This extensive curriculum guide is geared for preschool and day care teachers. It describes the development of the child and suggests a variety of learning experiences and activities for day care centers. In the context of providing the optimal learning environment, parent-teacher relationships are discussed. Sections on nutrition, health, safety, play, music, art, dramatics, language, and communication, and number learning are also included. Resource lists appended to this guide include books and pamphlets, professional journals, professional organizations, and sources for films and equipment. (CS)
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Cover illustration by Nebraska preschool child.
EARLY CHILDHOOD EDUCATION

Learning Experiences for the 3-, 4-, and 5-year-old Child

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STATE CAPITOL

LINCOLN
The interest in early childhood education in Nebraska during the 1960's is shown by
the increase in day-care centers and in private and church-related prekindergarten
centers. The beginning of the Head Start programs in 1965, succeeded by Nebraska's
first Follow-Through program in 1969, provided a much-needed opportunity for
children whose parents could not pay tuition for early education. Some public schools
extended education downward for children under five years of age. The State
Department of Education established the position of Consultant in Early Childhood
Education in 1968 to help give professional guidance to new and developing early
childhood programs in the state.

One project of the Consultant has been to write a guide for adults working with young
children. This publication represents the culmination of this project. Many requests
have come to the State Department of Education for this kind of information.

Young children, the society of tomorrow, are important enough to have the best
opportunity possible to grow, develop, and learn. The adults working with the young
need to know early childhood education well. Only in this way can they provide
programs in which children's curiosity is maintained and nourished.

This publication is a source of learning experiences for children. Directors and teachers
will select the experiences that are appropriate to the age, ability, and interests of
the children in their center. They will add many more learning experiences. Programs grow
out of the experiences children bring with them. The "raw materials" in the early
childhood center help children extend past experiences and create new ones.

This guide does not cover all of the areas needed in order to conduct a quality early
childhood education program. It does contain learning experiences in all areas of the
educational program. Administrative information has not been included. Other
publications will be used to supplement this guide.

The State Advisory Committee in Early Childhood Education was especially helpful in
the planning of this publication. The members of this committee spent many hours
reading the script and suggesting revisions. This assistance has been very valuable and
greatly appreciated. Mrs. Berdine Magirnis supplied many materials, and Dr. Millicent
Savery provided direction and assistance for the pictures, the cover, and the final
details. Ron Kurtzer was the photographer. We are indebted to Gary Manning who
joined our staff last fall and followed up the work which had been done by Dr.
Schmidt on this publication before she left our Department. Without the assistance of
these people, this publication would not have been completed.

All efforts will have been worthwhile if this publication serves to assist early childhood
educators in Nebraska to plan better programs for young children.

Cecil E. Stanley
Commissioner of Education
IN APPRECIATION

The writer is indebted to the Advisory Committee for assisting in the planning, in the reading, and in revising he manuscript.

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"Basic Check Points in Evaluating Children's Art Growth as seen in Children's Pictures," age 2-4 and age 4-8, page 54; and "Check Points for the Teacher," pages 59-60; from the book Developing Artistic and Perceptual Awareness by Earl W. Lindeman, copyright 1969, is reproduced with permission of Wm. C. Brown Company Publishers, Dubuque, Iowa.


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The poems: The Farmyard (page 57), Little Brown Seed (page 58), Song for a Ball-Game (page 64), and The Goblins (page 77), from the book Come Follow Me, copyright 1966, is reproduced with permission from Concordia Publishing House, St. Louis, Missouri.

"Dramatic Play" (train, jewelry store, clothing store, doctor, office, restaurant, combine dramatic play with block play), from the book Creative Activities; A manual for teachers of preschool children by Iris M. Silverblatt, pages 34-40, copyright 1964, is reproduced with permission from Creative Activities, P.O. Box 16005, Cincinnati, Ohio 45216.

“Experiences which build reading understanding and reading skills,” pages 74-75; and “Opportunities for developing dexterity and coordination,” pages 77-78, from the book The Kindergarten: its Place in the Program of Education by Neith Headley, copyright 1965, is reproduced with permission from The Center for Applied Research in Education.

Materials from Berdine Maginnis, Regional Head Start Training Officer, used with permission: Teacher Guidance and Teacher Planning, the entire section in Sharing — Teacher and Parents Communicate (assisted by Mary Petsche), suggestions of foods for nutrition, Experiences that Encourage Creativity; poems, finger plays and action songs in creative dramatics and numbers; and Enjoyment and Selection of books.

Materials and assistance in movement exploration from Roy Gray, Consultant in Physical Education, Nebraska State Department of Education.
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EARLY CHILDHOOD EDUCATION IN 1970
An Introduction

Early Childhood Education Defined
Early childhood education includes the education of the young child from infancy through the primary years. Most authors, in writing about early childhood, deal with the child from the ages of three through eight. Today the education of the young child is viewed as continuous — beginning in the home and continuing through the early school years. In the future, the term “early childhood” or similar term, may be used to denote early education. The learning experiences in this publication are designed for children three, four, and five years of age.

Interaction in a Rich Environment
Interest in early childhood has not always been as intense as during the ’60’s and into the ’70’s. The importance of what happens to a child in his early years has been substantiated by the research synthesized by Bloom and Hunt. According to Bloom, the early years are crucial. It makes a great deal of difference for a young child's developing intelligence whether or not he lives in a stimulating and responsive environment. Hunt concludes that how well a child can use his thinking skills to generalize in a variety of situations is, to a great degree, determined while the child is very young and it is based on the quality of the experiences of the child at that time. He suggests the need to provide enrichment activities that are matched to the child's developmental level. Not all children then, may profit from the same experience. The ability of the adult to provide an environment in which the youngster can interact at his own level of functioning is an important consideration in developing a “quality environment.”

From Piaget's studies of intellectual development, one can generalize that a stimulating environment, in which the very young child is allowed to interact, is basic to the development of thinking skills. The quality of the environment, at home and at school or in the center, will contribute in a major degree to the present as well as to the future success of the child.

Differences Among Children
Children are different. Their personalities are not the same. Their rate of growth varies. Their experiences before they come to school are different. Their style or way of learning is not the same.

The program must be organized to allow children to work at different levels for different periods of time at different activities. A flexible program and schedule allow each child to work at his own level. Many different activities are going on at the same time. Children select what they wish to do.

The art of facilitating learning lies in selecting a variety of learning materials and in arranging them carefully to encourage self-direction in learning. Adults who know
when to help and when to leave the child alone, who know when to ask a question and when to be quiet, who know when to encourage a child to choose an activity and when to give him time to think — these adults have mastered the art of teaching.

Goals of an Early Childhood Program

A program in which learning is fruitful as well as fun is based on clear goals. The equipment is selected and the experiences are planned to develop the goals. At the beginning of each section of this guide, specific reasons for including the experiences, are given. The general outcomes of all learning experiences are: a child who has a positive self-concept; a child who is healthy and physically coordinated; a child who is beginning to deal with children, adults and his emotions; a child who expands his concepts and ideas about the world; a child who can use language to communicate with others; a child who expresses himself in many ways; a child who is curious and wants to learn.

What do these general outcomes mean?

1. A child who has a positive self-concept
   Each child must see himself as one who can learn, as a successful learner and as one who is liked by other children and the adults around him. Do you know how each child feels about himself in your center? What are you doing to change a negative self-concept?

2. A child who is healthy and physically coordinated
   A child who is not healthy does not have the energy to learn. Health requires that a child be well nourished, have adequate rest, and opportunity for vigorous activity to develop physically. How does your program help a child to remain healthy and to move his muscles through physical activity?

3. A child who begins to relate to children, adults, and to deal with his emotions
   A child who is able to play and work with children and adults, and who is beginning to channel his emotions into outlets that are acceptable, is adjusting to a group situation. What kinds of suggestions do you give the individual child to help him relate to others?

4. A child who expands his concepts and ideas about the world
   An understanding of the community — the people and their work and services — and the expanded world, forms a basis for comprehending what is read in later years. Add to this the world of nature, and how all of these concepts are related, and the child has a beginning understanding of society. What first-hand experiences do the children in your center have to learn about their community and the world of nature?

5. A child who can use language to communicate with others
   A child learns through talking and asking questions. He relates to people through exchanging ideas. The child must be able to speak so that others know what he means.
How much opportunity does your program provide for language development — for learning language through talking?

6. **A child who expresses himself in many ways**
A child gains an understanding of ideas through expressing them in his own way. He may use movement, art media, talking, dramatics, building materials and many others. Does your program give children the time and materials to express themselves in their own way each day?

7. **A child who is curious and wants to learn**
A child is naturally curious. He learns by observing, asking questions, looking at pictures in books, solving his problems and trying different ways to do things. The child is learning how to learn and learning by himself — using adults when he can’t find the answer by himself. Does your program keep this curiosity alive?

**Development of the Program**
You, the director or teacher, have a room, equipment, and general plans for a program for young children. The children come. They choose blocks, then go to the home center, next to the terrarium to observe the turtle, moving to the music center to listen to a record, and on and on. You watch the children, helping them when necessary, reminding them to replace materials with which they are finished, taking notes on the significant behavior of a particular child, making a suggestion to another that will help him be successful, and guiding in many ways.

