other end elevating center of rope a few inches above floor</li> <li>• encourage the child to jump over the rope</li> <li>• swing the rope gently while the child jumps</li> <li>• turn the rope over the child's head for him to jump</li> <li>• roll the ball to the child while both are sitting on the floor</li> <li>• toss the ball to the child while standing three feet apart and gradually increase the distance</li> <li>• praise the child</li> </ul>

child to learn if only one person throws the rope, the child when he jumps. After he has learned the try a short rope, jumping by himself.

## PARENT HOME TASKS

PHYSICAL COORDINATION	PURPOSE	MATERIALS	DIRECT
<p>#16 "Dropping One By One"</p> <p>#17 "Bowling Game"</p> <p>#18 "Puzzle Fun"</p>	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• improve his finger dexterity</li> <li>• learn eye-hand coordination</li> <li>• develop visual activity</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• can or shoe box with slot cut in top</li> <li>• small objects               <ul style="list-style-type: none"> <li>- beans</li> <li>- pebbles</li> <li>- blocks</li> <li>- buttons</li> <li>- macaroni</li> </ul> </li> <li>• medicine dropper</li> <li>• five food cans of different sizes</li> <li>• small rubber ball</li> <li>• large wooden puzzles</li> </ul>	<p>The parent</p> <ul style="list-style-type: none"> <li>• demonstr and dro</li> <li>• direct Let m</li> <li>• allow t</li> <li>• let the water i</li> <li>• place t</li> <li>• show th</li> <li>• sit wit</li> <li>• discuss</li> <li>• describ</li> <li>• encoura time, t</li> </ul>

**TIPS FOR PARENTS:** Do not let child dump the puzzle pieces out without first carefully discussing the picture and handling the pieces one at a time.

**MATERIALS**

**DIRECTIONS FOR USE**

ply:

an or shoe box with  
slot cut in top  
small objects  
- beans  
- pebbles  
- blocks  
- buttons  
- macaroni  
medicine dropper  
five food cans of  
different sizes  
small rubber ball  
large wooden puzzles

The parent will

- demonstrate picking up objects one at a time and dropping them in the slot
- direct the child by saying  
    Let me see you drop in one \_\_\_\_\_ at a time.
- allow the child to continue as long as he desires
- let the child use a medicine dropper for dropping water into a container
  
- place the cans in a line
- show the child how to roll the ball toward the cans
  
- sit with the child
- discuss the picture on the puzzle
- describe the color and shape of each piece as it is removed
- encourage child to remove and replace first one piece at a time, then two, three, four, and all.

without first carefully  
one at a time.

**PARENT HOME TASKS**

FIVE SENSES	PURPOSE	MATERIALS	DIRECTIONS
#19 "Feel and Look"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• develop his sense of touch</li> <li>• become more aware of his surroundings</li> <li>• learn new words</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• objects and scraps of material of different texture, sizes, and shapes</li> <li>• shoe box with large hole in one end</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• place</li> <li>• tell</li> <li>• let h</li> <li>• instru</li> <li>- It</li> <li>- Can</li> <li>- Is</li> <li>- Hav</li> </ul>
#20 "Feel and Tell"	<ul style="list-style-type: none"> <li>• develop his sense of touch</li> <li>• learn to think and draw conclusions</li> <li>• have fun while he learns</li> </ul>	<ul style="list-style-type: none"> <li>• small well-known objects               <ul style="list-style-type: none"> <li>- teaspoon</li> <li>- ring</li> <li>- comb</li> <li>- button</li> <li>- marble</li> <li>- earring</li> <li>- small bottle</li> <li>- pen</li> </ul> </li> <li>• large paper bag</li> </ul>	<ul style="list-style-type: none"> <li>• show o</li> <li>• allow</li> <li>• blindf</li> <li>• let hi</li> <li>• have h</li> <li>- Fee</li> <li>- Use</li> <li>- Doe</li> <li>- Doe</li> </ul>

**TIPS FOR PARENTS:** In daily conversation, use descriptive words so that the child will learn new

MATERIALS	DIRECTIONS FOR USE
<p>Supply:</p> <ul style="list-style-type: none"> <li>• objects and scraps of material of different texture, sizes, and shapes</li> <li>• shoe box with large hole in one end</li> <li>• small well-known objects <ul style="list-style-type: none"> <li>- teaspoon</li> <li>- ring</li> <li>- comb</li> <li>- button</li> <li>- marble</li> <li>- earring</li> <li>- small bottle</li> <li>- pen</li> </ul> </li> <li>• large paper bag</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• place two or three objects in the box</li> <li>• tell the child to put his hand in the box and feel one object</li> <li>• let him describe how it feels</li> <li>• instruct him to take the object out and describe how it looks <ul style="list-style-type: none"> <li>- It feels rough.</li> <li>looks smooth</li> <li>bumpy</li> <li>lumpy</li> <li>scratchy</li> <li>fuzzy</li> </ul> </li> <li>- Can you squeeze it?</li> <li>ben?</li> <li>- Is it hard?</li> <li>soft</li> <li>- Have you ever felt anything else like it?</li> <li>• show objects to the child</li> <li>• allow him to feel and name objects</li> <li>• blindfold or have him close eyes</li> <li>• let him reach in the bag and withdraw one object</li> <li>• have him feel the object and carefully tell what it is <ul style="list-style-type: none"> <li>- Feel it very carefully.</li> <li>- Use your fingertips.</li> <li>- Does it feel smooth?</li> <li>cool</li> <li>- Does it have hard points?</li> </ul> </li> </ul>

ids so that the child will learn new words to use in his descriptions.

## PARENT HOME TASKS

FIVE SENSES	PURPOSE	MATERIALS	DIRECTIONS
#21 "Feel and Sort"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>. improve his sense of touch</li> <li>. develop his ability to concentrate</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>.two kinds of similar objects               <ul style="list-style-type: none"> <li>- dried beans</li> <li>- dried peas</li> <li>- buttons</li> <li>- beads</li> </ul> </li> <li>.containers               <ul style="list-style-type: none"> <li>- one large enough to hold objects mixed together</li> <li>- two small enough to hold sorted objects</li> </ul> </li> </ul>	<p>The parent</p> <ul style="list-style-type: none"> <li>. place the small empty</li> <li>. have the child</li> <li>. watch quietly</li> <li>. give praise</li> <li>. provide a</li> <li>beans, but</li> </ul>
#22 "Let Me Smell"	<ul style="list-style-type: none"> <li>. learn that he can identify things by smell</li> </ul>	<ul style="list-style-type: none"> <li>.plastic medicine bottles or small jars with lids</li> <li>.items to smell - celery               <ul style="list-style-type: none"> <li>- food cooking - powder</li> <li>- peanut butter- baby oil</li> <li>- onion - perfume</li> <li>- chocolate - soap</li> <li>- coffee - tooth paste</li> <li>- apple - alcohol</li> <li>- vinegar - lotion</li> <li>- orange - shaving spray</li> <li>- banana</li> <li>- vanilla</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>. tell the child</li> <li>- Rememb</li> <li>- Some pe</li> <li>cut gra</li> <li>- What do</li> <li>. accept any</li> <li>. tell the child</li> <li>. ask the child</li> <li>- What pe</li> <li>- Which o</li> <li>. let the child</li> <li>child clos</li> </ul>

TIPS FOR PARENTS:

**MATERIALS**

**DIRECTIONS FOR USE**

Supply:

two kinds of similar objects  
 dried beans  
 dried peas  
 buttons  
 beads

Containers  
 one large enough to hold objects mixed together  
 two small enough to hold sorted objects

The parent will

- . place the large container with the two items mixed and the two small empty containers near the child
- . have the child sort the objects with his eyes open, then instruct the child to sort the objects with his eyes closed or blindfolded.
- . watch quietly
- . give praise
- . provide additional practice using two different kinds of dry beans, buttons, and nails

plastic medicine bottles  
 small jars with lids

Items to smell - celery  
 food cooking - powder  
 peanut butter - baby oil  
 onion - perfume  
 chocolate - soap  
 coffee - tooth  
 apple - paste  
 vinegar - alcohol  
 orange - lotion  
 banana - shaving  
 vanilla - spray

- . tell the child
  - Remember, nobody is just like you.
  - Some people like to smell flowers, others like to smell cut grass.
  - What do you like to smell?
- . accept any response
- . tell the child what the parent likes to smell
- . ask the child
  - What part of your body do you use to smell?
  - Which of these things do you like to smell?
- . let the child smell items with his eyes open, then have the child close his eyes and identify the smells:

PARENT HOME TASKS

FIVE SENSES	PURPOSE	MATERIALS	DIR
#23 "What Do You Hear?"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>. use his sense of hearing</li> <li>. develop his ability to concentrate</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. objects for making sounds               <ul style="list-style-type: none"> <li>- paper</li> <li>- scissors</li> <li>- drawer</li> <li>- water</li> <li>- spoons</li> <li>- ball</li> </ul> </li> </ul>	<p>The parent</p> <ul style="list-style-type: none"> <li>. instr</li> <li>- Le</li> <li>- I</li> <li>- Li</li> <li>. demon</li> <li>- If</li> <li>. contin</li> <li>- sna</li> <li>- cry</li> <li>- whi</li> <li>- clo</li> <li>- ta</li> <li>- sma</li> <li>- sir</li> <li>- sn</li> <li>- cla</li> <li>- clo</li> <li>- run</li> <li>- tap</li> <li>- ta</li> <li>- tap</li> <li>- bou</li> <li>- tea</li> <li>. praise</li> </ul>

TIPS FOR PARENTS: Say the sentence first as a model for him to repeat.

MATERIALS	DIRECTIONS FOR USE
<p>Supply:</p> <ul style="list-style-type: none"> <li>.objects for making sounds</li> <li>- paper</li> <li>- scissors</li> <li>- drawer</li> <li>- water</li> <li>- spoons</li> <li>- ball</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>. instruct the child <ul style="list-style-type: none"> <li>- Let's play a listening game.</li> <li>- I am going to make different sounds.</li> <li>- Listen carefully and tell me what you hear.</li> </ul> </li> <li>. demonstrate by knocking on the door <ul style="list-style-type: none"> <li>- If I make this sound, you must say, "I heard you knocking."</li> </ul> </li> <li>. continue making other sounds <ul style="list-style-type: none"> <li>- snap fingers</li> <li>- crush paper</li> <li>- whistle</li> <li>- close the door</li> <li>- talk softly</li> <li>- smack the mouth</li> <li>- sing</li> <li>- snip with scissors</li> <li>- clap hands</li> <li>- close a drawer</li> <li>- run water</li> <li>- tap feet</li> <li>- talk loudly</li> <li>- tap two spoons together</li> <li>- bounce a ball</li> <li>- tear paper</li> </ul> </li> <li>. praise child</li> </ul>

l for him to repeat.

## PARENT HOME TASKS

FIVE SENSES	PURPOSE	MATERIALS	DIRECTIONS
#24 "Talking Softly or Loudly"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• distinguish between talking softly and loudly</li> <li>• control his voice</li> <li>• overcome shyness</li> </ul>	Supply:	<p>The parent will</p> <ul style="list-style-type: none"> <li>• point to h               <ul style="list-style-type: none"> <li>- I am ta</li> <li>- I am ta</li> </ul> </li> <li>- I want</li> <li>• encourage               <ul style="list-style-type: none"> <li>- I am ta</li> </ul> </li> <li>• question t               <ul style="list-style-type: none"> <li>- What am</li> <li>- Can you</li> </ul> </li> <li>- Let me</li> </ul>
#25 "Listening to a Story"	<ul style="list-style-type: none"> <li>• enjoy listening</li> <li>• recall a story</li> </ul>	• Story books	<ul style="list-style-type: none"> <li>• read the s</li> <li>• share conv</li> <li>• ask questio               <ul style="list-style-type: none"> <li>- Do you</li> <li>- What el</li> <li>- Which p</li> </ul> </li> <li>• reread the</li> <li>• listen to</li> </ul>

TIPS FOR PARENTS:

MATERIALS	DIRECTIONS FOR USE
<p>help</p> <p>Supply:</p> <p>between ly and</p> <p>voice ness</p> <p>ing ry</p> <p>• Story books</p>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• point to her mouth <ul style="list-style-type: none"> <li>- I am talking.</li> <li>- I am talking loudly. softly</li> <li>- I want you to talk loudly. softly</li> </ul> </li> <li>• encourage the child to repeat <ul style="list-style-type: none"> <li>- I am talking loudly. softly</li> </ul> </li> <li>• question the child <ul style="list-style-type: none"> <li>- What am I doing?</li> <li>- Can you talk loudly? softly</li> <li>- Let me hear you.</li> </ul> </li> <li>• read the story</li> <li>• share conversation about the story</li> <li>• ask questions <ul style="list-style-type: none"> <li>- Do you like the way the story ended?</li> <li>- What else could have happened?</li> <li>- Which part did you like best? Why?</li> </ul> </li> <li>• reread the story</li> <li>• listen to the child retell the story</li> </ul>

PARENT HOME TASKS

FIVE SENSES	PURPOSE	MATERIALS	DIRECT
#26 "Sensory Game"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• become aware of his five senses</li> <li>• learn to classify</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• 5 plastic bags labeled with pictures representing the five senses</li> <li>• variety of objects               <ul style="list-style-type: none"> <li>- to feel                   <ul style="list-style-type: none"> <li>--yarn</li> <li>--feather</li> <li>--sandpaper</li> </ul> </li> <li>- to smell                   <ul style="list-style-type: none"> <li>--flower</li> <li>--sachet</li> <li>--vinegar</li> </ul> </li> <li>- to taste                   <ul style="list-style-type: none"> <li>--candy</li> <li>--fruit</li> </ul> </li> <li>- to hear                   <ul style="list-style-type: none"> <li>--a bell</li> <li>--picture of musical instrument</li> </ul> </li> <li>- to see                   <ul style="list-style-type: none"> <li>--a house</li> <li>--the moon</li> </ul> </li> </ul> </li> </ul>	<p>The parent</p> <ul style="list-style-type: none"> <li>• place the</li> <li>• direct the               <ul style="list-style-type: none"> <li>- Can you</li> <li>- How do</li> <li>- Can you</li> <li>- Put the</li> </ul> </li> <li>• continue</li> <li>• have the               <ul style="list-style-type: none"> <li>why he so</li> </ul> </li> <li>• ask the               <ul style="list-style-type: none"> <li>- What do</li> <li>- What do</li> <li>- What do</li> <li>- How do</li> <li>- What do</li> <li>- What do</li> <li>- What do</li> </ul> </li> </ul> <p>Outside</p>

TIPS FOR PARENTS: Remember to praise the child.  
Keep the lesson short.