The activities the children choose and the things you hear them say, among other things, give you clues for adding materials, for planning field trips, and for topics to introduce. And so the program develops from the children. Each day is a new adventure. Each year is different.

The learning experiences in this guide are meant to serve as resources from which you can select as needed — as children are ready to respond to certain activities. The child’s natural activity of play, with carefully selected materials and activities, will provide the opportunity for each child to live a full life of being three, four, or five years old. A five-year-old, living a full life of five, will have the foundation for continued learning.
CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
   he learns to condemn.
If a child lives with hostility,
   he learns to fight.
If a child lives with fear,
   he learns to be apprehensive.
If a child lives with pity,
   he learns to feel sorry for himself.
If a child lives with ridicule,
   he learns to be shy.
If a child lives with jealousy,
   he learns to feel guilty.
If a child lives with tolerance,
   he learns to be patient.
If a child lives with encouragement,
   he learns to be confident.
If a child lives with praise,
   he learns to be appreciative.
If a child lives with acceptance,
   he learns to love.
If a child lives with approval,
   he learns to like himself.
If a child lives with recognition,
   he learns it is good to have a goal.
If a child lives with honesty,
   he learns what truth is.
If a child lives with fairness,
   he learns justice.
If a child lives with security,
   he learns to have faith in himself
   and those about him.
If a child lives with friendliness,
   he learns that the world is a nice
   place in which to live.

With what is your child living?

—Dorothy Law Nolte
The Young Child

Children's griefs are little, certainly; but so is the child, so is its endurance, so is its field of vision, while its nervous impressionability is keener than ours. Grief is a matter of relativity; the sorrow should be estimated by its proportion to the sorrower; a gash is as painful to one as an amputation to another.

—Francis Thompson
THE YOUNG CHILD

Each child is a unique human being. Each one grows at his own rate. One child may be developing fine muscle coordination while another of the same age may still be working on large muscle coordination. Each child goes through the same stages of development. Girls are often ahead of the boys. Each child achieves a skill according to his personal timetable.

Representative Characteristics of the Young Child

<table>
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<th>About 3 Years of Age</th>
<th>About 5 Years of Age</th>
<th>Teacher Responsibility</th>
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<td><strong>From</strong></td>
<td><strong>To</strong></td>
<td></td>
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<tr>
<td>1. Developing the large muscles</td>
<td>Developing the smaller muscles</td>
<td>Equipment and activities that use large muscles, and later finer, smaller muscles.</td>
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<tr>
<td>2. Dependence on adults for help</td>
<td>Greater independence in learning and solving problems</td>
<td>Help in learning “how” to do things by himself.</td>
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<td>3. Solving problems and communicating through physical actions</td>
<td>Using words more than actions</td>
<td>Suggestions on substituting language for physical force.</td>
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<tr>
<td>4. Using simple words and sentences</td>
<td>More complex and abstract sentences and stories</td>
<td>A model of language which increases a child’s use of language.</td>
</tr>
<tr>
<td>5. The need for regular day time naps</td>
<td>Periodic rest and activities that encourage relaxation</td>
<td>Being able to rest when needed.</td>
</tr>
<tr>
<td>6. Confusion of fantasy and what is real</td>
<td>Understanding the differences between reality and fantasy</td>
<td>Help clarify the difference between reality and fantasy as situations arise.</td>
</tr>
<tr>
<td>7. Erratic activity level with need to be active</td>
<td>Beginning of ability to sit still for short periods</td>
<td>Chance to be active with proper equipment.</td>
</tr>
<tr>
<td>8. Egocentric or Self-centered</td>
<td>Thinking of children and adults and his relation to them</td>
<td>Playing and working individually and gradually in small groups.</td>
</tr>
<tr>
<td>9. An interest in here and now</td>
<td>Interest in yesterday and tomorrow, and a wider environment</td>
<td>Introduction of new experiences and help in understanding the world around him.</td>
</tr>
<tr>
<td>10. A need for much help in controlling his behavior</td>
<td>Beginning to develop self-control, accept suggestions, and initiate an action</td>
<td>Modeling self-control and giving specific suggestions for controlling himself.</td>
</tr>
</tbody>
</table>
A. Teacher — Guidance

1. A child needs a warm relationship with adults who can give him a feeling of support in his needs, a sense of his own worth, and encouragement toward independence.
   a. Know the children's names, their characteristics, something about them.
   b. Show the child he is liked all of the time (you may not approve of "what he does" but you never reject "him").
   c. Help him feel safe by protecting him from dangerous situations.
   d. Control yourself in the presence of children — calmness, comfortable soft voice, and gentle handling of a child.
   e. Help or reassure a child when he shows he needs it. Do not frighten, tease, ridicule, or humiliate him.
   f. Respect individual differences. Children are not compared with each other. Know an individual child's progress — record what he learns.
   g. Give each child some attention during the day.
   h. Develop simple routines with the children — give them time for an activity and give them time to change an activity.

2. The child needs freedom and opportunity to develop his physical, mental, and social capabilities with a feeling of success. He needs to be permitted to develop these strengths at his own pace.
   a. Let the child play in his own way. Stay in the background.
   b. Encourage him to do things for himself. Help him learn how to do things.
   c. Appreciate his creative efforts. The joy and value lie in the "doing" rather than in the results.
   d. Appreciate the seriousness of the child's imaginative play. Laugh with him, never at him.
   e. Provide a chance to make choices.

3. The child needs understanding and consistent adult guidance which supports his needs, yet limits his actions. Controls are necessary to protect the safety and welfare of the child and others, and to promote his gradual growth toward responsibility and self-control.
   a. Let the child know there are limits to what he is permitted to do. Hold the child to these limits.
   b. Respect each child. Be sincere, polite, and patient. Understand "why" he behaves as he does. Gain the child's cooperation by expecting him to do so.
   c. Let the child know that it is all right to be angry. Help him find acceptable outlets for his angry feelings — talking, hitting a punching bag, pounding clay, etc.
d. Have as few rules as possible. Stick to them. Use positive reminders. Tell him what to do. Use do’s instead of don’ts. As:
   1. We play in this room (to a child who tries to leave).
   2. Keep the sand in the box so you can play with it again (to one who throws it).
   3. We build blocks only high enough to see over them.
   4. A good driver keeps his hands on the truck (train, etc.)

e. Get the child’s attention before giving a request. Be sure he understands what you mean. Use suggestions rather than commands.

f. Give as few commands as possible. Be sure the request is important and reasonable. See that it is carried out. Give abrupt commands only in an emergency.

g. Encourage desirable behavior by approval. Children will repeat what you reinforce and approve. Negative behavior is often repeated by a child because the adult reinforces it through punishment.

h. Give a child the reason for doing a thing, whenever possible.

i. Use a pleasant and firm voice to get a child to do what you ask. Go to the child and speak in a soft voice.

j. Allow him to make decision — he learns through his poor decision. Help him decide if a decision involves serious harm.

k. Be sure the child has the ability to achieve the standards of behavior you set. Expect neither too much nor too little of the child.

l. Believe that a child intends to act in an acceptable way. He tries to please. Trust is basic to becoming secure and confident.

B. Teacher-Planning

1. Observe each child — look for his unique personal characteristics, how he learns, and what he knows — effect of home environment, health status, interests, etc.

2. Interpret child’s behavior — find out why he behaves as he does.

3. Record observations — keep informal records of important things you observe, date each note.

4. Find out child’s level of development — look for physical coordination, for how he solves problems, for how he plays with others, for his use of language, etc.

5. Select materials and plan activities that will help him learn — that he can do successfully, that he likes, and that enlarge his thinking.

6. Use incidental situations — use things that “happen” to help children learn — be flexible, be alert to “happenings” around you.
7. Learn when to make suggestions to a child and when to let the child learn on
his own, or work out his own problem — learn by observing the child — this is
the art of teaching.

8. Plan with aides, volunteers, and parents.

C. What to Remember About Young Children

1. They are active. Plan activities that include movement because sitting is not
natural.

2. They are noisy. They learn by talking and working actively. Being quiet is not
natural.

3. They are shy. They will talk with one child or one adult, or in a small group of
2, 3, or 4 children.

4. They are egocentric. They are interested in themselves. They will be interested
in their neighbor later. Make each child feel important. Let children carry out
"their own" ideas.

5. They want to feel proud, big, and important. Learning how to do something
("I can hop on one foot") makes a child proud. Help each child be successful
each day.

6. They have their own dream world. They can control the actions and outcomes
in their "pretend" roles. Encourage rich fantasy.

7. They are tender. They need to know they are loved. They must be able to
trust adults. Give them adult support each day. They develop trust with such
support.

8. They are beginners. They learn through their mistakes. Be patient with them.
Let them decide "when" and "how much" to practice. Give them time to learn
at their own rate.

9. They want stimulation. They are curious. Have many different kinds of things
in the room. Let them explore things — see, touch, handle, use, taste, and sniff.

10. They are different. Each child has his own timetable. They are learning at
different levels. They are at different places on different days. Plan for
individual children and small groups. Have easy and difficult things to do. Let
the child choose what he will do.

More Information:

Hymes, James L. Teaching the Child Under Six. C.E. Merrill, 1968.

Jenkins, Gladys G. and others. These Are Your Children. Scott, Foresman, 1966.

Read, Katherine H. The Nursery School, A Human Relations Laboratory. W. B.
Saunders, 1966.
Sharing — Teachers And Parents

Communicate

*Therefore I summon age
To grant youth's heritage.*

—Robert Browning
SHARING – TEACHERS AND PARENTS COMMUNICATE

The parents and the home environment have a greater influence on the child than his center or school will ever have. The child will spend more time in his home than he will out of the home. During these formative years he has developed very fast. His thinking and living have been shaped by the people around him – his parents and family. As the child begins school, he is helped to grow into a happy and stable person by his teachers and parents. We must view this as a team working together, each giving helpful suggestions for guiding the child. A spirit of cooperation, mutual trust, and helpfulness must be developed. Decisions for help and guidance are made together by the parents and teachers for the “good of the child.”

A. Outcomes

1. Parents develop a security in their responsibility toward their child.
2. Teachers gain a better understanding and insight into the child and his family.
3. Teachers learn from parents when a two-way communication is opened.
4. Parents are included in making policies, in planning, and in conducting their meetings.

B. How Parents and Teachers Can Communicate

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<th>Ways of Communicating</th>
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<tr>
<td>1. Home visits</td>
<td>Teacher begins to understand the child by becoming acquainted with his family and home. Parents learn to know the teacher as a person. Suggestion: Arrange visit in advance. Be relaxed. Keep it brief. Have child present.</td>
</tr>
<tr>
<td>2. School visits</td>
<td>Parents understand the school and the program by frequent unscheduled visits. They see many ways in which the center is providing experiences for their child. The teacher shares information on the child’s progress. She uses the knowledge (continued on next page.)</td>
</tr>
</tbody>
</table>
3. Telephone conversations

The teacher shares important progress of the child with the parent, as — the first time the child painted.

Parents share needed information, as — the reason for a child's excitement today.

4. Planned conferences

Teacher shares the child's progress and learns more about him.

Parents share the child's reactions at home and plan for continued progress.

See additional information on conferences in this section.

5. Informal visits

Bringing and getting children from school

Casual social contacts

Parents and teacher build a warm secure relationship — a necessary basis for discussing problems.

6. Using talents of parents in the center

Parents enrich the program and provide first-hand experiences for children.

Suggestions: Repairing equipment or making materials in a workshop session can be informal and informative.

7. Personal notes

Announcements

News its items — information about learning experiences, new equipment, etc.

Keep parents informed about their child and the total program.

Talking with parents personally is preferable to frequent personal notes.

C. Planned Conferences for Parents and Teacher

These suggestions may help parents be more secure and comfortable in their role as parents. The teacher or director takes the lead in opening the communication lines with parents, and in beginning the sharing process. Either parents or the teacher may request a conference.
The teacher needs to:

1. Accept responsibility to plan and prepare for the conference by organizing information and materials before the conference.
2. Arrange a place for the conference where there will be privacy and no interruptions.
3. Provide sufficient time — a relaxed and unhurried conference.
4. Recognize that each parent is an individual with his own needs, attitudes, values, and beliefs.
5. Accept and respect each parent as a person, even though his beliefs are different from yours.
6. Know the child well in order to share with the parents specific goals for the child’s progress.
7. Begin and end the conference with a positive discussion of the child so that parents will concentrate on the child’s strengths rather than his weaknesses.
8. Accept warmly the contribution of the parent.
9. Be honest and truthful, while at the same time keeping personal feelings, facial expressions, and shocked reactions out of the situation.
10. Listen and find out the reason the parent feels or thinks as he does.
11. Encourage and help parents to work out possible ways of solving problems.
12. Allow parents time to change thinking and habits — do not force ideas or advice on parents.
13. Keep conferences and information strictly confidential, including the treatment of a child’s and parents’ problems.
14. Conclude the conference on a helpful and professional basis, by requesting and accepting suggestions from the parent for follow-up work with the child at the center, as well as planning with the parents for home activities and for future conferences.
15. Reassure the parent that you and the parent are partners in planning for and working with the child at all times.
16. Try a group conference. Several parents may observe and discuss with the teacher or they may meet for an informal discussion with the teacher.

D. Tips for Communicating

Communication between parents and teacher or director is a two-way process. The following positive suggestions may assist adults in building relationships with each other:

1. Be sincerely interested in the child.
2. Keep your tone of voice relaxed and accepting of the parent’s point of view.
3. Do your share of listening rather than doing all the talking.
4. Listen for clues about the child, then ask for clarification of certain points.
5. Avoid negative and destructive criticism.
6. Avoid arguments or being defensive the way activities are done at the center.
7. Be specific and phrase statements positively. (Example: "Have you noticed how well Susan can walk the planks now?")
8. Be sure that parents understand what you have said.
9. Avoid labeling or jumping to conclusions too quickly.
10. Offer several suggestions for action rather than telling a parent what to do.
11. Attempt to arrive at some conclusions or points to be carried through by all concerned.
12. Use language that parents understand but do not "talk down" to parents.
13. Avoid being authoritative, too "teaching."
14. Use other members of your paid or volunteer staff who are members of the community, if you are not a resident of the immediate area from which your children come or if you are of a different race, educational or socioeconomic level.

E. Self-Evaluation

After the conference, review, together with the parents, all the statements above. Rate each statement with "good, satisfactory, or unsatisfactory." Periodically, have parents rate you in the same manner. Such evaluations will help to improve future conferences, and to alert teachers to recognize parents’ feelings in conferences.

F. Parent Group Meetings

Group meetings can be helpful to parents in learning about the growth and development of children. Parents also learn that other parents have similar problems, ways to solve their own problems, and what the center is attempting to accomplish in its program. However, the teacher does not plan the meetings for the parents. She provides the opportunity for parents to meet in order to plan their own meetings.

Group meetings evolve from the parents. The interests of parents and the information they feel they need to fulfill their parental role, determine the kinds of meetings. The parents decide the time, place, dates, and program for the meetings. The teacher is ready to offer suggestions, to assist in a program, and to provide assistance as requested. She also attends the meetings. Many times she will learn more at a parent meeting than she contributes.
Basic principles for parent group education.

1. Parents are able to learn.
   New ideas to the parents can be combined with information they share with each other.

2. Parents want to learn.
   The growth and development of the young child is of particular interest to them. This content can be divided into many study topics.

3. Parents learn when they are interested.
   If they select their topics and activities, they will be more interested in learning.

4. Parents remember what they learn when they need the information.
   A recent situation they have experienced will be significant to them in building a positive relationship with their child. They can then use what they learn.

5. Parents learn best when they are free to respond to a situation in their own way.
   Each parent makes his own decision on the basis of comments from a group leader and from other parents.

6. Parents have an emotional experience as well as an intellectual one at a group meeting.
   Feelings are a part of each relationship. Parents must feel free to express their feelings. The group leader helps the group keep a balance of facts and feelings.

7. Parents learn from each other.
   Parents should feel free to discuss what they know, how they feel, and what they want to know. A group leader will emphasize the important points they express and add information they do not have.

8. Parents will have a basis for changing some approaches.
   A series of meetings will help parents discuss, take time to consider, and solve some problems in their family relationships. The leader can suggest ways of applying new ideas.

   Parents learn in different ways. The group and its leader allow each parent to accept or reject ideas and to discuss or listen in his own way and at his time. Each person’s way of learning is accepted.

G. In Summary

Remember to:

1. Invite parents personally.
2. Begin with informal meetings.
3. Give parents help and time to learn simple procedures of a meeting.
4. Make parents comfortable.
5. Have someone on hand to greet the parents as they arrive.
6. Ask parents for their ideas and suggestions. Involve them at all levels in policy-making, socials, and other meetings.
7. Listen when they talk and be prepared to listen a long time.
8. Be available to parents, give them your phone number or where you can be reached and the time it is convenient for you to see them.
9. Give them a Parent Manual: include school hours, policies, staff and parent information (name, address, phone numbers).
10. Keep the organization informal until parents are better acquainted.

More Information:

Association for Childhood Education International. Parents Children Teachers Communication. 1969.


The Learning Environment

The direction in which education starts a man will determine his future life.

—Plato
THE LEARNING ENVIRONMENT

The planning of the learning environment revolves around children and their needs. Carefully arranged space with equipment selected to help children learn without a great deal of direct adult direction — is a key to becoming an independent learner.

Certain qualities also help encourage learning. An environment can stimulate learning, yet be relaxed. It can be orderly, yet not deprive children of using the materials. It can be beautiful, yet functional. It can have a home-like atmosphere, yet be a place where much learning takes place. A friendly, patient, and affectionate adult, who treats each child with respect and understanding, can create an emotional climate in which learning in a well-planned environment is a pleasurable experience.

A. Organizing the Room for Children

The main factor for a good learning environment is space.