	MATERIALS	DIRECTIONS FOR USE
<p>will help</p> <p>ware of senses</p> <p>classify</p>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• 5 plastic bags labeled with pictures representing the five senses</li> <li>• variety of objects <ul style="list-style-type: none"> <li>- to feel <ul style="list-style-type: none"> <li>--yarn</li> <li>--feather</li> <li>--sandpaper</li> </ul> </li> <li>- to smell <ul style="list-style-type: none"> <li>--flower</li> <li>--sachet</li> <li>--vinegar</li> </ul> </li> <li>- to taste <ul style="list-style-type: none"> <li>--candy</li> <li>--fruit</li> </ul> </li> <li>- to hear <ul style="list-style-type: none"> <li>--a bell</li> <li>--picture of musical instrument</li> </ul> </li> <li>- to see <ul style="list-style-type: none"> <li>picture of <ul style="list-style-type: none"> <li>--a house</li> <li>--the moon</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• place the objects, pictures, and bags on the table</li> <li>• direct the child by asking questions <ul style="list-style-type: none"> <li>- Can you find a picture of an ear?</li> <li>- How do you use your ears?</li> <li>- Can you find something that you can hear?</li> <li>- Put the bell in the bag with the ear on it.</li> </ul> </li> <li>• continue activity with other objects</li> <li>• have the child empty the bag one at a time and tell why he sorted the objects as he did</li> <li>• ask the child <ul style="list-style-type: none"> <li>- What do you hear when you ride on the bus?</li> <li>- What do you feel when you touch the wall?</li> <li>- What do you smell when the dinner is cooking?</li> <li>- How does a pickle taste?</li> <li>- What do you feel when you run in the grass?</li> <li>- What do you see outside the window?</li> <li>- What do you see when you are outside and look up? down around behind you</li> </ul> </li> </ul> <p>Outside can you find a leaf that is smooth? rough wet sticky</p>

PARENT HOME TASKS

SMALL MUSCLE SKILLS	PURPOSE	MATERIALS	DIRECTIONS
#27 "Fun With Paste"	The parent will help the child  . learn to handle paste properly . develop small muscle coordination . improve language development	Supply:  . paste . paper . magazines	The parent will  . provide paste . cut simple shapes . demonstrate how to use small amount of paste . discuss the activity
#28 "Tearing Paper"	. improve finger dexterity . perform eye-hand coordination activities	. newspaper . magazines . construction paper . any discarded paper	. demonstrate how to tear paper with both hands . let the child tear paper . suggest that the child use the torn paper
#29 "Scissors Fun"	. learn to handle scissors properly . develop eye-hand coordination	. blunt scissors . paper . paper straws	. cut long narrow strips of paper . instruct the child how to use the scissors . show the child how to hold the thumb up . let the child cut the paper with the scissors . show child how to use the scissors . repeat the activity . demonstrate how to use scissors with a single cut

TIPS FOR PARENTS: Praise all the child's creations.  
 Emphasize the fun of doing art activities.  
 Newspapers may be used for cutting and coloring.

	MATERIALS	DIRECTIONS FOR USE
<p>elp</p> <p>tion</p> <p>e</p> <p>d</p> <p>ly</p> <p>d</p>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. paste</li> <li>. paper</li> <li>. magazines</li> </ul> <ul style="list-style-type: none"> <li>. newspaper</li> <li>. magazines</li> <li>. construction paper</li> <li>. any discarded paper</li> </ul> <ul style="list-style-type: none"> <li>. blunt scissors</li> <li>. paper</li> <li>. paper straws</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>. provide paste, bought or homemade with flour and water</li> <li>. cut simple pictures within the child's experience</li> <li>. demonstrate how to paste the pictures on a paper with a small amount of paste on one finger</li> <li>. discuss the pictures with the child</li> </ul> <ul style="list-style-type: none"> <li>. demonstrate tearing paper using the thumb and fingers of both hands</li> <li>. let the child make his own creations using a variety of paper</li> <li>. suggest that the child tear colored magazine pages and arrange the torn pieces to represent animals and paste on another paper <ul style="list-style-type: none"> <li>flowers</li> <li>houses</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>. cut long narrow strips of paper</li> <li>. instruct the child to insert the thumb in the top hole of the scissors and the third finger in the other scissor hole</li> <li>. show the child how to open and close the scissors, keeping the thumb up</li> <li>. let the child practice the cutting motion without holding scissors</li> <li>. show child how to hold paper in one hand and cut pieces with the scissors held in the other hand</li> <li>. repeat the activity, letting the child cut paper straws</li> <li>. demonstrate how to cut along the edge of a piece of paper with a single cut to make a fringe</li> </ul>

PARENT HOME TASKS

SMALL MUSCLE SKILLS	PURPOSE	MATERIALS	DIRECTIONS
#30 "Crayon Magic"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>. hold and use a crayon</li> <li>. develop skills that will be needed for writing</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. large primary crayons</li> <li>. paper</li> <li>. chalk</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>. provide a</li> <li>. show the child the crayon</li> <li>. praise the child</li> <li>. encourage</li> </ul>

**TIPS FOR PARENTS:** Do not model for the child.  
 Do not let other children criticize the child's efforts.  
 Do not expect recognizable pictures at first.

MATERIALS	DIRECTIONS FOR USE
<p>Supply:</p> <ul style="list-style-type: none"><li>. large primary crayons</li><li>. paper</li><li>. chalk</li></ul>	<p>The parent will</p> <ul style="list-style-type: none"><li>. provide a quiet place where the child may scribble with crayons</li><li>. show the child how the paper may be peeled from the crayon, the crayons broken in half, and used on the flat side</li><li>. praise the child's efforts</li><li>. encourage scribbling, using chalk</li></ul>

ld's efforts.

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## PARENT HOME TASKS

COLORS	PURPOSE	MATERIALS	DIRECTION
#31 "I See Something You Don't See"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>. learn the colors</li> <li>. listen to directions</li> <li>. use sentences</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. familiar objects inside the house or outside</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>. say <ul style="list-style-type: none"> <li>- I see s</li> </ul> </li> <li>. allow the</li> <li>. encourage <ul style="list-style-type: none"> <li>- Is it t</li> <li>- Is it t</li> </ul> </li> <li>. ask the chi <ul style="list-style-type: none"> <li>- Do you</li> <li>- What oth</li> </ul> </li> <li>. play this g</li> <li>guess the o</li> </ul>
#32 "Surprise Box"	<ul style="list-style-type: none"> <li>. become more aware of the colors around him</li> <li>. learn to describe the world he lives in</li> </ul>	<ul style="list-style-type: none"> <li>. cardboard box with a hole in the top or bag of scraps of colored paper</li> </ul>	<ul style="list-style-type: none"> <li>. place box o</li> <li>the child</li> <li>. have the ch</li> <li>tell the co</li> <li>. let the chi</li> <li>replace the</li> <li>. ask the chi <ul style="list-style-type: none"> <li>- What col</li> <li>- Can you</li> <li>- What col</li> </ul> </li> <li>. have child</li> </ul>

TIPS FOR PARENTS: Talk with the child about color at every opportunity.

	MATERIALS	DIRECTIONS FOR USE
<p>help</p> <p>colors</p> <p>directions</p> <p>aware</p> <p>rs</p> <p>scribe</p> <p>e</p>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• familiar objects inside the house or outside</li>   <li>• cardboard box with a hole in the top or bag of scraps of colored paper</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• say <ul style="list-style-type: none"> <li>- I see something you don't see and it is (red)!</li> </ul> </li> <li>• allow the child three guesses</li> <li>• encourage the child to answer in a complete sentence <ul style="list-style-type: none"> <li>- Is it the chair?</li> <li>- Is it the book?</li> </ul> </li> <li>• ask the child <ul style="list-style-type: none"> <li>- Do you see anything else that is red?</li> <li>- What other colors do you see?</li> </ul> </li> <li>• play this game with several children, allowing the first to guess the object to become the next leader</li>   <li>• place box containing colored scraps of paper in front of the child</li> <li>• have the child pull out one piece of paper at a time and tell the color</li> <li>• let the child keep the colored papers he names correctly and replace the ones he doesn't know for another try</li> <li>• ask the child <ul style="list-style-type: none"> <li>- What color is this?</li> <li>- Can you find something else this color?</li> <li>- What color is your dress? shirt</li> </ul> </li> <li>• have child sort scraps into different piles, matching colors</li> </ul>

every opportunity.

PARENT HOME TASKS

COLORS	PURPOSE	MATERIALS	DIRECTIONS
#33 "Matchmaker"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>. develop the ability to match likenesses in colors</li> <li>. begin to notice shades and tints of colors</li> <li>. develop visual acuity</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. familiar objects in the home</li> <li>. scraps of colored paper</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>. hold up a card</li> <li>- I see red</li> <li>- Can you find red?</li> <li>. encourage the child to find colors but of different shades</li> <li>. look through the card for red and yellow</li> </ul>
#34 "Match the Crayons"	<ul style="list-style-type: none"> <li>. learn to follow directions</li> <li>. see likenesses and differences in color</li> </ul>	<ul style="list-style-type: none"> <li>. crayons</li> <li>. scraps of colored paper</li> <li>. magazines</li> </ul>	<ul style="list-style-type: none"> <li>. give the child a card</li> <li>. direct the child to find like colors</li> <li>. let the child mix colors so he may see the difference</li> <li>. mix all the colors in a can</li> <li>. help the child find the colors in the can</li> </ul>

**TIPS FOR PARENTS:** Praise the child with a hug, word, or a happy expression.  
 #33. This game emphasizes matching the colors, not learning the color names.  
 Refer to Task #17, "Bowling Game," and put colored paper in the cans for the child.

MATERIALS	DIRECTIONS FOR USE
<p>help</p> <p>Supply:</p> <ul style="list-style-type: none"> <li>. familiar objects in the home</li> <li>. scraps of colored paper</li> <li>. crayons</li> <li>. scraps of colored paper</li> <li>. magazines</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>. hold up a scrap of colored paper and say <ul style="list-style-type: none"> <li>- I see something and it is this color.</li> <li>- Can you find something else this color?</li> </ul> </li> <li>. encourage the child to find other objects the same color but of different shades or tints</li> <li>. look through a magazine to find shades of blue, red, and yellow, matching them with a scrap that color</li> <li>. give the child 3 crayons at a time</li> <li>. direct the child to separate the colored scraps, putting like colors in stacks with the matching crayon on top</li> <li>. let the child mark with the crayon on the matching papers so he may see the likeness</li> <li>. mix all the papers up and have him separate the colors again</li> <li>. help the child find and mark with the crayon the matching colors in a magazine</li> </ul>

or a happy expression.  
the colors, not learning the color names.  
and put colored paper in the cans for the child to identify.

## PARENT HOME TASKS

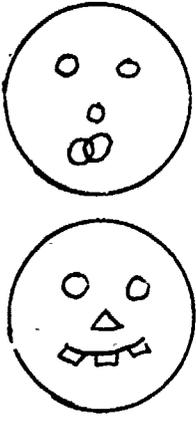
SHAPES	PURPOSE	MATERIALS	
#35 "Match Me"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>. learn three shapes</li> <li>. develop visual acuity</li> <li>. become aware of forms in the world around him</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. paper shapes               <ul style="list-style-type: none"> <li>- circles</li> <li>- rectangles</li> <li>- triangles</li> </ul> </li> <li>. familiar objects in the child's surroundings</li> </ul>	<p>The</p> <ul style="list-style-type: none"> <li>. h</li> <li>. a</li> <li>s</li> <li>-</li> <li>-</li> </ul>

**TIPS FOR PARENTS:** Call the child's attention to shapes seen on outdoor excursions such as and buildings. Sandwiches and cookies may be cut in different shapes.

	MATERIALS	DIRECTIONS FOR USE
<p>will help</p> <p>ee shapes visual</p> <p>are of the world m</p>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. paper shapes <ul style="list-style-type: none"> <li>- circles</li> <li>- rectangles</li> <li>- triangles</li> </ul> </li> <li>. familiar objects in the child's surroundings</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>. hold up a paper shape and name it for the child to repeat</li> <li>. ask the child to point to objects around him that have similar shapes <ul style="list-style-type: none"> <li>- circle: plates, ball, apple, orange, his head, eyes, moon, sun, marble, wheels, buttons, rings, bracelets, necklaces, earrings, dishes, eye glasses, pies, cakes</li> <li>- rectangle: door, window, table, chair, book, pockets</li> <li>- triangle: roof top, ice cream cone, tricycle</li> </ul> </li> </ul>

o shapes seen on outdoor excursions such as sailboats at the beach, traffic signs, signboards, and cookies may be cut in different shapes.