1. Organization.
   a. The flow of learning activities depends on the arrangement of interest centers.
      1. Divide spaces by arranging movable dividers and movable shelves.
      2. Place materials near where they are used.
      3. Arrange related activities near each other.
      4. Let traffic patterns open.
      5. Group quiet activities away from traffic areas and active play areas.
      6. Separate interest centers throughout the room to distribute the children.
      7. Place some activities near water facilities for easy cleaning.
      8. Teach children responsibility for putting materials away.
      9. Arrange them so children can work together and alone.
     10. Overall effect is one of beauty — consideration is given to use of color and texture, and arrangement.
         Walls may be smooth and rough, soft and hard.
         Floor may have a carpeted area and vinyl area.
         Outdoor surfaces may have dry and wet sand, grass and concrete, asphalt and dirt.
   b. Types of interest centers and needs — most activities can be used outdoors in warm weather.
      1. Block area — space for building, out of traffic lanes, carpet to soften noise, accessories near.
      2. Dramatic play — home center — space for many kinds of dramatic play, limit area with fold away screens and storage cabinets.
3. Library — quiet corner, attractive area, tack board with art print.
4. Art and craft area — table on which to do art near low shelves where materials are stored, painting area near sink and in good light.
5. Music area — area for listening and open space for rhythms.
6. Manipulative materials (small muscle activity) — space to use them near the low shelves.
7. Science area — space to display things children bring, near shelves that store science equipment for experimenting, aquarium and terrarium near.
8. Woodworking area — away from quiet area.
9. Water and sand area — indoors or outdoors, may put on wheels.
10. Large muscle area — space to move, soft floor area.
11. Audio-visual and listening area — storage for films, records, tapes near outlet; space for machines, screen area darkened or daylight screen.
12. Typing area — away from quiet area.
13. Display area — space for tack board and table space for sharing.
14. Resting area — space for storing equipment and for resting.
15. See other chapters for suggestions for equipment for the centers.

2. Flexibility.
   A flexible environment supports, not restricts, all learning activities.
   a. Adaptable space and equipment permit activities to expand, shrink, move outdoors, or disappear.
   b. Movable or portable equipment allows change as activities and needs change.
   c. Creative equipment allows the item to be used for more than one purpose and in more than one way.

3. Accessibility.
   a. Children are encouraged to become independent learners when they can get the materials by themselves.
      1. Purposeful arrangement invites children to use equipment.
      2. A place is provided for everything. Children get the materials and put them away by themselves.
      3. Low open shelves make materials available to children.
      4. Height and eye level of children determine height of display space and size of equipment.
      5. Equipment is scaled to child-size.
   b. Types of storage needed.
      1. Indoor and outdoor materials used daily.
2. Materials that need to be readily available, but not used daily.
3. Equipment for seasonal use.
4. Space for consumable supplies.
5. Auxiliary equipment used sometimes.
6. Audio-visual equipment and materials.

Avoid: clutter, equipment in bad repair, placing materials where children cannot reach them, too many things in one place.

B. Provision for Health and Safety

1. Local and state standards for fire, health, sanitation.
2. Acoustical treatment for floor, wall, or ceiling.
3. Control of balance of temperature and humidity.
4. Protection from traffic, fire, and modern hazards — regular fire drills.
5. Eye comfort with control of daylight and artificial light.
6. Regular draft-free ventilation.
7. Access to outdoors from indoor space, to be used at the same time, if possible.
8. First aid supplies and adult who knows how and when to use them.
9. Facilities and equipment suited to size of children.
10. Equipment selected for safety (see page 26).
11. Rest rooms supplied with soap, towels, toilet tissue.
12. Non-slippery floor when cleaned or waxed.
13. Easily cleaned walls (to height of children’s reach), floors, equipment; kept clean.
14. Space for child who is ill.
15. Space for adult to rest.
   a. Even temperature throughout room — ideally between 68 and 72 degrees.
   b. Thermostat located low enough for children’s comfort.
   c. Heating of type most effective for children’s comfort.
   d. Humidity control.
   e. When ventilation by window, draft-free with easily operable screened windows; or circulation of air.
17. Wiring.
   a. Enough outlets to avoid use of extension cords or over-loading of circuits; safety plates requiring 45-degree turn before current will flow or above reach of children.
   a. Free from fire hazards; easy escape in case of fire.
   b. All doors opening outward.
   c. Free from abrasive surfaces or equipment with sharp edges.
   d. Guards for low windows, space heaters, floor furnaces.
   e. Ventilated closets and small rooms.
   f. Electrical wiring approved for safety.

C. Space and Equipment (Facilities will meet most of the standards suggested. All standards can be met when a new facility is built.)

1. Room.
   a. Location of room.
      Ground floor.
      Far enough from other rooms so children do not disturb others.
   b. Size of room.
      40-60 square feet per child.
   c. Walls.
      1. Insulated against heat or cold.
      2. Non-glare finish and light enough to reflect 50 per cent of light.
      3. Chalkboard area and tack board space at eye level of children.
      4. Movable, low dividers to arrange space in sections.
      5. Full length mirror extending to floor.
   d. Ceiling.
      1. Lighter color finish than walls to reflect 70 per cent of light.
   e. Floors.
      1. Clean and washable, warm, draft-free, quiet.
      2. Suitable surfacing of carpet, vinyl, etc.
      3. If not carpeted, a carpet area to enable children to sit at the same time, or individual sitting pads.
      4. Cover bare concrete and wood.
   f. Doors.
      1. Light-weight, opening outward, with hardware easily managed by children; no swinging doors.
   g. Lighting.
      1. Adequate window lighting or artificial lighting to provide 10-20 foot candles in all parts of room.
2. Type of window covering to control excessive light and glare when necessary.

3. Tall windows, sills on at least one side low enough for children to see out.

4. Glass panes clear enough to avoid distortion of view.

h. Storage.
   1. Portable open shelves, cupboards, bins, or closets to store all materials and equipment; most of it designed for self-service by pupils.

   2. Space for each child to hang wraps and to keep small articles.

i. Sink.
   1. Double sink preferred with cold and warm water.

2. Room Furnishings.

a. Tables.
   1. Sturdy, but lightweight so that children can move them.
   2. 20-22 inches high.
   3. Small enough to be used separately or pushed together (for 4-6 children).
   4. Washable tops.
   5. Tables with different shapes for different purposes: round library table, trapezoidal tables, higher tables for standing activities.

b. Chairs.
   1. Designed for comfort, sturdiness, promotion of good posture.
   2. Lightweight, so children may move them with ease.
   3. 12-14 inches high, a few 10 inches for shorter children.
   4. Stackable chairs that can be stored out of way when more floor space needed.
   5. Few larger chairs for visitors and for parent conferences.

c. Snack and cooking activities.
   1. Small refrigerator in room or access to refrigerator for food storage.
   2. Electric fry pan, hot plate, small oven or access to oven.
   3. Kitchen facilities for preparing meals for all-day programs.

d. Audio-visual equipment.
   1. Picture collections and file for storage.
   2. Filmstrip viewer.
   3. Listening center with 1 to 8 ear phones.
   4. Tape recorder, blank tapes, commercial cassettes and machine.
5. Access to movie projector, films, filmstrips, radio, TV, flood light and sheet for shadow activities, overhead projector, opaque projector.

6. Screen.

7. Containers for flowers, figurines for beauty spots.

8. Flag.

9. See other chapters for puppets, flannel and magnetic boards.

e. Conference room and office.

1. A comfortable space for conferences with parents which can also serve the teacher as space for planning and preparing materials.

f. Office-type supplies.

1. Paper, paper clips, felt tip pens, masking tape, primary type typewriter, etc.

3. Rest Room Facilities.

a. Location.

1. Adjoining main room preferred, or easy access to children.

b. Size.

1. Rest room adjoining room used as needed may be smaller, 5 square feet per child when in maximum use.

2. Rest rooms are larger when away from room; used as needed and scheduled.

c. Fixtures.


2. Mirror.

3. Place to bathe for all-day programs.

d. Design.

1. For easy supervision.

2. Window or vent to remove odors.

3. Waterproof floor that may be disinfected.


e. Supplies.

1. Paper towels, soap, tissues, paper handkerchiefs.

2. Wastebasket.

4. Playground.

a. Location.

1. Adjoining room preferred, or easy access to room for free flow of activities from indoors to outdoors.
b. Size.
   1. Minimum of 100 square feet per child.

c. Shape.
   1. To permit supervision at all times.

d. Safety and comfort.
   1. Fence, hedge, or some sort of protective boundary.
   2. All equipment strong, sturdy, free from sharp edges, properly constructed, properly installed.
   3. Shade trees or shelter against hot sun.
   5. Storage area for movable equipment.
   6. Trees and shrubs for beauty.

e. Surfacing.
   1. Resilient and nonabrasive, softer under climbing equipment.
   2. Small areas of grass.
   3. Level, paved area for wheeled toys.
   4. Sand pile or sand pit.
   5. Soil area for gardening and digging.

D. Evaluating Settings for Learning

1. Suggestions for Using the Check List.

   The following list of questions is organized into four categories. Each category contributes in a major way to the environment as experienced by the child. The questions are meant to help you identify both strengths and problems in your own setting. Many schools have found it helpful to give each staff member a check list to think about for several days before the evaluation meeting. Then, when the entire staff meets, each person is prepared to share his observations and suggestions.