PARENT HOME TASKS

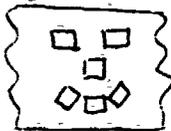
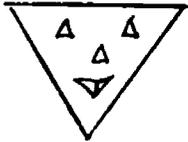
SHAPES	PURPOSE	MATERIALS	DIRECT
<p>#36 "Mr. Round Man"</p>  <p>"Mr. Mixed-Up Man"</p>	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• learn shapes</li> <li>• classify by shapes</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• one round white paper plate</li> <li>• colored paper shapes (two each of red, blue, and yellow)             <ul style="list-style-type: none"> <li>- 6 triangles</li> <li>- 6 rectangles</li> <li>- 6 circles</li> </ul> </li> </ul>	<p>The parent</p> <ul style="list-style-type: none"> <li>• place a</li> <li>• hold up</li> <li>- Can y</li> <li>- Let's</li> <li>one</li> <li>• help th</li> <li>red for</li> <li>overlap</li> <li>• take the</li> <li>- Can y</li> <li>• repl.ce</li> <li>- Is he</li> <li>• replace</li> <li>- What</li> <li>- Let's</li> </ul>

TIPS FOR PARENTS: Colors are not important in this game so allow the child to use different colors

	MATERIALS	DIRECTIONS FOR USE
all d es r shapes	<p>Supply:</p> <ul style="list-style-type: none"> <li>• one round white paper plate</li> <li>• colored paper shapes (two each of red, blue, and yellow) <ul style="list-style-type: none"> <li>- 6 triangles</li> <li>- 6 rectangles</li> <li>- 6 circles</li> </ul> </li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• place all the paper shapes on a table</li> <li>• hold up the paper plate and say, <ul style="list-style-type: none"> <li>- Can you find some paper shapes that look like this one?</li> <li>- Let's make Mr. Round Man with two round papers for his eyes, one round paper for his nose, and round papers for his mouth.</li> </ul> </li> <li>• help the child place the circles on the plate, using green and red for the eyes, yellow for the nose, and the two red ones overlapping for the mouth</li> <li>• take the circles out of the plate, mix them up again and say, <ul style="list-style-type: none"> <li>- Can you make Mr. Round Man?</li> </ul> </li> <li>• replace the nose circle with a triangle <ul style="list-style-type: none"> <li>- Is he still Mr. Round Man?</li> </ul> </li> <li>• replace the mouth circles with three squares <ul style="list-style-type: none"> <li>- What is he now?</li> <li>- Let's call him Mr. Mixed-Up Man.</li> </ul> </li> </ul>

game so allow the child to use different colors if he desires.

PARENT HOME TASKS

SHAPES	PURPOSE	MATERIALS	DI
<p>#37 "Mr. Rectangle Man"</p>   <p>"Mr. Triangle Man"</p>	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>. experience looking at and handling shapes</li> <li>. classify by shapes</li> <li>. improve visual acuity</li> <li>. have fun while learning</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. a paper napkin or similar size paper</li> <li>. colored paper shapes (2 each of red, blue, and yellow)             <ul style="list-style-type: none"> <li>- 6 triangles</li> <li>- 6 rectangles</li> <li>- 6 circles</li> </ul> </li> </ul>	<p>The pa</p> <ul style="list-style-type: none"> <li>. pla</li> <li>. tra</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>. help</li> <li>napk</li> <li>and</li> <li>. put</li> <li>look</li> <li>-</li> <li>- W</li> <li>- C</li> <li>. fold</li> <li>. ask</li> <li>arra</li> </ul>

**TIPS FOR PARENTS:** The rectangular shape is used before the square shape because the child must have sides of same length.

**MATERIALS****DIRECTIONS FOR USE****Supply:**

- a paper napkin or similar size paper
- colored paper shapes (2 each of red, blue, and yellow)
  - 6 triangles
  - 6 rectangles
  - 6 circles

**The parent will**

- place all the paper shapes on a table
- trace around the edge of the napkin with a finger and say,
  - This is shaped like a rectangle.
  - Can you find some paper shapes that look like this one?
  - Let's make Mr. Rectangle Man with his eyes, nose, and mouth all made out of rectangles
- help the child place the rectangular shapes on the paper napkin using two blues for the eyes, green for the nose, and red and yellow for the mouth
- put triangular shapes on top of each mouth shape so they look like teeth and say,
  - Is he still Mr. Rectangle Man?
  - Why not?
  - Could we make Mr. Triangle Man?
- fold the napkin diagonally to form a triangle
- ask the child to find the triangular shapes and help him arrange a face

he square shape because the child may not differentiate that a square

**PARENT HOME TASKS**

SHAPES	PURPOSE	MATERIALS	DI
<p>#38 "The Same-or-Not the Same"</p>	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• develop skills in recognizing likenesses and differences</li> <li>• learn to describe objects as to their likenesses and differences</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• colored paper shapes               <ul style="list-style-type: none"> <li>- circles</li> <li>- triangles</li> <li>- rectangles</li> </ul> </li> </ul>	<p>The par</p> <ul style="list-style-type: none"> <li>• plac</li> <li>- F</li> <li>- W</li> <li>- W</li> <li>- A</li> <li>- A</li> <li>- A</li> </ul>

**TIPS FOR PARENTS:** Task #17 The Bowling Game may be utilized to review shapes by placing colored

MATERIALS	DIRECTIONS FOR USE
<p>Supply:</p> <p>colored paper shapes</p> <ul style="list-style-type: none"><li>- circles</li><li>- triangles</li><li>- rectangles</li></ul>	<p>The parent will</p> <ul style="list-style-type: none"><li>. place all the paper shapes on a table and say,<ul style="list-style-type: none"><li>- Pick up two papers.</li><li>- What shapes are the papers?</li><li>- What color are the papers?</li><li>- Are they the same or not the same?</li><li>- Are they the same color?</li><li>- Are they the same shape?</li></ul></li></ul>

to review shapes by placing colored paper shapes in each can.

## PARENT HOME TASKS

SIZES	PURPOSE	MATERIALS	DIR
#39 "The Long and Short of It"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>. learn to compare sizes of things</li> <li>. increase his vocabulary</li> </ul>	<p>Supply:</p> <p>familiar objects of different lengths, heights, and sizes</p> <ul style="list-style-type: none"> <li>- sticks</li> <li>- rope</li> <li>- string</li> <li>- balls</li> <li>- buttons</li> <li>- boxes</li> <li>- cans</li> </ul>	<p>The parent</p> <ul style="list-style-type: none"> <li>. sit</li> <li>. put</li> <li>- WH</li> <li>. put</li> <li>- WH</li> <li>. put</li> <li>- WH</li> <li>. put</li> <li>- WH</li> <li>. stand</li> <li>- WH</li> <li>. let</li> </ul>
#40 "Stairsteps"	<ul style="list-style-type: none"> <li>. to make comparisons</li> <li>. form judgments</li> <li>. improve eye-hand coordination</li> </ul>	<p>.6 drinking straws</p> <ul style="list-style-type: none"> <li>- 1 full length</li> <li>- 1 inch off second one</li> <li>- 2 inches off third one</li> <li>- 3 inches off fourth one</li> <li>- 4 inches off fifth one</li> <li>- 5 inches off sixth one</li> </ul>	<ul style="list-style-type: none"> <li>. mix t</li> <li>- Fi</li> <li>- Fi</li> <li>. conti</li> <li>side</li> <li>- No</li> <li>- Ar</li> <li>. mix t</li> </ul>

**TIPS FOR PARENTS:** Encourage the child to use complete sentences. Call the child's attention to people, clothes, toys, and furniture during daily routines. Utilize Task #17 "Bowling Game" emphasizing the sizes of the cans. Encourage

MATERIALS	DIRECTIONS FOR USE
<p>Supply:</p> <p>familiar objects of different lengths, heights, and sizes</p> <ul style="list-style-type: none"> <li>- sticks</li> <li>- rope</li> <li>- string</li> <li>- balls</li> <li>- buttons</li> <li>- boxes</li> <li>- cans</li> </ul> <ul style="list-style-type: none"> <li>.6 drinking straws</li> <li>- 1 full length</li> <li>- 1 inch off second one</li> <li>- 2 inches off third one</li> <li>- 3 inches off fourth one</li> <li>- 4 inches off fifth one</li> <li>- 5 inches off sixth one</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>. sit on the floor facing the child</li> <li>. put two objects on the floor and say, <ul style="list-style-type: none"> <li>- Which _____ is longer?</li> <li style="padding-left: 40px;">shorter</li> </ul> </li> <li>. put three or more objects on the floor and say, <ul style="list-style-type: none"> <li>- Which _____ is longest?</li> <li style="padding-left: 40px;">shortest</li> </ul> </li> <li>. put two objects on the floor and say, <ul style="list-style-type: none"> <li>- Which _____ is larger?</li> <li style="padding-left: 40px;">smaller</li> </ul> </li> <li>. put three or more objects on the floor and say, <ul style="list-style-type: none"> <li>- Which _____ is largest?</li> <li style="padding-left: 40px;">smallest</li> </ul> </li> <li>. stand two objects on the floor and say, <ul style="list-style-type: none"> <li>- Which _____ is shorter?</li> <li style="padding-left: 40px;">taller</li> </ul> </li> <li>. let the child put the objects side by side and compare</li> <li>. mix the straws and place on the floor in front of the child and say, <ul style="list-style-type: none"> <li>- Find the shortest straw and place it this way. (horizontal)</li> <li>- Find the next shortest straw and place it next to the first one</li> </ul> </li> <li>. continue procedure until all straws are placed with the left side even and say, <ul style="list-style-type: none"> <li>- Now you have made stairsteps.</li> <li>- Are any of the straws the same length?</li> </ul> </li> <li>. mix the straws again and help the child lay them perpendicularly</li> </ul>

ences. Call the child's attention to the differences in the sizes of  
ing daily routines.  
ing the sizes of the cans. Encourage the child to have fun stacking the cans.

**PARENT HOME TASKS**

POSITIONS	PURPOSE	MATERIALS	DIRECTIONS
#41. "Put, Put"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>. follow directions</li> <li>. develop understanding of special relationships</li> </ul>	<p>Supply:</p> <ul style="list-style-type: none"> <li>. small paper</li> <li>. glass</li> <li>. spoon</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>. sit with the</li> <li>. place the pa</li> <li>. say,             <ul style="list-style-type: none"> <li>- We are go</li> <li>- I'll tell them ther</li> <li>- Then you "put" the</li> </ul> </li> <li>. direct the c             <ul style="list-style-type: none"> <li>- Put the s</li> <li>- Put the p</li> <li>- Put the g</li> <li>- Put the s</li> <li>- Put the p</li> <li>- Put the s</li> </ul> </li> <li>. place object             <ul style="list-style-type: none"> <li>- Where is</li> </ul> </li> <li>. use other ob</li> <li>. direct the c</li>   <li>. hide her eye</li> </ul>

**TIPS FOR PARENTS:** Emphasize activities involving positions in daily routines.

MATERIALS	DIRECTIONS FOR USE
<p>Supply:</p> <p>small paper glass spoon</p>	<p>The parent will</p> <ul style="list-style-type: none"> <li>. sit with the child at a low table or on the floor</li> <li>. place the paper, glass, and spoon in a row on the table</li> <li>. say, <ul style="list-style-type: none"> <li>- We are going to play "Put, Put."</li> <li>- I'll tell you where to "put" these things and you "put" them there.</li> <li>- Then you tell me where to "put" these things and I'll "put" them where you say.</li> </ul> </li> <li>. direct the child <ul style="list-style-type: none"> <li>- Put the spoon <u>inside</u> the glass. (Replace)</li> <li>- Put the paper <u>under</u> the glass. (Replace)</li> <li>- Put the glass <u>between</u> the paper and the spoon.</li> <li>- Put the spoon <u>on top of</u> the paper. (Replace)</li> <li>- Put the paper <u>behind</u> the glass. (Replace)</li> <li>- Put the spoon <u>in front of</u> the glass.</li> </ul> </li> <li>. place objects in different positions and ask, <ul style="list-style-type: none"> <li>- Where is the spoon now?</li> </ul> </li> <li>. use other objects, such as: a toy, a box, a shoe, a pencil</li> <li>. direct the child to sit in a chair <ul style="list-style-type: none"> <li>crawl under the chair</li> <li>stand beside</li> <li>in front of</li> <li>behind</li> </ul> </li> <li>. hide her eyes and guess where the child is</li> </ul>

daily routines.

## PARENT HOME TASKS

NUMBER CONCEPTS	PURPOSE	MATERIALS	DI
#42 "Counting Fun"	<p>The parent will help the child</p> <ul style="list-style-type: none"> <li>• learn to rote count</li> <li>• develop awareness that the last number said tells how many have been counted</li> </ul>	<p>Supply:</p>	<p>The par</p> <ul style="list-style-type: none"> <li>• coun</li> <li>- I</li> <li>- I</li> <li>- I</li> <li>- W</li> <li>• cont</li> <li>• let</li> <li>• pra</li> </ul>
#43 "How Many"	<ul style="list-style-type: none"> <li>• learn that counting is telling "how many"</li> <li>• have fun while learning number concepts</li> <li>• follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• marbles</li> <li>• jacks</li> <li>• beans</li> <li>• bottle caps</li> <li>• spoons</li> <li>• straws</li> <li>• buttons</li> <li>• coins</li> </ul>	<ul style="list-style-type: none"> <li>• plac</li> <li>• inst</li> <li>- E</li> <li>- E</li> <li>• enco</li> <li>• ask</li> <li>- C</li> <li>- C</li> <li>- C</li> <li>• coun</li> <li>- s</li> <li>- d</li> <li>- c</li> <li>- P</li> </ul>

**TIPS FOR PARENTS:** Be alert for opportunities to use number concepts in daily activities.

	MATERIALS	DIRECTIONS FOR USE
<p>will help</p> <p>ote</p> <p>areness</p> <p>ast num-</p> <p>ells how</p> <p>been</p> <p>count-</p> <p>ling</p> <p>hile</p> <p>umber</p> <p>ections</p>	<p>Supply:</p> <ul style="list-style-type: none"> <li>• marbles</li> <li>• jacks</li> <li>• beans</li> <li>• bottle caps</li> <li>• spoons</li> <li>• straws</li> <li>• buttons</li> <li>• coins</li> </ul>	<p>The parent will</p> <ul style="list-style-type: none"> <li>• count, saying the last number louder <ul style="list-style-type: none"> <li>- Listen to me count.</li> <li>- 1, 2, 3, 4, 5, 6, 7, <u>8</u> (repeat <u>8</u>).</li> <li>- I counted to 8.</li> <li>- What number did I count to?</li> </ul> </li> <li>• continue counting, stopping at different numbers</li> <li>• let the child count as far as he is ready to go</li> <li>• praise the child for "working hard"</li> <li>• place objects on a table</li> <li>• instruct the child to bring a certain number of things <ul style="list-style-type: none"> <li>- Bring me three marbles.</li> <li>- Bring me two spoons.</li> </ul> </li> <li>• encourage the child to manipulate the objects as he counts them</li> <li>• ask the child, <ul style="list-style-type: none"> <li>- Can you jump up and down three times?</li> <li>- Can you hop on one foot two times?</li> <li>- Can you clap your hands four times?</li> </ul> </li> <li>• count other things around the house <ul style="list-style-type: none"> <li>- steps on the porch</li> <li>- doors in the room</li> <li>- chairs</li> <li>- place settings</li> </ul> </li> </ul>

number concepts in daily activities.

### Suggestions for Parent-Teacher Conferences

Even though the parents and teacher meet together in the monthly meetings, the individual conference is still a most vital part of parent involvement. The three conferences a year begin where other reporting methods end. The parent brings to the conference his own understanding of what the child is like at home. The teacher brings an insight of what the child is like at school. Good conferences help both the teacher and the parent understand the child. These conferences should result in cooperative planning for the child, while they win understanding and respect for the teacher and the school.

#### Conference preparation:

The teacher should

- . confirm conference appointments with a note
- . let the parents know in advance how many minutes of conference time is set aside for them and that they may use all the time or any portion of it
- . allow 10 minutes between conferences to jot down notes about the conference and prepare for next conference
- . have child's check sheet available of the various skills to be discussed
- . conduct the meeting in the natural room setting
- . arrange room attractively with bulletin boards displaying children's art work

#### Conference techniques:

The teacher should

- . be the same type hostess in classroom as in her home
- . greet the parent and try to make him comfortable and at ease
- . begin and end the conference with a positive comment about the child
- . refrain from taking notes during the conference

**Conference techniques: (Cont'd)**

- . **listen to criticism in order to obtain suggestions**
- . **offer alternative suggestions, so the parent may make the decision**
- . **discourage comparison of brothers and sisters**
- . **summarize child's progress from check list information without discussing each item separately, parent is interested only in overall development**
- . **concentrate on one or two things on which the teacher and the parent can work together to help the child**
- . **extend an invitation to parent to visit school and perhaps become a volunteer helper, if parent not already involved**
- . **end on a note of continuing cooperation**

**Evaluation of conference:**

- . **Was it a cordial meeting?**
- . **What did I learn that will help me in future relations with the child?**
- . **Did I plan with, rather than for, the parents?**
- . **Did the parents learn a little more about the child?**
- . **Did I help parents to talk freely?**
- . **Did I praise the child in some way?**
- . **Did the parents leave with a friendly, optimistic attitude?**
- . **Did we emerge with specific ways to help the child?**

# Flag Song

My flag is red and white and blue, My

flag is red and white and blue, My flag is red

and white and blue, I love my flag and

so do you.

# Big

Es-t

# Lo grande

The child opens big-small and

P-sh!

P-sh!

The red and blue, My

My flag is red

my flag and

## Big - Small , Long - Short

Es-te es más gran-de, Es-te es más chi-gui-to;

Lo grande es más lar-go, Lo chi-co es cor-ti-to.

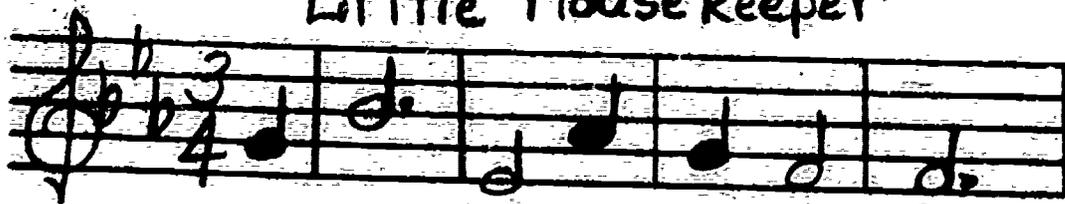
The child opens and closes his arms to demonstrate big-small and long-short concepts.

## Shaving

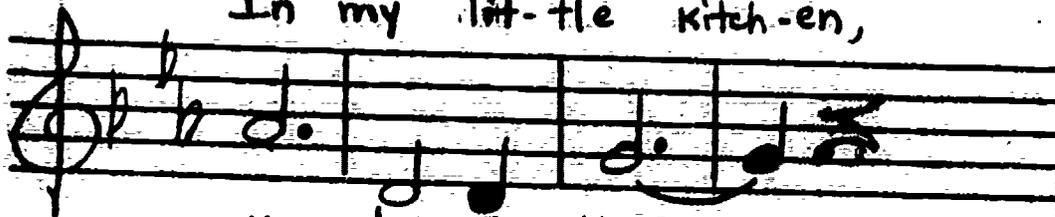
P-sh! P-sh! P-sh! Goesthe soap from the can,

P-sh! P-sh! P-sh! I can shave just like a man.

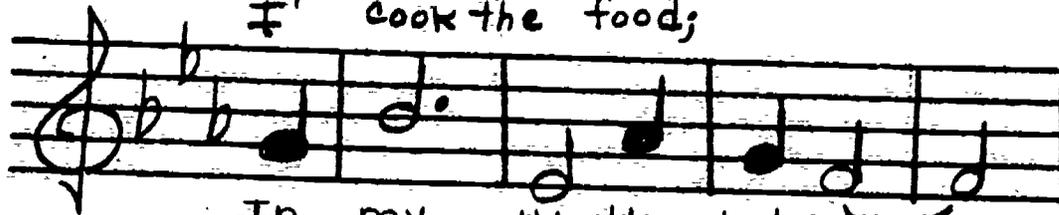
# Little House keeper



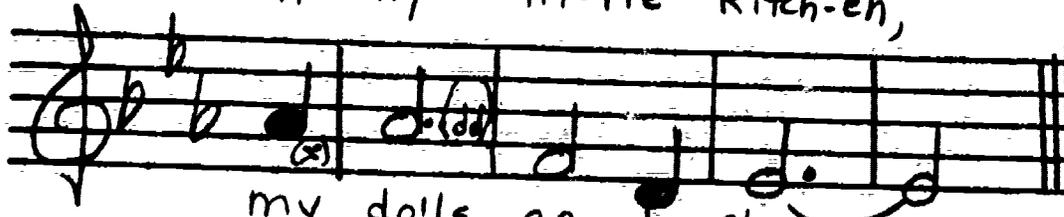
In my lit-tle bed-room,  
In my lit-tle kitch-en,



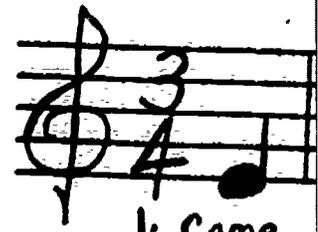
My dolls I keep,  
I cook the food;



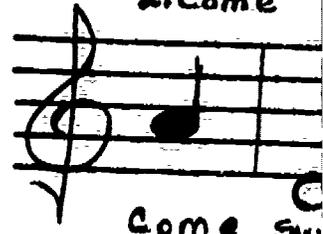
In my lit-tle bed-room,  
In my lit-tle kitch-en,



my dolls go to sleep,  
Every thing tastes good.



1. Come  
2. Come



Come sw  
Come fl

3. Come wa  
Come wa

4. Come or  
Come or

# Sailing Song

3/4

I'm sail - ing a { blue boat,  
red  
yellow  
big

I sail it to you .

# The Sea

3/4

1. Come swim - ming, swim - ming, swim - ming with me;  
2. Come fly - ing, fly - ing, fly - ing with me;

Come swim, come swim, like fish in the sea.  
Come fly, come fly, like birds by the sea.

3. Come walking, walking, walking with me;  
Come walk, come walk, like boys by the sea.

4. Come crawling, crawling, crawling with me;  
Come crawl, come crawl, like crabs by the sea.

keeper

ed - room,  
kitch - en,

bed - room,  
kitch - en,

sleep,  
is good.

# Johnny Works

John-ny works with one ham-mer, one ham-mer, one ham-mer,

John-ny works with one ham-mer, then he works with two

**Repeat:**

- "Johnny works with two hammers" (use both fists)
- "Johnny works with three hammers" (use both fists and one foot)
- "Johnny works with four hammers" (use both fists and both feet)
- "Johnny works with five hammers" (use both fists, both feet, and head)

Let's

Let's

Let's  
Change line

one ham-mer, one ham-mer,

he works with two

(use both fists)  
 s" (use both fists  
 and one foot)  
 " (use both fists  
 and both feet)  
 " (use both fists,  
 , and head)

## Let's Have a Party

Let's have a par-ty, let's have a par-ty,

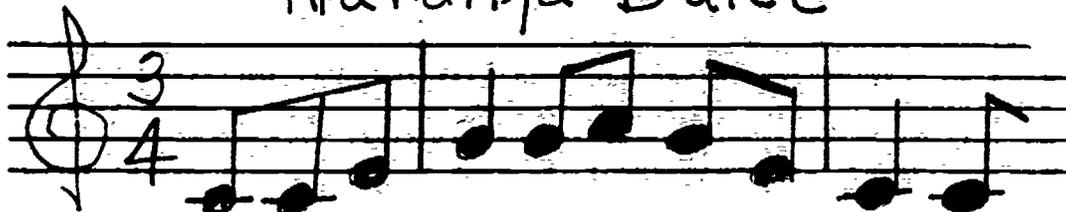
Let's have a par-ty to-day; let's have a par-ty,

Let's have a par-ty, let's have a par-ty, to-day.

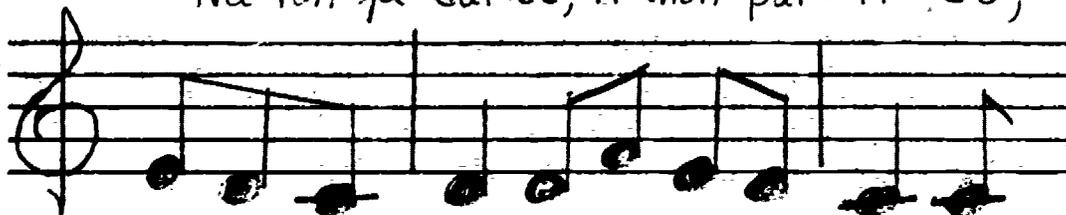
Change lines to suggest other activities as:

- "I'll bring the cake"
- "I'll set the table"
- "I'll play with friends"

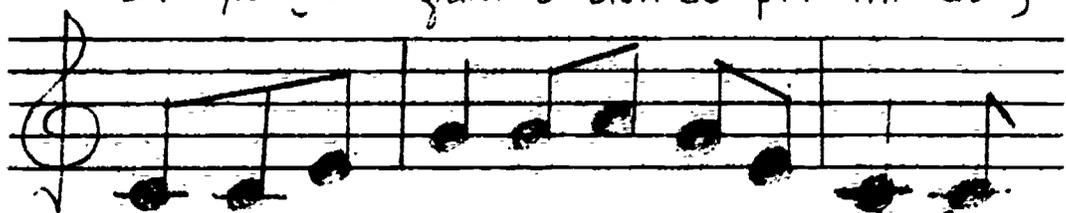
# Naranja Dulce



Na-ran-ja dul-ce, li-món par-ti-do;



El ju-go quier-o bien es-pri-mi-do ;



Ag-ua y az-u-car yo le pon-dré,



y un re-fres-co me to-ma re.



Brin-ca  
Brin-ca



Brin-ca-  
Brin-ca-



Brin-ca la  
Brin-ca e



Brin-ca-la  
Brin-ca-la

The children c  
are able to ju

## Brincando (Jumping)

-ti-do;

Brin-ca la tab-li-ta yo ya la brin-qué;  
Brin-ca el laz-i-to yo ya lo brin-qué;

-mi-do;

Brin-ca-la de-vuel-ta yo ya me can-sé;  
Brin-ca-lo de-vuel-ta yo ya me can-sé;

-dre;

Brin-ca la tab-li-ta yo ya la brin-qué;  
Brin-ca el laz-i-to yo ya lo brin-qué;

re.

Brin-ca-la de-vuel-ta yo ya me can-sé;  
Brin-ca-lo de-vuel-ta yo ya me can-sé.

The children can suggest and sing about other things they are able to jump over.

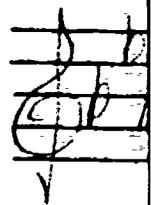
La Rueda de San Miguel (same)

A la rue-dade San Miguel, To-dos tien-en su ca-ja de miel.

A lo ma-du-ro, a lo ma-du-ro

Leader: Que se vol-te-e Car-los de bur-ro.  
 Last line: Ya se vol-te-aron to-dos de bur-ro.