   **Evaluation Check List**

   **The Physical Environment**

   1. Can quiet and noisy activities go on without disturbing one another? Is there an appropriate place for each?
   2. Is a variety of materials available on open shelves for the children to use when they are interested? Are materials on shelves well spaced for clarity?
   3. Are materials stored in individual units so that children can use them alone without being forced to share with a group?
4. Are activity centers defined so that children know where to use the materials?
5. Are tables or rug areas provided for convenient use of materials in each activity center?
6. Is self-help encouraged by having materials in good condition and always stored in the same place?
7. Are cushioning materials used to cut down extraneous noise — rug under blocks, pads under knock-out bench?
8. Are setup and cleanup simple? Are these expected parts of the child’s activity?
9. Have learning opportunities been carefully planned in the outdoor area? Painting, crafts, block building, carpentry, gardening, pets, sand and water all lend themselves to learning experiences outdoors.
10. Is the children’s work displayed attractively at the child’s eye level?
11. Do the children feel in control of and responsible for the physical environment?

The Interpersonal Environment

1. Is there a feeling of mutual respect between adults and children, children and children?
2. Is the physical environment enough under control so that the major part of the adults’ time is spent in observing or participating with children?
3. Can children engage in activities without being disturbed or distracted by others?
4. Do adults observe children’s activity and intervene only when it is beneficial to the child?
5. Do adults have “growth goals” for each child based on the needs they have observed in each child? Is individualized curriculum used to reach these goals?
6. Do children feel safe with one another?
7. Is competition avoided by arranging materials in individual units, limiting the number of children participating in an activity at one time, insuring the fairness of turns by starting a waiting list on which the child can see his name keeping his place in line?
8. Do the adults show children how to help themselves? Are children encouraged to learn from one another?
9. Are there opportunities for children to play alone, participate in a small group, and participate in a large group?
10. When limits are placed, do adults use reasoning and consistently follow through? Are limits enforced?
11. Are the adults models of constructive behavior and healthy attitudes?
12. Is there an overall warm interpersonal environment?
Activities to Stimulate Development

1. Are there many opportunities for dramatic play: large housekeeping corner, small dollhouse, dress-up clothes for boys as well as girls?

2. Is there a variety of basic visual art media: painting, drawing, clay, salt-flour dough, wood-glue sculpture, fingerpaint, collage?

3. Is music a vital part of the program: records, group singing, instruments, dancing?

4. Is language stimulation varied: reading books, games with feel boxes, flannel boards, stories, questions and answers, conversation, lotto games, classification games? Are limits enforced through verbal control and reasoning?

5. Are there small manipulative toys to build eye-hand coordination and finger dexterity?

6. Are there some opportunities to follow patterns or achieve a predetermined goal: puzzles, design blocks, dominos, matching games?

7. Do children do things like cooking, planting seeds, caring for animals?

8. Are field trips planned to give experience with the world around us? Is there adequate preparation and follow-up after trips?

9. Are there repeated opportunities for children to use similar materials? Are materials available in a graded sequence so that children develop skills gradually?

10. Are children involved in suggesting and planning activities? How is free choice built into the program?

11. Are new activities developed by teachers as they are suggested by the interests of individual children?

12. Is the range of activities varied enough to present a truly divergent curriculum? Are there opportunities for learning through exploration, guided discovery, problem solving, repetition, intuition, imitation, etc.? Is there provision for children to learn through their senses as well as verbally?

Schedule

1. Is the time sequence of the school day clear to both teachers and children?

2. Has the schedule been designed to suit the physical plant and particular group of children in the school?

3. Are long periods of time scheduled to permit free choice of activities and companions?

4. Are other groupings provided for in the schedule, e.g., small group activities, one to one adult-child contacts, larger group meetings, etc.?

5. Is the schedule periodically reevaluated and modified? Are changes in schedule and the reasons for these changes made clear to both staff and children?
More Information:


A Day Of Learning

Whoso neglects learning in his youth, loses the past and is dead for the future.

—Euripides
A DAY OF LEARNING

A. The Daily Schedule

1. A balance of indoor-outdoor, active-quiet, individual-group activities — is planned.
2. Time allotment for each is flexible.
3. Day is planned for large blocks of time.
4. Many activities are going on at the same time.
5. Adults guide children’s activities.

B. Length of Session

1. Decide what is feasible in your community. What is needed by these children?
2. A longer session is desirable for boys and girls who go to poorly supervised homes or to limited environments.
3. Session may be:
   a. Half day of 3 hours.
   b. Extended day of 4 hours (include meal at noon).
   c. Full day (include breakfast, two snacks, hot lunch at noon, longer rest time).

C. Indoor-Outdoor Activities
   1. Most activities can be carried on inside or outside.
   2. How much time is spent on each depends on the climate, weather conditions, space in each area, length of the session, and how much equipment is movable.
   3. During warm weather, children can take most of their activities outdoors.

D. Quiet Activities
   eating    listening to stories and music
   relaxing  looking at books
   talking   playing with manipulative materials
   singing

E. Active Activities
   Play on large muscle equipment and with wheel toys.
   Sand and water play.
   Active games.

F. Individual Activities are Self-Directed
   A child chooses from interest centers "what" he wants to do and "how long" he wants to do it. He explores, experiments, discovers, and puts the equipment away when finished.
   1. What the adult does—
      a. Observes child to take clues from children for planning interest centers.
      b. Talks with individual children.
      c. Introduces a concept or activity to a child or small group.
      d. Takes dictation from child — child's own story.
      e. Reminds a child of limits which he is not observing.
      f. Gives suggestion to child who needs help.
      g. Records progress a child has made.
G. Group Activities

Children form a group because they are interested in the same activity. Group may include adults.

1. Small group activities (2-5 children):
   a. To learn a new idea.
   b. To show something.
   c. To listen to one another.

2. Large group activities.
   a. Talk about news.
   b. Share ideas.
   c. Plan the day.
   d. Listen to stories, poetry, music.
   e. Role play stories and incidents for each other.
   f. Enjoy rhythms together.
   g. Sing songs.
   h. See page 4 for guidance.

H. This Happens, Too—

1. Adults arrive early enough to have all activities ready so they can greet each child.
2. Children have a great deal of time to choose activities from the interest centers. See pages 4, 29, and 34.
3. Many different activities are going on at one time.
4. Children have time to get ready to go home.
   a. They clean up, put materials in place, get their wraps, and tell the adults how they feel about their day.
   b. They hear a “goodbye, see you tomorrow” from the adult.
5. Teacher and the Staff.
   a. Chat informally with parents.
   b. Check the order of the room.
   c. Take care of records (from observations and talking to children).
   d. Discuss the day (what went well, what must be changed, what is to be added).
   e. Plan for tomorrow — what is needed for interests of children and for insuring success, special plans for field trips, parents, etc.
I. Flexibility Is—

1. Changing plans spontaneously to include special events and unexpected situations that extend learning.
2. Changing equipment at the learning centers to provide each child success.
3. Adding an activity or piece of equipment to extend the understanding of an interest a child or group has developed.
4. Working with a team of teachers, aides, assistants, and parents to plan and evaluate.
5. Conferring with physician, nurse, psychologist, parent, social worker, principal, to be more effective with a certain child.
6. Rearranging centers as needed.

J. Evaluation of the Program

If you can answer "yes" to all the questions, you had a good program today —

1. Was there a balance between group and individual workplay? between indoor and outdoor play? between active and quiet activities?
2. Were your blocks-of-time flexible, flowing from one time-block to another, in active and quiet rhythms?
3. Did you give children a chance to choose their activities? to make choices? to plan what they were going to do and carry out these plans? to explore and experiment?
4. Did each child experience success? receive positive reinforcement?
5. Were children treated consistently with the goals and limits that had been set?
6. Did each child have a chance to talk with an adult on a one-to-one basis? with other children?
7. Did the adults give guidance to the free activities of the children?
8. Did you have new things to do that interested and challenged each child? Did you include enough of the familiar to lend security?
9. Did the learning centers have materials that carry out your goals? Did the activities stimulate all senses?
10. Did you give children time for necessary routines? Did you plan for certain children with special needs?
11. Did you gather information from clues of children for adding activities? for understanding why certain children act as they did? for recording new learning of a particular child?
12. Were community resources, both people and agencies, used to develop the daily program?

More Information:

Leeper, Sarah H. and others. Good Schools for Young Children. Macmillan, 1968. See pages 143-144 for planning the first day.
Learning Experiences —

Nutrition, Health And Safety

Youth is wholly experimental.

—Robert Louis Stevenson
LEARNING EXPERIENCES – NUTRITION, HEALTH AND SAFETY

Nutrition

A healthy child has the energy to learn. Nourishing food is served for snacks and meals. Every program has a snack of something to eat and drink each half day. Lunch and sometimes breakfast is served in full-day programs depending on the needs of children. Growing children required adequate amounts of wholesome foods.

Children can learn about the food they eat and develop a positive attitude toward many kinds of foods. All areas of learning can be combined in cooking foods in school. Children can see and feel the whole — as, a bunch of celery — before eating it. They can help pick fruit from trees, take vegetables out of the garden, buy, prepare and cook, and eat the food.

A. Outcomes

1. Children gain health and energy.
2. Children will eat a balanced diet.
3. Children will learn to eat and enjoy many kinds of foods.
4. Children will socialize during snack time.
5. Children will learn how foods grow, how they are prepared, and how they are processed.

B. Meal Patterns

1. A Pattern for Breakfast.
   a. Fruit or fruit juice.
   b. Milk.
   c. Cereal, bread or roll.
   d. Plus one or more of the following:
      1. Piece of cheese.
      2. Egg, hard cooked or scrambled.
      3. Peanut butter.