**Game:** The children walk in a circle around the leader who chooses one player to be the donkey. The name Carlos can be changed to any child's name. When the leader chooses a child to be the donkey that child turns around and walks around with his back to the center of the circle. The game goes on with the leader choosing a different player each time until every child is a donkey. The last one chosen makes an arch with the leader for all the others to walk through. This time they change the last line to "Ya se voltearon todos de burro".



If  
 Ve

## Going to the Store

Miguel (game)

Handwritten musical notation on a five-line staff, showing a sequence of eighth and quarter notes.

tien-ensu caja de miel.

Handwritten musical notation on a five-line staff in G major, 4/4 time. The melody consists of quarter and eighth notes.

We're go-ing to the store, you guess what we will buy;

Handwritten musical notation on a five-line staff in G major, 4/4 time, corresponding to the Spanish lyrics below.

We're go-ing to the store, you can guess if you will try.

## Safety

Handwritten musical notation on a five-line staff in G major, 3/4 time. The melody consists of quarter and eighth notes.

I cross the street with great care, I look both ways to see;  
Pa- ra cru-zar la ca-ll-e, cui-da-do ten-go yo;

Handwritten musical notation on a five-line staff in G major, 3/4 time, corresponding to the Spanish lyrics below.

If a-ny cars are com-ing, I'm tak-ing care of me.  
Ve- o a un la-do y ot-ro, Des-pués la cru-zo yo.

and the leader who name Carlos can be der chooses a child nd walks around The game goes on r each time until sen makes an arch through. This oltearon todos de

# Las Partes del Cuerpo

3/4  
 La ca-be-ra, la ca-ra, el cue-llo, ya Ves;

Los bra-zos, las ma-nos, los de-dos son diez;

El cuer-po, las pier-nas, to-di-to lo se;

Y con diez de-di-tos más, le si-guen los pies.

2/4  
 Birds  
 Fish  
 Frogs

Way  
 Way  
 Hop-

Birds  
 Fish  
 Frogs

Fly-  
 Down  
 As

terpo

Cue-illo, ya Ves;

e-dos son diez;

i-to lo se;

e si-guen los pies.

# Animal Movements

2  
4

Birds go fly-ing, Birds go fly-ing,  
Fish go swim-ming, Fish go swim-ming,  
Frogs go hop-ping, Frogs go hop-ping,

way up high,  
way down low,  
Hop-ping so;

way up high,  
way down low,  
Hop-ping so;

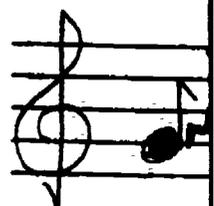
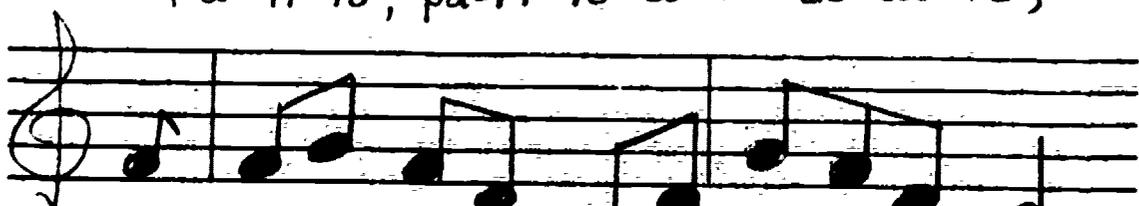
Birds go fly-ing, Birds go fly-ing,  
Fish go swim-ming, Fish go swim-ming,  
Frogs go hop-ping, Frogs go hop-ping,

Birds go fly-ing, Birds go fly-ing,  
Fish go swim-ming, Fish go swim-ming,  
Frogs go hop-ping, Frogs go hop-ping,

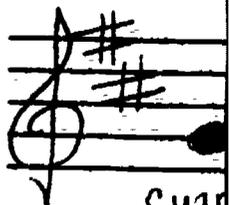
Fly-ing by,  
Down they go,  
As they go;

Fly-ing by,  
Down they go,  
As they go.

# El Patito (Little Duck)



Gru-



cuar

ve ...  
 de ca-fé;  
 go, por-qué?  
 bo yo sé,  
 ta! ca-fé,  
 de ca-fé.  
 os de us-ted.

### La Rana

Gru-cú! Gru-cú! can-ta-ba la ra-na,  
 Gru-cú! Gru-cú! de-ba-jo del a-gua.

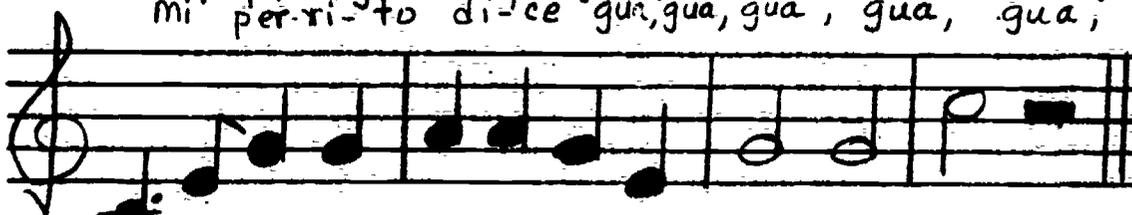
### Los Pollitos

Los po-lli-tos di-cen, "Pi-o, pi-o, pi-o."  
 cuan-do tie-nen ham-bre cuan-do tien-en fri-o.

# My PUPPY (mi Perrito)

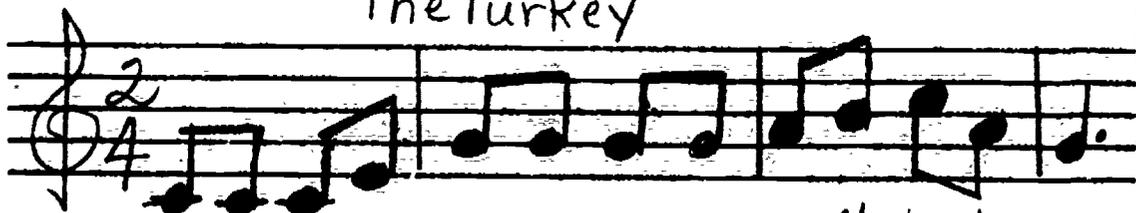


Pup-py dog is say-ing woof, woof, woof, woof, woof,  
mi per-ri-to di-ce gua, gua, gua, gua, gua,



Pup-py dog is say-ing woof, woof, woof, woof, woof.  
mi per-ri-to di-ce gua, gua, gua, gua, gua.

# The Turkey



Tur-key's tail is big and wide, He swings it when he walks



his neck is long, his chin is red,



He gob-bles when he talks

(in falsetto)

woof, woof, woof, woof,  
ua, gua, gua, gua,

f, woof, woof, woof.  
a, gua, gua, gua.

He swings it when he walks

is red,

# Jack O'Lantern

Jack O' Lan-tern, Jack O' Lan-tern,

Jack O' Lan-tern bright;

your eyes and nose and mouth,

Are shir-ing in the night.

## Thanksgiving

2  
4

I'm thank-ful for the food I eat,

I'm thank-ful for the clothes so neat;

I'm thank-ful for my school and play,

I'm thank-ful to be here to-day.

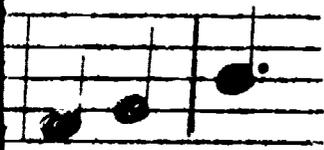
3  
4

When

He

For

# Christmas Eve



food I eat,



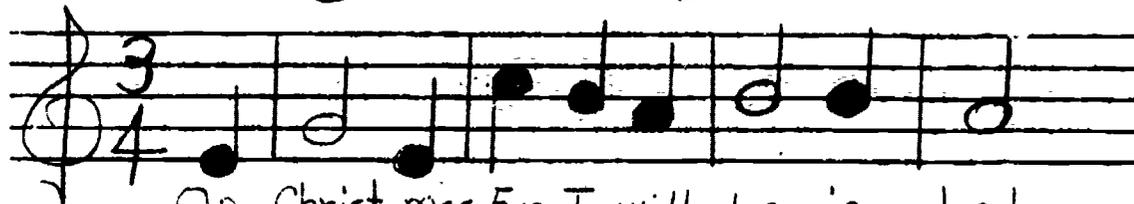
is so neat;



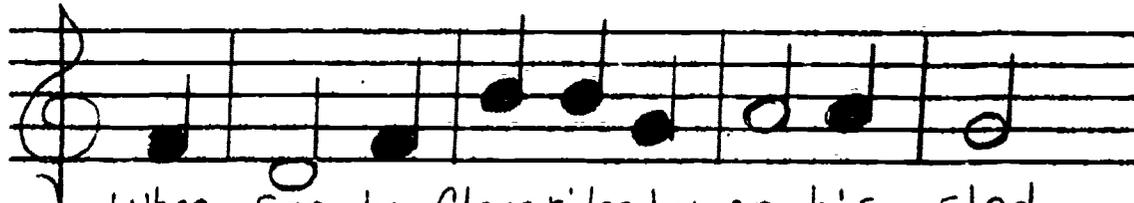
and play,



to-day.



On Christ-mas Eve I will be in bed,



When San-ta Claus rides by on his sled,



He will bring man-y, man-y toys,



For all the lit-tle girls and boys.

# Little Bunny

2/4

Lit-tle Bun-ny you're so fun-ny,

Hop-ping here and hop-ping there ;

Lit-tle Bun-ny you're so fun-ny,

Hop-ping ev-'ry - where.

2/4

Se- ño  
Va- mo

Por u- na  
u- na pa

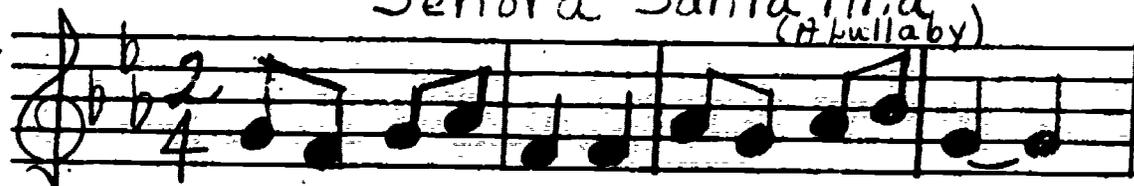
3/4

Ni- ño q  
Go to si

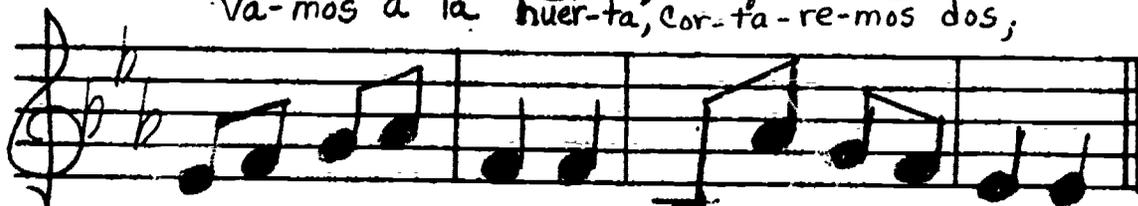
que nien-tra  
Mo- ther Wil

## Señora Santa Ana

(A lullaby)

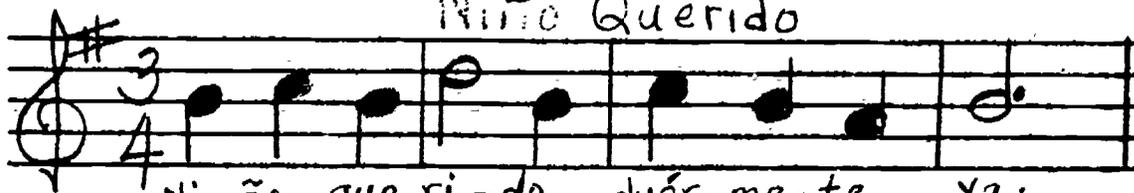


Se- ño - ra San - ta Ana, Por - qué llo - ras el ni - ño?  
Va - mos a la huer - ta, Cor - ta - re - mos dos,

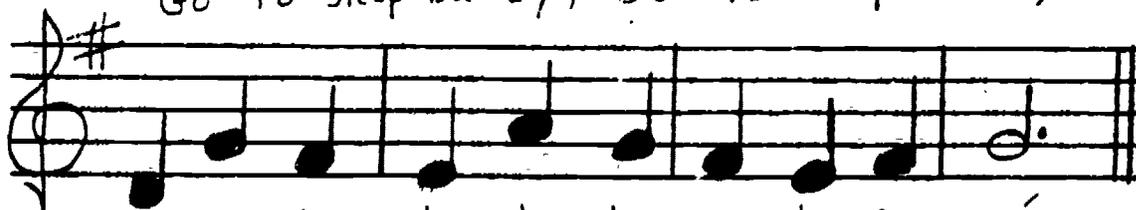


Por u - na man - za - na, Que se le ha per - di - do;  
u - na pa - ra el ni - ño, y o - tra pa - ra Dios.