2. The Mid-Morning or Mid-Afternoon Snack could include one or more of the following:
   a. Fruit, such as orange sections, apple wedges or peach halves.
   b. Raw vegetable pieces.
   c. A piece of cheese.
   d. Milk or Juice — either fruit or vegetable.
3. A Pattern for Lunch.
   a. Meat, poultry, fish, egg, cheese, peanut butter, dried peas or dried beans (choose one).
   b. Bread and butter or margarine.
   c. Raw or cooked vegetables.
   d. Fruit or other dessert.
   e. Milk.

C. Meal Suggestions

1. Drinks.
   a. Milk - white, chocolate, cocoa, milk shake, eggnog.
   b. Fruit juices - orange, apple, apple cider, peach nectar, pear, grape, pineapple, prune, grapefruit, etc.
   c. Vegetable - carrot, tomato, mixed vegetable juices.
   d. Other - bouillion, jello, lemonade, vitamin-enriched fruit drinks.

2. Food.
   a. Fresh fruit (cut in various shapes) — served slices or strips, quartered or sectioned, cubes or balls, on toothpicks.
      bananas               grapefruit             watermelon
      oranges               rhubarb                 honey dew
      apples                cherries                strawberries (with milk)
      plums                 pineapple               pomegranate
      pears                 cantaloupe              mixed fruits
      peaches               blackberries           grapes (small clusters)
      assorted fruit plate
   b. Canned or cooked fruit — any of the above fruits, apple sauce, fruit cocktail.

3. Dried Fruit.
   raisins                 apples                  figs
   apricots                prunes                  dates
   Nuts - peanuts

4. Vegetables* — raw or cooked; cubes, slices, sticks, curls, quartered, whole if small.
   potato                  green pepper           cauliflower
   turnip                  brussel sprouts        green or yellow beans
   carrots                 cucumbers              celery (with cheese, peanut butter)
   beets                   broccoli               squash
   artichokes              tomato                 radishes
   rutabagas               peas                    lettuce
   cabbage
5. Meat and Cheese* — wedges, slices, cubes, on toothpicks, on bread, with catsup and mustard.
   - cold meats
   - meat roast
   - wieners
   - finger meats
   - eggs (hard boiled, deviled, scrambled)
   - chicken
   - bacon
   - sausages
   - cottage cheese
   - cheese (different kinds)
   - canned meats
   - meat loaf
   - ground beef
   - meat roast
   - wieners

6. Breads — with butter, honey, spreads, or jellies; strips, quartered sandwiches, cut with cookie cutters.
   - whole wheat
   - raisin
   - rye
   - muffins
   - doughnuts
   - homemade bread
   - biscuits
   - waffles
   - banana bread
   - cinnamon rolls
   - toast (plain, cinnamon, French)

7. Crackers — with dips, peanut butter, plain, cottage cheese, soda, graham, variety of snack crackers.

8. Cereals — cooked hot cereals, dry prepared cereals.

   - jello
   - pudding
   - cookies
   - marshmallows (plain, roasted)
   - popcorn (buttered, balls)
   - ice cream (dish, cones, with fruit)
   - brownies

*Cut in various shapes.

D. For Positive Food Attitudes

1. Plan carefully.
2. Serve food in an easily handled form, keeping in mind the child’s hand and chewing skills.
3. Serve food in an attractive manner.
4. Seat child in a comfortable manner.
5. Adjust servings to child’s appetite and allow opportunity for second helpings.
6. Encourage child to taste everything, but make no fuss about food he dislikes as “pushing” may cause resistance.
7. Introduce new foods slowly in connection with well-liked ones.
8. Keep disciplinary procedures at a minimum.
11. Combine eating with learning about food.
E. Equipment (all utensils for eating should comply with health regulations).

1. Napkins and straws.
2. Paper cups or glasses.
3. Sponges.
4. Trays for serving foods.
5. Hot plate or electric fry pan.
6. Access to refrigerator and oven.
7. Also, for full-day programs — unbreakable dishes — bowls, cups or glasses, dessert dishes, salad forks, place mats, plates, spoons, pitchers.

More Information:


Health and Safety

The health program helps maintain healthy children. As boys and girls form positive attitudes toward the importance of health, they should be helped to live so that strong bodies develop. The program also identifies deficiencies and provides referral services for treating them. Nutritious food, rest, and physical exercise in the outdoors are essential. The adult will be an example of a healthy being, who practices health and safety habits.

A. Outcomes

1. Children will understand and practice proper health habits.
2. Children’s bodies will be healthy and function well.
3. Children will have a mental outlook that meets life with confidence.
4. Children will get along well with others.
5. Personnel will identify and provide for treatment of health deficiencies.
B. Health habits are learned by doing them. Do —
   1. Teach them when children can use them immediately.
   2. Have nurse and others talk to children.
   3. Role play the doctor, nurse, etc.
   4. Use songs, stories, poems.
   5. Answer questions simply and accurately.

C. Some health practices
   1. Wash hands after toileting.
   2. Wash hands before and after eating.
   3. Keep objects out of mouth, eyes, nose, ears.
   4. Stretch after sitting.
   5. Eat wholesome foods.
   6. Cover mouth for coughs and sneezes.
   7. Plan a rhythm of rest and activity.
   8. Have outdoor large muscle exercise each day.
   9. Drink enough liquids.

D. Safety precautions — children and adults will —
   1. Report toys and equipment that break.
   2. Pick up glass and other litter and put it in the wastebasket.
   3. Close cupboard doors and drawers.
   4. Clean up spills.
   5. Keep toys out of walking path.
   6. Designate place for throwing balls and bean bags.
   7. Provide a safe entry to the center.

E. Parents and personnel work together on —
   1. Eating wholesome food.
   2. Getting enough sleep.
   4. Being happy at home and school.
   5. Preventing and coping with pressures and frustration.
   6. Playing happily with others.
F. Supervision of Health Care

1. Observe children for signs of illness.
   Look for: flushed face, warm forehead, paleness, sweating or chilling,
   listlessness, irritability, cough, sneeze, running nose, watering eyes,
   swollen neck glands, headache and earache, skin rash.

2. Permit as needed — toileting, drinking, resting, stretching.

3. Adjust wraps to weather or activity.

4. Adjust windows to ventilate without a draft.

5. Adjust shades for proper lighting without a glare.

6. See that the environment is clean.

7. See that eating utensils are not used in common.

8. Remove safety hazards —
   a. Keep toys repaired.
   b. Keep halls well-lighted.
   c. Close cupboard doors and drawers.
   d. Keep medicines and household cleaners out of the reach of children.

9. Supervise children who are climbing in high places.

10. Prepare children for medical examinations or treatment so they know what will
    happen.

11. Know and use the community resources for a team approach to improving
    health —
    a. Parents.
    b. Doctor.
    c. Nurse.
    d. Psychologist.
    e. Social worker.
    f. Dentist.
    g. Others.

12. Give specific instructions in the safe use of equipment as needed.

13. Be a model of good health.

G. Health and Safety Topics

A few topics are suggested. Select other topics because of health and safety practices
the children need to learn. For each topic you will need:

1. To add equipment to the interest centers.

2. To plan activities.

3. To plan a field trip or invite a resource person.
How our bodies grow — different rates, height, weight, skills to practice.
How we use our bodies — all senses, teeth, muscles, others.
How we take care of our bodies — health habits; care of eyes, ears, nose, mouth, hair, feet, clothing.
Why we need exercise and outdoor play — sunshine, fresh air, coordination, play.
Why we need time to rest — fatigue, rebuilding, time during the day and at night.
How food helps us grow — see nutrition, selection of food.
How we keep ourselves healthy — health examination and treatment, immunizations, room temperature, warm and dry feet, staying away from sick children.
How our "feelings" affect our health — acquaintance with the school and personnel, kindness to others, appreciation of each child.
How we keep safe — knowing name, address, parent's name, name of school; using equipment, electrical equipment, recognizing hazards; playing with pets and animals; not accepting rides with strangers, rules of fire prevention.
How our community helps keep us healthy and safe — understanding of services for health, fire, sanitation, protection; children's responsibility for prevention.

H. Planning a Health Program

1. Organizing health information for each child.
   a. Keep a health record for each child.
   b. Add significant health information during the year, dating each item.

2. General health examination before each year begins.
   a. By family physician or provided by the school for low-income families.

3. Daily observation of each child, preferably by the nurse.
   a. Referral procedures established for physician, parents, social worker, speech therapist, etc.

4. Procedure to follow when a child becomes ill.
   a. Written information by parents with phone number, physician's name, etc.

5. Information to parents in written form on all health policies.

6. Immunizations for children whose parents cannot pay for them.

7. Identification of health problems that interfere with a child's growth and learning. A must for all early childhood centers — by family doctors or by the school.
   a. Examinations for:
      dental health     visual problems
      hearing problems  speech problems
   a. Family and school cooperation.
   b. Referral services for low-income parents.
9. Other provisions.
   a. Adult who is trained in first aid.
   b. Written information on when to keep a child home.
   c. Regulations concerning communicable diseases — available from school nurse, city, county and state health agencies.
   d. Space where child can rest by himself.
   e. Funds for medical treatment for children of indigent parents.

I. Equipment

1. Facial tissue.
2. First aid kit, stocked at recommendation of school physician.
3. Full-length mirror.
4. Large muscle equipment.
5. Facilities for washing hands.
6. Child-size broom, dust mop, hand brush and dustpan with long handle, sponge with small plastic pail.

J. Rest and Relaxation

Quiet times are needed to relax the mind and muscles. Rest time is stretching out and relaxing the whole body.

1. Half-days.
   Half-day sessions have shorter rest periods. Some days a longer period may be needed.
   a. Younger children need longer rest periods than older children.
   b. Older children may rest according to "when" and "how long" they need to rest. Space and equipment are always available.
   c. Quiet, restful music may be played during the rest period.
   d. The floor for resting is warm, clean, and free from drafts.

2. Full-days.
   All-day programs will have a mid-morning rest and an extended rest time on cots after lunch in a quiet room.
   The setting provides dimmed lights, loose fitting clothing, enough covers, good ventilation, and a quiet place.
3. Relaxation can be Encouraged by —
   a. Adults who make school pleasant and who do not "pressure" children.
   b. Adults who speak and move quietly before rest time.
   c. Adults who play softly — piano, auto-harp, guitar.
   d. Children who know the routine of preparing for rest.
   e. Adults who relax quietly while the children rest.

4. Equipment.
   a. Records with music for resting as — Lullabies and Other Children's Songs sung by Nancy Raven.
   b. For short rest periods — resting mats which can be cleaned, labeled with the child's name; rugs, large heavy towels, commercial plastic covered pads.
   c. For all day programs — cots, sheets, blanket. Space cots about 3 feet apart.

More Information:


Learning Experiences — Play

The little cares that fretted me,
I lost them yesterday,
Among the fields above the sea,
Among the winds at play.

—Anonymous
LEARNING EXPERIENCES — PLAY

Play is not a passive structured occupation. For a child, play is an expression of his natural instinct to develop his own potential, to discover himself and the world around him. Like research at the adult level, it is an adventure, an experiment, a source of intellectual, emotional and physical satisfaction. And like any adventure, it is not something to be found always at the same time and in the same place and in the same way. Children must have freedom to shop around. They need a variety of different types of activity. Lady Allen of Hurtwood, May 5, 1965 in New York City. OMEP.

A. Outcomes

Play is learning. Learning through play is used in the entire program. The children will:

1. Explore and manipulate their environment.
2. Discover ways to solve their problems.
3. Express their feelings about the world.
4. Expand ways of relating to others.
5. Coordinate large and small muscles.
6. Develop their imagination.
7. Know how to use the equipment.
8. Learn basic skills through manipulating materials.

B. Developmental Sequence

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Playing alone (solitary play)</td>
<td>2. Playing alone but playing close to another child (parallel play)</td>
<td>3. Playing with a small group of children (cooperative play).</td>
</tr>
</tbody>
</table>

C. Organizing Play

1. Select equipment for individual and group play.
   a. Two of a kind encourages group play, as two telephones.
   b. Related equipment encourages group play - wagon, fireman’s hat, piece of hose.
2. Select equipment for indoor and outdoor play.
   a. Movable equipment can be used indoors or outdoors.
   b. Many activities can be taken outdoors in suitable weather.
3. Select equipment to develop large and small muscles.

   a. Select equipment that is self-correcting.
   b. Give children time to choose activities and play as long as they wish.
   c. Have space for children to enjoy the activities.
   d. Show children how to use the equipment as needed.

5. Select equipment for different levels of development.
   a. Have materials that range from easy to difficult for the ages of children in the school.
   b. Provide for a variety of materials by buying one of a kind, in most instances.

6. Select manipulative equipment for all areas of the program.

   a. Plan for sufficient storage - indoor and outdoor storage.
   b. Have a place for each piece of equipment.
   c. Begin the year with a few pieces of equipment in place and gradually add as children can learn how to use it and where to put it.
   d. Teach children to put equipment in place when they are finished with it.
   e. Give children a signal and time to put all equipment in place at the end of the session.

   a. Encourage children who want to play but hesitate.
   b. Give children additional equipment to add to their dramatic play as requested.
   c. Make positive comments about what they are doing.
   d. Put actions into words if language development is needed.
   e. Encourage creative ways of playing with equipment.
   f. Ask questions to expand their understanding of the activity.
   g. Help 5's plan, carry out plans, and evaluate their activity.

9. Supervise the children while they play.
   a. Have an adult there at all times.
   b. Tell children the safety precautions for playing and give them reasons for these precautions.
   c. Be sure children know the limits and ground rules while playing.
      1. The limits vary because of space, number of children, kinds of equipment, etc.
   d. Settle problems only when children cannot settle them by themselves.
e. Keep all equipment in good repair.
f. Discard items that are no more safe for children.

D. Equipment

Criteria for Evaluating Equipment

No list of criteria can be uniformly effective in evaluating specific items of equipment and supplies. Add criteria that apply to your particular children and school.

For what age levels is the item most suitable?
Is the material of which it is made suitable?
Is the size correct?
Is the form suitable for its use?
Is the color pleasing?
Is the surface easily cleaned?
Is the surface durable?
Is the article strong enough?
Are the edges rounded, not sharp?
Is paint nonpoisonous?
Is the article noninflammable?
Will the article withstand... weather conditions hard usage?
Can the article be used... for more than one purpose by more than one child?
Does the price compare favorably to similar articles by other manufacturers?
Is this item appropriate for school use?
Does the article stimulate in children... curiosity interest manipulation initiative resourcefulness problem-solving imagination creativity?
Does it develop
muscles
coordination
freedom of movement
manual skills?

Does it promote growth toward
independence
exploration
group activity
social relationships
international relationships?

1. Blocks

Blocks take number one priority in play equipment. Every room for young children needs an ample supply. Commercial blocks are a good investment since they last a lifetime. They can be made from scraps of wood, provided they are sanded to eliminate all splinters and rough edges. Large and smaller blocks are needed. Accessories encourage more kinds of dramatic play. Any idea can be reconstructed with blocks.

Blocks give children an opportunity to develop motor control, perception, problem-solving, planning, and decision-making through individual and group play.

a. Large hollow blocks — large enough to build a useful structure - plastic or wooden preferred, cardboard blocks are available.

b. Solid unit floor blocks — 1 set, straight, circular and arched.

c. Boards — 6-foot length.

d. Accessories — wheels, airplane propeller; used auto parts — steering wheel, tires, hub-caps.

e. Large Lincoln logs — notch poles (4', 2', 8''); combine with scrap lumber, bricks, tiles, etc.

2. Balls

Rubber balls — 10'’ and 6” size.

Basketball hoop mounted waist high.

Yarn ball or crushed paper inside nylon hose and shaped round for indoor use.

Bean bags.

Ice cream carton or other container for toss game.

3. Wheeled toys

Triangle frames (2 with wheels, 2 without wheels), boards with cleats.

Large pedal toys — tricycles, tractors. Ride-on truck.

Wagons. Wheelbarrow.
4. Climbing and Balancing Equipment (Consider proper height for age of child).
   Rope ladder.
   Climbing rope.
   Climbing net.
   Simple climber.
   Light weight ladders (used vertically and horizontally), board, bridges, and saw horse.
   Rocking boat, steps when turned over.
   Pair of steps with boards.
   Large packing boxes, crates, barrels.
   Balance beam (use the 4” side and 2” end).
   Giant airplane inner tube (roll, jump, bounce).
   Bouncing board — 10’ - 12’ plank a few inches above the ground.
   Trampoline — fasten canvas duck over tractor tire.
   Stumps, blocks or posts, stools — various heights and widths arranged for stepping from one to the other.
   Rocker board — 3/4” outdoor plywood top with 2” x 10” rockers, braced underneath.
   Balance board — 16” square of wood with 5” x 5” x 2” block of wood fastened underneath — the smaller the block underneath, the more difficult to balance.

5. Indoor-outdoor large muscle equipment.
   Turning bar.
   Tumbling mat — old mattress or carpet samplers.
   Drag boxes — boxes with provision for pulling, large enough for children to sit.
   Individual jump ropes.
   Heavy knotted rope for swinging.
   Tire pump and inner tube.
   Punching bag — commercial or stuffed bag with paper, hung from rope.
   Saddle and sawhorse.
   Water play — container at standing height with utensils for floating, sinking, and pouring.
   Hoops.
   Lengths of rope for hitching wagons, etc.
   Rocking horse for 3’s.
   Stick horses.
   Service station equipment.

6. Outdoor large muscle activities.
   Jumping pit — about 8” deep and 6’ across, sawdust in the bottom of the pit.
Large sewer pipe.
Place to dig in the earth.
Small hill for rolling.
Trees for climbing.
Fenced in area for animals.
Area for garden with tools for gardening.
Stream or wading pool.
Outdoor stove.
Sand inside a large tire, gravel at bottom for drainage — tools and toys for digging, pouring, mixing (may have sandbox indoors).
Bodies of cars, jeeps, or boats — unsafe parts removed.
Tires for rolling.
Snow sculpture in season.