## Niño Querido

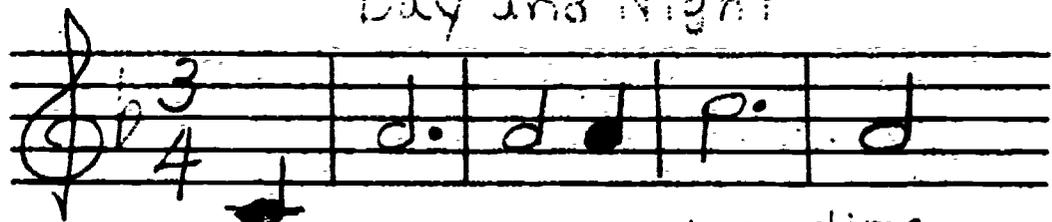


Ni - ño que - ri - do, duér - me - te ya;  
Go to sleep ba - by, Go to sleep dear;

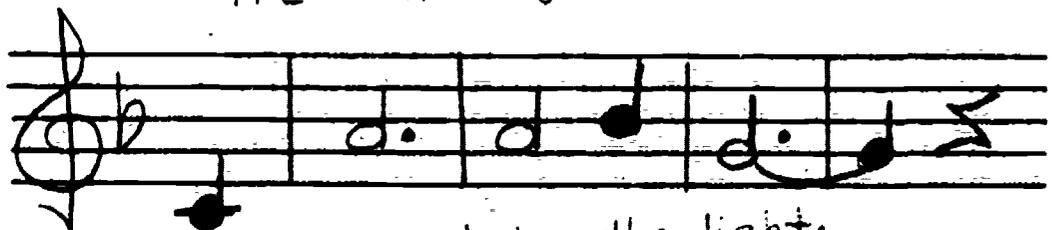


Que mien - tras tan - to te can - ta ma - má,  
Mo - ther Will sing as the Night - time draws near.

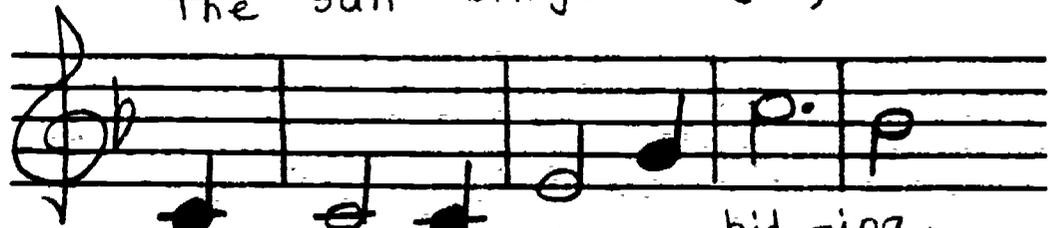
## Day and Night



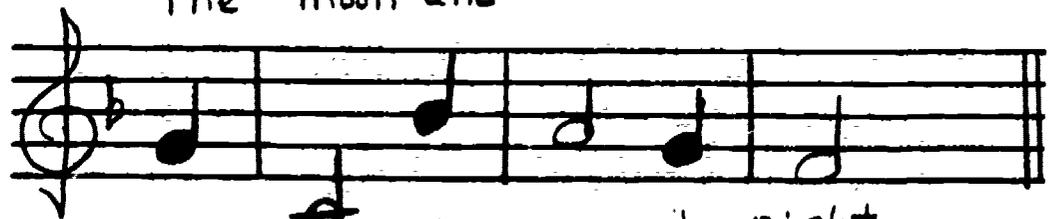
The sun brings the day - time,



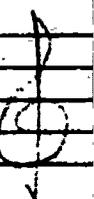
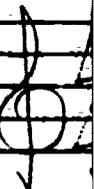
The sun brings the light;



The moon and stars are hid - ing,



To look at me at night.



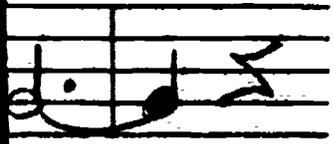
De lo  
Uno s

De el  
Algui  
n

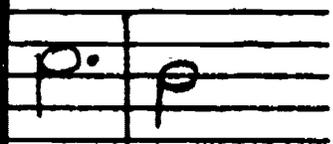
# Los Tres Perritos



ly - time,



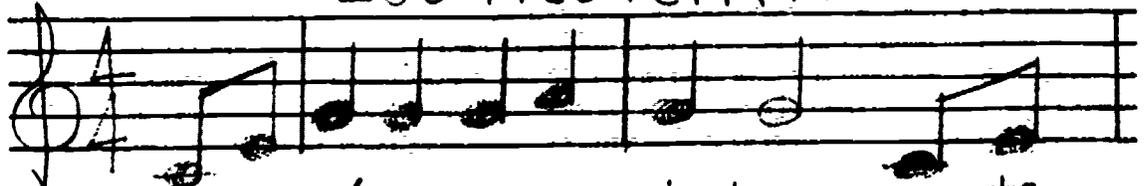
ght;



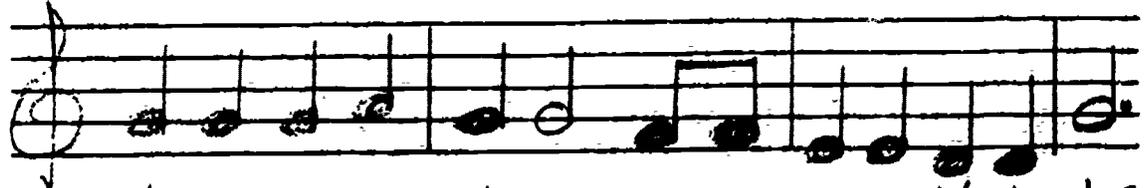
hid - ing,



night.



yo te-ní-a tres per-ri-tos, yo te-



ní-a tres per-ri-tos; Un-o se mur-ió de tos,



ya me que-dan no más dos, dos, dos.

De los dos que me quedaban, De los dos que me quedaban;  
Uno se llevó don Bruno, Ya no: más me queda uno, uno, uno.

De el uno que quedaba, De el uno que quedaba;  
Alguien le dió una pedrada, Y ahora ya no tengo nada, nada,  
nada.

# Clap Song

4

Part-ner won't you {clap with me?  
step

Part-ner won't you {clap with me?  
step

clap, clap, clap; clap, clap, clap;  
step, step, step; step, step, step;

Part-ner won't you {clap with me?  
step

3. Partner won't you clap up high?
4. Partner won't you bow with me?

# La

3

ya

ya la

Et que

yei que

# La Puerta Está Quebrada

(Played like London Bridge)

ya la puer-ta está queb-ra-da ,

ya la van a con-po-ner ;

Et que se ha de pa-sar ,

Y el que no se ha de que-dar.

Pin Marin

(Like "Eeny meeny," this is used to choose a leader or to eliminate someone from a game.)

Pin Marin de don Pinhuel,  
(pēen)(mah-reen) (pēen-ōo-eh!)

Cúcara, mácara, pipiri fue él.  
(kōō:kah-rah)(mah:kah-rah)(pēē-pēē-rēē)(fōō-eh!)

School (Tune: "Farmer in the Dell")

I come to school each day;  
I come to school each day;  
I learn to work and sing and play,  
I come to school each day.

School (Tune: "Mary Had a Little Lamb")

Little boys come to school  
Come to school,  
Come to school;  
Little boys come to school,  
Come to school today.

Repeat and sing: "Little girls come to school, etc."

Boat Song

(Tune: "Twinkle, Twinkle Little Star")

En el agua hay tres barcos  
(ah-gōō-ah)(ah-ēē)

De colores muy bonitos,  
(mōō-ēē)

En el agua hay tres barcos,  
Unos grandes y otros chicos.  
(ōō:nōōz) (chēē:kōōtz)

Tic Toc,  
(tēēk-tōk)

La ratita  
(rah-tēē)

El reloj  
(reh-loj)

La ratita

Bajo, muy  
(bah-hō)(mōō)

Tic, Toc.

Manza  
(mahn-sa)

Para

Las c  
(ko)

Y, yo  
(ēē)

Put your f

### Tic Toc

Tic Toc, Tic Toc, Tic Toc; (arms swing like pendulum)  
(tēk-tōk)  
La ratita sube al reloj; (hands make climbing, crawling motion)  
(ah-tē-tah)  
El reloj sonó (loud clap)  
(reh-tōh)  
La ratita corrió  
(koh-rē-oh)  
Bajó muy pronto del reloj, (hands make descending motion)  
(bah-hō)(mā-tē)  
Tic, Toc. (pendulum movement)

### Manzanitas

(Tune: "How Do You Do, My Partner")

Manzanitas rojas, que tengo aquí  
(mahn-sahn-ē-tahz) (reh) (ah-kē)  
Para mi maestra, y para mí.  
(mah-ehz-trah)  
Las compré en la tienda, con lo que ahorré.  
(kohmpreh) (tē-ehn-dan) (ah-ohr-eh)  
Y yo se las traigo, para darle a usted.  
(ē) (trah-ē-goh) (ōz-tehd)

### Put Your Finger in the Air

Put your finger in the air, in the air,  
Put your finger in the air, in the air;  
Put your finger in the air, and leave it about a year,  
Put your finger in the air, in the air.

Put your finger on your head, on your head,  
Put your finger on your head, on your head;  
Put your finger on your head, tell if it is green or red,  
Put your finger on your head, on your head.

Put your finger on your shoe, on your shoe,  
Put your finger on your shoe, on your shoe;  
Put your finger on your shoe, and leave it a day or two,  
Put your finger on your shoe, on your shoe.

Sawing (Tune: "Row, Row Your Boat")

Saw, saw, saw the wood,  
Hear the song it sings;  
Everybody, everybody;  
Can make pretty things.

Walk to the Store  
(Tune: "Looby Lou")

I can walk to the store,  
I can walk to the store,  
I can walk to the store,  
To buy the things I see.

(Repeat and use the verbs run, skip, hop, march, and ride.)

Plants  
(Tune: "Alphabet Song")

Crecen y crecen todas las plantas,  
(kreh'-ehn) (stahn-'tahz)  
Con el sol y cuando llueve,  
(kohn) (koo-ahn-'deh) (yoo-'eh:'veh)  
Por el día, el viento les canta,  
(dee:'ah) (vee-'ehn-'toh)  
Por la noche, el aire las mueve.  
(noh-'che) (ah-'ee-'veh) (moo-'eh:'veh)

Lets Be Little Ducks  
(Tune: "I'm a Little Teapot")

See the little ducklings (point)  
Swim without a care, (swim)  
Heads are in the water, (point to head)  
Tails are in the air. (point to seat)

Scary Cats  
Scary Cats  
It's a hap  
Trick or T

Substitute  
"Big Tre  
"Flying  
"A Big W  
"Spooky

See him st  
All around  
See him st  
Fat Mister

Hear the go  
Gobble gob  
Hear the go  
Fat Mister

Thanksgivi

Gobble, Gob  
Mister Turk  
Gobble, Gob  
Meet me on

our Boat")

Halloween  
(Tune: "Jingle Bells")

Scary Cats, Scary Cats,  
Scary Cats, I see:  
It's a happy Halloween,  
Trick or Treat with me.

Substitute for Scary Cats:

"Big Tree Owls"  
"Flying Bats"  
"A Big Witch"  
"Spooky Ghosts"

op, march, and ride.)

Mister Turkey  
(Tune: "London Bridge")

See him strutting all around,  
All around, all around;  
See him strutting all around,  
Fat Mister Turkey.

Hear the gobble, gobble, gobble,  
Gobble gobble; gobble gobble,  
Hear the gobble, gobble, gobble,  
Fat Mister Turkey.

Thanksgiving Turkey (Tune: "Twinkle Little Star")

Gobble, Gobble, who is that?  
Mister Turkey big and fat?  
Gobble, Gobble, what will he say?  
Meet me on Thanksgiving Day.

o head)  
seat)

## Greetings (Finger Play)

(Make red construction paper bracelets for the children's right hand)

Hold your right hand  
Way up high;  
Now shake hands  
With a friend close by.

Counting

Dramatization: Display blocks of three sizes)

Here's a block, and here's a block,  
And a great big block I see;  
Shall we count them? --  
Are you ready?  
One-two-three.

Las Ruedas (Finger Play)  
(The Circles)

(The child holds arms overhead and makes a big circle. The circles become smaller as the finger play develops. The final circle can be made with the thumb and index finger)

Esta rueda es grande,  
(eh'-tah)(róo-eh'-dah)  
Esta rueda es chica,  
(róo-eh'-dah)(chēe'-kah)  
Esta es más chica,  
(mah-)  
Y ésta chiquitita.  
(chēe-kēe-tēe'-tah)

Lo

Lo

Yo

Un

(róo-eh')

Un

Yo tengo

Yo lo se

(se)

Yo lo pu

(pa)

Del fren

Away up

Two litt

I shook

Down can

Um-m-m w

Tortilli

'tohr-tēe

'Tortilli

er Play)

lets for the children's

Los Bloques (Counting Game)  
(The Blocks)

Los bloques,  
(bloh'kehZ.  
Los bloques,  
(b'blu'kehZ.  
Yo cuento a la vez:  
(ko'o.ehn'teh)  
Uno-dos-tres,  
(no'neh.(duz).(trehZ)  
Uno-dos-tres.

three sizes)

block,

El Globo Rojo

Yo tengo un globo rojo, (in'ax fingers and thumbs form circles)  
(alch'no)  
Yo lo soplo mas y mas, (pretend to blow, make circle bigger)  
(seh'plo'loh) (ee)(rahZ)  
Yo lo puedo mover,  
(po'o-eh-doh)(moh'vehr'  
Del frente para atrás. (child moves circle from the front to  
(ah-trahZ) the back of head)

er Play)  
es)

d makes a big circle. The  
ger play develops. The  
thumb and index finger)

The Apple Tree

Away up high in an apple tree, (outline tree with both arms)  
Two little apples smiled at me, (2 fingers - smile)  
I shook that tree as hard as I could, (with both hands shake tree)  
Down came the apples (touch floor with both hands)  
Um-m-m were they good! (take imaginary bit, chew, rub stomach)

Tortillitas  
(Pat-A-Cake)

Tortillitas de maiz, para mamá que está feliz;  
(tohr-tee-yee'tahz)(mah-eez') (feh-leez')  
Tortillitas de salvado, para papá que está enojado.  
(sahl-vah'doh) (ehh-eh-hai-doh)

### Los Maderos

This action poem is played while the child holds a doll on his lap. The child swings the doll backward and forward.

(The child

Los maderos de San Juan,  
(mah-deh'-roh-z)  
Piden pan y no les dan,  
(pēe'-dehn)  
Piden queso y les dan  
(keh'-so)  
con un hueso;  
(oc-eh'-so)  
Rico, rico, rico-ran;  
(rēe-koh) (rahn)  
Rico, rico, rico-ran.

Pennie  
They b  
Pennie  
One-t

Ten li  
Two li  
Two li  
One li

### Los Dedos

El dedo gordo dice, "Yo quiero bailar;" (wiggle thumbs, other  
(gohr'-doh)(dēe'-seh)(kēe-eh'-roh) fingers down.)

Qué ti  
(keh)(+)

El dedo gordo dice, "Yo quiero cantar."  
(dēe'-seh) (kahn-tahr')

Yo te  
(k)

El puntero dice, "Yo quiero bailar;" (wiggle index finger,  
(pöon-teh'-roh) (bah-ēe-lahr) other fingers down.)

Dos o  
(oh)

Y dos  
(

El puntero dice, "Yo quiero cantar."

"El dedo largo dice"....(2nd finger)  
(lahr'-goh)

"El dedo del anillo"....(3rd finger)  
(ah-nēe'-yo)

"#1 dedo chiquito".....(4th finger)  
(chēe-kēe'-toh)

Mis brazos  
(mēez)(trah'-s)

Mis piernas  
(pēe-ehv)

Cada uno ti  
(kah-dah) (+)

Cinco y cir  
(sēen-koh')

Cinco y cir

### Counting Pennies (Finger Play)

Child holds a doll on  
backward and forward.

(The child manipulates play money while doing this finger play)

Pennies, pennies in my hand,  
They belong to me;  
Pennies, pennies in my hand,  
One-two-three.

### Parts of the Face (Finger Play)

Ten little fingers, ten little toes,  
Two little ears, one little nose;  
Two little eyes, one little chin,  
One little mouth to put my dinner in.

### My Face (Finger Play)

" (wiggle thumbs, other  
fingers down.)

Qué tiene mi carita?  
(keh)(tē-eh'-neh)(kahr-ēē'-tah)

"  
ahr')

Yo te quiero decir;  
(kē-eh'-oh)(deh-sēēr')

wiggle index finger,  
other fingers down.)

Dos ojitos, nariz, y boca  
(oh-hēē'-tohz)(nahr-ēēz')

Y dos orejas para oír.  
(ohr-eh'-haz)(oh-ēēr')

### Fingers and Toes (Finger Play)

...(2nd finger)

Mis brazos tienen manos, (point to arms and hands)  
(mēēz)(brah'-sohz)

...(3rd finger)

Mis piernas tienen pies, (point to legs and feet)  
(pēē-eh'-nahz)(pēē-ehz')

...(4th finger)

Cada uno tiene cinco dedos; (wiggle fingers and toes)  
(kah'-dah)(tē-eh'-neh)

Cinco y cinco diez. (bring extended fingers on both hands  
(sēēn-koh')(dēē-ehz') together)

Cinco y cinco diez? (bring both feet together)

### Birthday Cake (Finger Play)

Here is the birthday cake!  
How many candles does it take?  
One-two-three-four-five.

Now the candles we will blow,  
Wh! Wh! Wh!  
Out they go!

### The Animals

Teacher: Piggy Piggy in your pen,  
are you eating corn again?

Children: Oink! Oink! Oink!

Teacher: Horsey Horsey in your pen,  
are you eating hay again?

Children: Neigh! Neigh! Neigh!

Teacher: Moo Cow, Moo Cow in your pen,  
are you eating grass again?

Children: Moo! Moo! Moo!

### My Rabbit

My rabbit has two big ears (point to ears)  
and a funny nose; (point to nose and wiggle it)  
He likes to nibble carrots, (nibble)  
He hops everywhere he goes. (hop)

(Finger Play)

Can You Be A Tree?

Up on your toes  
Bend your knees,  
Up on your toes,  
And move like the trees.

Las Hojitas (The Leaves)

Ésta es una hojita amarilla, (hold out open hand)  
(eh-héé-tah, un-nah-réé-van)

Ésta es una hojita café; (hold out other hand)  
(kah-fé)

Éstas dos hojitas (hold out both hands)  
(er-zí-tahz, eh-héé-tahz)

Me las encontré.  
(ehn-éhn-treh)

Flowers

Many colored flowers,  
Many colored flowers,  
For me to see.  
Peep through the leaves,  
Peep through the leaves,  
For you and me.

Air (Finger Play)

Air moves the trees, (children sway and  
hold hands above head)  
Air moves the trees,  
Air moves the trees,  
And down come the leaves. (move fingers  
downward in trickling motion)



Scarecrow (Dramatization)

y finger) Scarecrow, Scarecrow, turn around;  
 rd finger) Scarecrow, Scarecrow, jump up and down;  
 ond finger) Scarecrow, Scarecrow, arms up high;  
 st finger) Scarecrow, Scarecrow, wink your eye;  
 Scarecrow, Scarecrow, bend your knee;  
 Scarecrow, Scarecrow, play in the breeze;  
 Scarecrow, Scarecrow, climb into bed;  
 Scarecrow, Scarecrow, rest your head.

thumb)

The Pumpkin (Dramatization)

I'm a pumpkin big and round, (hands above head)  
 See me sitting on the ground. (Children sit on floor)

)  
motion)

Jack O'Lantern

(Dramatization)

I'm a Jack O'Lantern (circle head with hands)  
 With a great big grin; (grin)  
 I'm a Jack O'Lantern  
 With a candle in (hold index finger under chin)

)  
d down)

Christmas Bells

(Dramatization: Use colored bells)

Three little bells, sitting in a row;  
 The first one said, "Ring me slow";  
 The second one said, "Ring me fast";  
 The third one said, "Ring me last."

Rocket

I'm a little rocket, (child crouches on heels)  
 Pointing to the moon;  
 3 - 2 - 1 (said slowly)  
 Blast off! Zoom! (jumps up in the air)

I love you, I love you,  
 That's what valentines

I love you, I love you,  
 On Valentine's day.

Juan Juanito

Juan Juanito muy prontito,  
 (māc'ēē)(prohn-tēē'-toh)  
 Para al frente la vela brincó; (jumps over candle)  
 (frehn'teh) (brēen-koh')  
 Juan Juanito muy prontito,  
 (prohn-tēē'-toh)  
 Brinco para atrás y después se durmió. (jumps candle back-  
 (ah-trahz)(dehz-pōo-ehz) ward and goes to  
 (dōor-mēē-oh) sleep)

Anda despacio el pobre  
 (ahr'-dar jehz-pah'-sēē  
 Con su carga de algodón  
 (karr'ah)(ahh-goh  
 Tres moralitos que pesa  
 (moh-rani ēē'tohz)  
 Uno para tí, otro para  
 (tēē)

La Nina Maria

La niña María sentada en su silla, (child sits)  
 (nēē-nah) (sehn-tah'-dah) (sēē'yah)  
 Su tazita de raspa comió; (eating motion)  
 (tahz-ēē'-tah) (kohm-ēē-oh')  
 De su telaraña, bajó una araña, (crawling, descending motion)  
 (teh-ahr-ah'-nah) (ahr-ah'-nah)  
 Azustada, María corrió! (surprised, frightened expression)  
 (ahz-ōōz-tah'-dah) (kohr-rēē-oh')

Pedro, Pedro, el sembrador  
 (sehm-  
 Siembra calabazas en su  
 (sēē-ehm'brah)(kahl-ah-bah-  
 Una calabaza muy grande  
 (kahl-ah-bah'-sah) (k

Y a su mujer platicador  
 (ēē) (mōo-hehr)(plah-tēē

Pon Pirulin

Sentadito en el rincón, (child sits)  
 (sehn-tah-dēē'-tah) (rēēn-kohn')  
 Pon Pirulin comía un pastel; (eating motion)  
 (pēer-ōō-leen)(kohm-ēē'-ah)  
 Un dedo metió y un durazno sacó, (put thumb down and back up)  
 (neh-tēē-oh)(dōor-ahz'-noh)  
 Tan dulce como la miel. (lick lips and rub stomach)  
 (dōōl'seh) (mēē-ehl')

### Valentine's Day

I love you, I love you, (point to other people)  
That's what valentines say; (make heart with thumbs and index  
fingers)  
I love you, I love you, (point to other people)  
On Valentine's day.

### El Burrito

Anda despacio el pobre burrito, (walk slowly)  
(ahn'-dar jehz-poh'-see-oh)  
Con su carga de algodón; (hands point to pack on back)  
(kah'-rah)(ahl-goh-dohn')  
Tres moralitos que pesan mucho, (holds three fingers up)  
(tsh-rani ee'-toh'z)(peh'-sahn)  
Uno para tí, otro para mí, y el otro para el patrón. (each  
(tēē) (mēē) finger represents an owner)  
(kahr'-rohn')

### Pedro, El Sembrador

Pedro, Pedro, el sembrador, (child pretends he plants something)  
(seh-m-brah-dohr')  
Siembra calabazas en su labor;  
(see-ehm'-brah)(kahl-ah-bah'-sah'z)(ahn'-dohr')  
Una calabaza muy grande creció, (hands open wide to represent a  
(kahl-ah-bah'-sah)(kreh-see-oh) big pumpkin)  
Y a su mujer platicadora, Pedrito metió. (puts wife in the  
(ēē) (mēō-hehr')(plah-tēē-kahl-dohr'-ah) pumpkin)  
(meh-tēē-oh')

and back up)

each)

Counting Animals  
(Tune: "Ten Little Indians")

One pig in the pen,  
Two pigs in the pen,  
Three pigs in the pen,  
Sing the song again.

One horse in the pen,  
Two horses in the pen,  
Three horses in the pen,  
Sing the song again.

One cow in the pen,  
Two cows in the pen,  
Three cows in the pen,  
Now they are all in.

Repeat: One pig out of the pen, etc.)

**Game: I Went to the Grocery Store**

Two or three children play this game with a leader. The leader can be a parent, the teacher, or an aide. The leader and children sit in a circle.

Leader: I went to the store to buy \_\_\_\_\_.  
(milk or any other food)

1st child: I went to the store to buy \_\_\_\_\_  
and \_\_\_\_\_. (add the name of another food.)

2nd child: I went to the store to buy \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

The game continues until everyone has had an opportunity to name the foods in order and add the name of another food. When someone misses and cannot name the foods in order, the game starts again with that child starting the first sentence. This gives children with limited recall an opportunity to name less foods and everyone can become the leader.

Children sit  
leader touch  
following w

La gal  
(gah  
Puso u  
(pööz'-o  
Puso u  
(pööz'-o  
Puso c  
(se  
Puso o

The child wh  
under his ar  
all chant to

Dormir

The hand gam  
continue unt  
children tes  
against thei  
are the warm  
the leader a

Counting Game

Children sit in a circle with fists touching the floor. The leader touches each little hand in the circle and says the following words:

La gallina pupujada  
 (gah-yee'-nah)(pöö-pöö-ha'-dah)  
 Puso un huevo en el arado;  
 (pööz'-oh)(öö-eh'-voh)(ahr-ah'-doh)  
 Puso uno, puso dos, puso tres, puso cuatro,  
 (pööz'-oh)  
 Puso cinco, puso seis, puso siete,  
 (seen'-koh)(seh'-ëez)(see-eh'-teh)  
 Puso ocho; TAPA COCHO!  
 (tah'-pah)(koh'-cho)

The child whose hand was touched last, places that folded hand under his armpit. The children move in a rocking motion and all chant together:

Dormir, dormir; zapato, huarache, botín.

The hand game (La gallina pupujada, etc.) and "dormir" chant continue until all little hands are under the armpits. The children test the warmth of their hands by putting them against their cheeks. The leader decides which child's hands are the warmest. That child with the warmest hands becomes the leader and the game is repeated.

with a leader. The  
 or an aide. The leader

buy \_\_\_\_\_.

to buy \_\_\_\_\_  
 another food.)  
 to buy \_\_\_\_\_,

s had an opportunity to  
 name of another food.  
 the foods in order, the  
 starting the first  
 limited recall an oppor-  
 e can become the leader.

### Games for Perceptual Development Unit

#### 1. Bean Bag Play

Use bean bags of different sizes, weights, colors, and textures.

Have child toss bean bag into basket placed in front of him at 3-4 feet.

Have child vary distance by moving back and then closer to the basket.

Have child vary position by standing on a book, the walking board, balance board, etc.

Have child hold one of the other bean bags in the non-dominant hand and see how child's proficiency varies.

**Use chalk targets on floor of different geometric designs.**

#### 2. Giant Step Game

Teacher calls out commands:

"2 giant steps forward."  
"3 giant steps backward."  
"1 giant step sideways."

#### 3. Jumping Game

This is a series of quarter turn jumps involving directional reorientation of bodies.

Teacher calls out directional commands requiring quarter jumps until back in place.

Repeat with half jumps and full jumps.

#### 4. Simon Says

#### 5. Did You Ever See a Lassie

#### 6. Teddy Bear

#### 7. Hokey-Pokey

(Right and left concepts are not emphasized)

Put your little hand in,  
Take your little hand out,  
Put your little hand in,  
And you shake it all about,  
You do the Hokey Pokey  
And you turn yourself around,  
That's what it's all about.

(Repeat for feet, head, and whole self)

#### 8. May I

#### 9. Bumps-A-Daisy

Children line up side by side with bodies touching; teacher calls children's names, starting with a child; as each name is called, child shifts weight by pushing out hip holds: vary by changing tempo; repeat in opposite direction.

Teacher calls out directional commands requiring quarter jumps until back in place.

Repeat with half jumps and full turn jumps.

4. Simon Says

5. Did You Ever See a Lassie

6. Teddy Bear

7. Hokey-Pokey

(Right and left concepts are not emphasized)

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(Repeat for feet, head, and whole self)

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9. Bumps-A-Daisy

Children line up side by side with bodies touching; teacher calls children's names, starting with end child; as each name is called, child shifts weight by pushing out hip and holds; vary by changing tempo; repeat in opposite direction.

10. Caterpillar Game

Teacher tells children caterpillar is crawling over her hand, wrist, arm, elbow, shoulder, wriggling each part independently as named. Repeat with toes, foot, ankle, leg, knee, on same side of body. Repeat with other side of body. Next, ask one child to be the leader while the others imitate.

11. Statue

The teacher plays music--children move around. When music stops, they freeze in position.

12. Mirror Game

Teacher should demonstrate first with another child. Children face partner, looking into eyes at all times. One is the leader and slowly initiates movements with different parts of body which other child imitates simultaneously.

Encourage children to use

- . up and down movements
- . lateral movements
- . balancing on one foot
- . asymmetrical positions
- . turning around
- . move together as one person

SUPPLEMENTARY MATERIALS

Filmstrips:

Skimpy and a Good Breakfast . . . . .	F-1317	Policeman
Keeping Neat and Clean . . . . .	F-1063	Fireman at
Keeping Ourselves Healthy . . . . .	F-1096	The Fire H
Strong Teeth . . . . .	F-248	The Mailma
Safety at Home . . . . .	F-1095	Workers fo
Safety at School . . . . .	F-1093	Let's Visi
Safety on the Playground . . . . .	F-1094	Roadbuilde
Safety in the Summer . . . . .	F-1099	Signs, Sha
Safety to and from School . . . . .	F-1092	On the Far
Roy's Toys . . . . .	F-1630	Our Poultr
Toy Day in School . . . . .	F-1740	Milk . .
New Classmate . . . . .	F-1923	Spring in
Good Helpers (Home and Neighborhood) . . . . .	F-1919	Summer in
Johnny Goes to the Store . . . . .	F-1921	Fall in Co
Visit to a Pet Store . . . . .	F-1739	Winter in
Visit to the Park . . . . .	F-1738	Animal Bab
A Trip to the Beach . . . . .	F-1964	Animals of
The Picnic (Conduct and Behavior) . . . . .	F-599	Ann Visits
Shopping (Conduct and Behavior) . . . . .	F-597	The Childr

## SUPPLEMENTARY MATERIALS

. . . . .	F-1317	Policeman at Work . . . . .	F-1114
. . . . .	F-1063	Fireman at Work . . . . .	F-1117
. . . . .	F-1096	The Fire House . . . . .	F-1116
. . . . .	F-248	The Mailman . . . . .	F-2106
. . . . .	F-1095	Workers for Health . . . . .	F-1118
. . . . .	F-1093	Let's Visit the Dentist . . . . .	F-2618
. . . . .	F-1094	Roadbuilders at Work . . . . .	F-1255
. . . . .	F-1099	Signs, Shapes and Stories . . . . .	F-1713
. . . . .	F-1092	On the Farm . . . . .	F-773
. . . . .	F-1630	Our Poultry Farm . . . . .	F-1034
. . . . .	F-1740	Milk . . . . .	F-1052
. . . . .	F-1923	Spring in Country and Town . . . . .	F-1234
. . . . .	F-1919	Summer in Country and Town . . . . .	F-1235
. . . . .	F-1921	Fall in Country and Town . . . . .	F-1232
. . . . .	F-1739	Winter in Country and Town . . . . .	F-1233
. . . . .	F-1738	Animal Babies . . . . .	F-1350
. . . . .	F-1964	Animals of the Pond . . . . .	F-300
. . . . .	F-599	Ann Visits the Zoo . . . . .	F-299
. . . . .	F-597	The Children's Zoo . . . . .	F-602

## SUPPLEMENTARY MATERIALS

Filmstrips (continued):

The Circus Gets Ready . . . . .	F-600	Funny Little
The Lazy Bear Cub . . . . .	F-680	Jack and Ji
Birds Grow . . . . .	F-676	Mary Had a
Trees Grow . . . . .	F-673	<u>8mm Single Co</u>
Billy Goats Gruff . . . . .	F-357	Caterpillar
Chicken Little . . . . .	F-376	Harmful Ins
The Gingerbread Boy . . . . .	F-365	Helpful Ins
Jack and the Beanstalk . . . . .	F-350	Little Anim
Lazy Jack . . . . .	F-351	Aquarium Ca
Little Black Sambo . . . . .	F-373	Goldfish Eg
Little Red Hen . . . . .	F-362	Tidepool Li
Peter Rabbit . . . . .	F-353	
Red Riding Hood . . . . .	F-343	
The Three Bears . . . . .	F-374	
The Three Little Pigs . . . . .	F-375	
Mother Goose Rhymes . . . . .	F-1022	
Baa Baa Black Sheep . . . . .	F-1729	
Ding Dong Bell . . . . .	F-1728	

SUPPLEMENTARY MATERIALS

. . .	F-600	Funny Little Man on the Wall . . . . .	F-1684
. . .	F-680	Jack and Jill . . . . .	F-1725
. . .	F-676	Mary Had a Little Lamb . . . . .	F-1724
. . .	F-673	<u>8mm Single Concept Films:</u>	
. . .	F-357	Caterpillar to Moth . . . . .	SCF-78
. . .	F-376	Harmful Insects . . . . .	SCF-81
. . .	F-365	Helpful Insects . . . . .	SCF-80
. . .	F-350	Little Animals . . . . .	SCF-89
. . .	F-351	Aquarium Case . . . . .	SCF-90
. . .	F-373	Goldfish Eggs Hatching . . . . .	SCF-91
. . .	F-362	Tidepool Life . . . . .	SCF-88
. . .	F-353		
. . .	F-343		
. . .	F-374		
. . .	F-375		
. . .	F-1022		
. . .	F-1729		
. . .	F-1728		

SUPPLEMENTARY MATERIALS

Sound Filmstrips:

Getting Along with the Family . . . . .	SF-178	Walt
Learning to Make Friends . . . . .	SF-179	Th
On the Farm - At the Circus . . . . .	SF-341	Th
Sights and Sounds at the Circus . . . . .	SF-534	Do An
In the House at Christmas . . . . .	SF-343	A I
Mary's Easter Lambs . . . . .	SF-84	Len
Mrs. Hen's Easter Surprise . . . . .	SF-85	Li
Andy and the Lion - The Biggest Bear - Cap for Sale - Little Toot . . . . .	SF-299	Th
Over in the Meadow - The Fox Went Out on a Chilly Night - Three Blind Mice - I Know an Old Lady . . .	SF-302	Th
The Tortoise and the Hare - The Magic Pot . . . . .	SF-480	Child
Little Sambo - The Cat Who Lost His Tail . . . . .	SF-146	(See
The Story of Little Red Riding Hood . . . . .	SF-120	
The Story of Puss in Boots . . . . .	SF-123	
Hansel and Gretel - Little Red Hen . . . . .	SF-145	

## SUPPLEMENTARY MATERIALS

. . .	SF-178	Walt Disney:	
. . .	SF-179	The Brave Engineer - The Chicken in the Rough . .	SF-140
. . .	SF-341	The Country Cousin - The Golden Touch . . . . .	SF-143
. . .	SF-534	Donald's Apple Orchard - The Grasshopper and the Ants . . . . .	SF-142
. . .	SF-343	A Ducky Decision - Pluto's Fledgling . . . . .	SF-139
. . .	SF-84	Lend a Paw - Bootle Beetle . . . . .	SF-144
. . .	SF-85	Little Hiawatha - The Ugly Duckling . . . . .	SF-138
or Sale -	SF-299	The Tortoise and the Hare - R'Coon Dawg . . . . .	SF-137
hilly	SF-302	The Wise Little Hen - Jiminy Cricket in Dutch . .	SF-141
y . . .	SF-480	Children's Songs of Mexico . . . . .	SF-225
. . .	SF-146	(See the AV catalog for new SF in Spanish)	
. . .	SF-120		
. . .	SF-123		
. . .	SF-145		

Check In  
 Color Code  
 Test I: Green  
 Test II: Blue  
 Test III: Purple

CORPUS CHRISTI PUBLIC SCHOOLS  
 Corpus Christi, Texas

KINDERGARTEN FOR FOUR-YEAR-OLD CHILDREN

Pupil Inventory of Skills

Pupil's Name \_\_\_\_\_ Teacher \_\_\_\_\_ School \_\_\_\_\_

Date: Test I \_\_\_\_\_ Test II \_\_\_\_\_ Test III \_\_\_\_\_

Indicate in test scoring E if performed in English  
 S if performed in Spanish

Skills	Pre-	Mid-Year	Post
	Test I	Test II	Test III
<b>I. Motor Skills</b>			
1. Participates vigorously in outside play			
2. Standing broad jump			
3. Running broad jump			
4. Jumps from 12 inch height			
5. Balances on one foot			
6. Walks on balancing beam			
7. Climbs steps with alternate feet			
8. Climbs jungle gym			
9. Is learning to skip			
10. Pedals tricycle			
11. Bounces and catches large ball			
12. Throws and catches large ball			
13. Places blocks horizontally on floor			
14. Stacks blocks vertically			
15. Creates recognizable structure with blocks			
16. Shows interest in woodworking materials			
17. Attempts to use hammer in woodworking center			
18. Pounds and rolls clay			

3. Running broad jump				
4. Jumps from 12 inch height				
5. Balances on one foot				
6. Walks on balancing beam				
7. Climbs steps with alternate feet				
8. Climbs jungle gym				
9. Is learning to skip				
10. Pedals tricycle				
11. Bounces and catches large ball				
12. Throws and catches large ball				
13. Places blocks horizontally on floor				
14. Stacks blocks vertically				
15. Creates recognizable structure with blocks				
16. Shows interest in woodworking materials				
17. Attempts to use hammer in woodworking center				
18. Pounds and rolls clay				
19. Forms crude objects with clay				
20. Fits puzzles of at least five pieces together				
21. Places pegs on pegboard indiscriminately				
22. Places pegs on pegboard forming a design				
23. Holds scissors correctly				
24. Cuts and pastes				
25. Produces unidentifiable art work				
26. Identifies objects produced				
27. Participates in finger plays				
28. Eats with spoon				
29. Holds cup with one hand				
30. Puts coat on hanger or hook				
31. Goes to toilet without help with clothing				
32. Flushes toilet				
33. Buttons buttons				
34. Zips zippers				
35. Laces shoes				

## II. Perceptual Abilities

1. Is curious and eager to learn				
2. Is interested in environment				
3. Utilizes multi-sensory factors in learning: seeing, hearing, tasting, touching, smelling				
4. Identifies familiar sounds: people talking or walking, transportation noises				
5. Recognizes differences in size and shape of concrete objects: big, little, long, short, square, round				
6. Is able to categorize objects by weight: heavy, light				

Skills	Pre-Test I	Mid-Year Test II	Post Test III
7. Is able to categorize objects by height: tall, short			
8. Identifies primary colors (red, yellow, blue)			
9. Looks at books from front to back			
10. Looks at books from top to bottom			
<b>III. Social-Emotional Growth</b>			
1. Responds to his own name			
2. Leaves mother after one good-bye			
3. Engages in conversation with other children			
4. Engages in conversation with adults			
5. Enjoys play			
6. Plays alone			
7. Plays with one or more peers			
8. Works or plays without undue supervision			
9. Accepts classroom routines			
10. Is cooperative in classroom activities			
11. Is willing to take turns and share			
12. Demonstrates respect for rights of others			
13. Replaces material used			
14. Rests quietly			
15. Sits and listens to stories for at least five minutes			
16. Maintains self control			
17. Follows simple directions			
18. Is not overly shy or withdrawn			
19. Takes care of personal possessions			
20. Respects other people's property			
21. Is confident of his own abilities			
<b>IV. Creative Ventures</b>			
1. Reacts to musical rhythm			
2. Sings alone			
3. Sings songs of at least two phrases			
4. Manipulates and experiments with instruments			
5. Creates self-stylized art projects			
6. Pretends dolls are real persons			

10. Is cooperative in classroom activities			
11. Is willing to take turns and share			
12. Demonstrates respect for rights of others			
13. Replaces material used			
14. Rests quietly			
15. Sits and listens to stories for at least five minutes			
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**IV. Creative Ventures**

1. Reacts to musical rhythm			
2. Sings alone			
3. Sings songs of at least two phrases			
4. Manipulates and experiments with instruments			
5. Creates self-stylized art projects			
6. Pretends dolls are real persons			
7. Role-plays in housekeeping center			
8. Role-plays adult occupations: firemen, doctor, teacher, nurse			
9. Forms creative designs with beads on strings or pegs on pegboard			
10. Participates in creating extended projects with blocks or on sand table			

**V. Concept Development**

1. Count by rote 1-5			
2. Has concept of numbers 1-5			
3. Has concept of "first" and "last" in relation to classroom activities			
4. Uses ordinal numbers through third			
5. Has concept of "oneness" and "twoness" in relation to parts of body			
6. Identifies pieces of money: penny, nickel, dime			
7. Is developing a concept of the value of money			
8. Demonstrates a concept of time: morning, night, today, tomorrow			

-3-

Skills	Pre- Test I	Mid-Year Test II	Post Test III
9. Recognizes circle, square			
10. Has concept of speed: fast, slow			
11. Adjusts bodily movements to accompaniment of regular beat which involves contrasts (slow, fast, light, heavy)			
12. Uses personal pronouns			
13. Uses correct prepositions to denote place or position on, in, under, behind			
14. Repeats nursery rhymes			
15. Is gaining knowledge that type of clothing worn is determined by weather and appropriateness			
16. Realizes that different stores sell different products			
17. Demonstrates simple health and safety practices			

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