7. Dramatic Play.
Home Center.

4 chairs and table
1 set unbreakable dishes
cupboard for dishes
cooking utensils
egg beater, spatula, bowl, scraper
egg beater, spatula, bowl, scraper
iron and ironing board
refrigerator
sink with pan for water
stove
two telephones
suitcase, small
rocker
play money
carpet pieces or rug
shoe polishing set
work area for boys
dress-up clothes for boys and girls
dresses, skirts, blouses, pants and shirts, shoes, accessories, purse and
wallet, scarf and tie, jewelry, hats, etc.
bed — large enough and strong enough for a child
doll carriage, dolls and doll clothing
laundry set, large enough for real use

8. Housekeeping of Classroom and Home Center.
(Select the size that children can handle).
wastebaskets
pushbroom
dustpan
sponge mop
sponges
dust cloth
scrub brush
turpentine and soap
carpet sweeper, if needed
dust mop
glass cleaner in spray bottle and cloth
hand brush
9. Manipulative Equipment (small muscle development, perception, etc.)

Puzzles — wooden, bright clear colors.
   4 to 8 pieces for three-year-olds.
   4 to 20 pieces for four- and five-year-olds.
Beads and bead strings — large and medium size.
Peg board and pegs — large and medium size.
Nest of boxes or cans.
Pounding sets.
Cardboard carton with hammer and nails.
Set of snaps, bolts, pegs and blocks
Push and pull toys for 3's
Construction sets — rig-a-jig, etc.
Color cone
Lock box

For the following areas, see other chapters for list of equipment.

Woodworking — page 104
Science and the world of people — page 78
Nutrition and health — pages 43, 47, and 48
Art — page 102
Music — page 90
Language and communication — pages 141 and 146
Number relationships — page 162

More Information:

Preschool Guide. State Board for Community Colleges and Occupational Education,
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garten-Nursery Educators, NEA, 1960.
Learning Experiences —

Understanding The World

Wait, thou child of hope, for Time
shall teach thee all things.

—Martin Farquhar Tupper
LEARNING EXPERIENCES – UNDERSTANDING THE WORLD

The world of nature and man’s relationship to it are called science and social studies. Children can learn about man and nature by experiencing happy relationships in school and by discovering the world around them. Their world today is larger than the immediate community. Most activities, however, deal with the world and people they can observe.

To understand the world, the child must be guided to observe, think about, feel, solve problems and ask questions. He must discover, explore, and experiment. He “learns by doing” and experiencing. The child begins to learn how to learn, to try to find his own answers. The adult will provide activities and materials, and then give the child time to learn. Materials should be available so that the child can reconstruct his experiences through play.

A. Outcomes

The children will:

1. Begin to understand the world and people around them.
2. Take an interest in the people, plants, animals, and world.
3. Enjoy the beauty and usefulness of the world and of man.
4. Use the earth and nature to preserve them.
5. Begin to use the problem-solving approach in life situations in school and at home.
6. Develop a scientific approach to learning through asking “why” and trying to find an answer.
7. Use the democratic values in their daily lives.

B. Ways to Learn About the World and People

1. Take field trips. See page 65.
2. Organize interest centers. See page 17.
3. Invite a resource person to visit with the children, show objects and pictures.
5. Use audio-visual media; as models, collections, films, filmstrips, objects, books, pictures. Local libraries, schools, museums or people may have these available. Preview before deciding if they are suitable.
6. Talk about incidents that affect children during the day.
   a. Reinforce good relationships (tell a child how good the other one feels because he did ————).
   b. Explain reasons for actions (why a safety rule is needed).
Influences on Children

Home

Community

Political campaigns
Movies
War
Magazines
Library books
Violence
Visit to state
to state
Brother returns
return
Travel
Astronaut's trip
trip

Sesame Street
Comic strips

Sesame Street
TV & magazine ads

Church school

Baby sitter
Guest from foreign
country

Riots & violence
Visit to museum at Minden

Sports events

Toys

Plane trip
7. Observe the natural world — the growth of a plant, habits of animals, children’s reactions.

8. Live the democratic principles at school. See page 68.

9. Discuss the current events that relate to understandings children are developing. Put pictures of current events on the bulletin board.

C. Field Trips

Short field trips give children real experiences. These enlarge their world. They learn new words, feel the lamb’s wool, hear the animals’ talk, taste the fresh cut hay, smell the factory, and see the environment. They return to school to reconstruct their experience with blocks, paints, dramatic play, and games. Walking trips can be valuable learning experiences.

1. Planning a Field Trip.
   a. Set the purpose for the trip — the trip should help children understand and experience ideas they are having in school.
   b. Select a site for the field trip.
      1. Consider the length of time required for the age of children.
      2. Consider whether they have the background to understand the concepts.
      3. Consider whether they will have this experience with their parents.
      4. Consider whether the security of the child will be threatened by leaving school.
   c. Get permission from the principal — follow school policy.
   d. Get written permission from the parents — use a similar form.*
   e. Visit the place before taking the children.
      1. Note safety hazards.
      2. Visit with adults who will speak with the children.
      3. Note particularly the things that will fulfill the purpose of your trip.
   f. Arrange transportation — use the school bus or private cars.
      1. For private cars, check liability insurance, have an extra adult in each car.
      2. For 3-year-old children, plan one adult for every two children.

* _______________ has my permission to go on a field trip away from _______________. I understand that these trips will be carefully planned and adequately supervised.

__________ __________
Date Parent’s Signature

__________________
3. For 4 to 5-year-old children, plan two adults for every five or six children.

g. Invite parents to assist.
   1. Select those whose participation does not overstimulate their child.
   2. Discuss the purpose of the trip, and the standards of behavior.

h. Plan with the children.
   1. Talk about what they will see and learn.
   2. Talk about reasons for standards of behavior (listen to adult, sit in the car, wait for the group).

i. Take the trip.
   1. Count the children before leaving and frequently during the trip.

j. Evaluate the experience — use variety.
   1. Determine whether your purpose for the trip was accomplished by observing children’s free expression, dramatic play, and their comments.

2. Suggestions.
   a. Take pictures.
      1. Concepts you wish to reinforce.
      2. Small groups of children on the field trip.
   b. Plan equipment in the interest center to encourage role-playing of the field trip; filmstrips, books, and pictures may be added.
   c. Take a part of the group on the field trip each day until all have participated, if adequate supervision is available for the other children.
   d. Relate as many areas of the program to the experience as fit — language development, number sense, sensory experiences, etc.

D. Learning Through Solving Problems

1. Steps to Follow and Examples.
   a. Define the problem. — The room is too hot.
   b. Talk about all the ways to solve the problem. — Turn down heat, open windows, go outdoors, go home, etc.
   c. Talk about what would happen if each solution were used. — There will be less heat when the heat is turned down. The room will cool off fast (or too fast) when the windows are opened, etc.
   d. Choose the best way to solve the problem. — Turn off the heat and go outdoors until it is cooler in the room.
   e. Solve the problem by doing it. — Do letter d.
E. Democratic Values are Learned by Living Them

Adults can help children live these values by:

1. Respecting each individual child — accepting him.
2. Giving children freedom in school within limits.
3. Suggesting responsibilities they have toward each other.
4. Arranging for children to learn to work alone and together in small groups.
5. Giving children choices whenever possible.
6. Helping children accept and live by group decisions.
7. Having children share, take turns, and help each other in activities.
8. Being a model of showing consideration for others.
9. Being polite to each other, including “please, thank you, excuse me.”
10. Saying nice things about what others have done.

F. Points Adults Need to Remember

1. Consider the differences in children when planning the topics.
   a. They will benefit according to their maturity, interest, and the background experiences they bring to the experience.
2. Plan the sequence for the year in advance.
   a. Select with the knowledge of your children and their interests in mind.
   b. Select according to what is available in your community.
   c. For the three-year-olds, the programs will be mainly home and family relationships, their pets and common plants.
3. Be flexible and change your plans when an unexpected “happening” makes a good learning experience.
   a. Examples: watch someone repairing something, new construction, a pet that was brought to school, a resource person who is visiting.
4. Develop new interests as well as expand interests children bring with them.
5. Create a climate that makes observing a learning experience.
   a. Children need to talk about what they see and experience, to express their ideas in the arts if they wish, and to ask questions to interpret what they see.

G. Learning Experience to Understand the World

1. Topics are suggested. You will think of others. Select those that have meaning for your group of children. Not all topics will be used each year.
2. The three-year-olds will be mainly concerned with home and family activities. Incidents in the community may also capture the interest of the threes.
3. The World of People — Social Studies.
   
a. Home and Family Living.
   Roles of father, mother, children.  
   Changes in people as they grow.  
   Fun the family enjoys together.  
   Help family members give each other.  
   Reasons family members are cross at times.  
   Need for love and help to family and grandparents.

b. Some Businesses in the Community and the Kind of Work the People do.
   Supermarket, department store, drug store, farm or ranch, trucking, construction company, restaurants, barber shop, beauty shop, laundromat, cleaners, shoe repair shop.

c. Services Available in the Community.
   Services for communication — post office, newspaper, telephone, TV repair shop.
   Services for transportation — garage, gas station, bus, train, and air stations, freight depots, streets.
   Services for protection — police, fire.
   Services for the home — water, electricity, sewage, garbage collection.
   Services for learning — school, library, cultural events, church.
   Services for health — hospital, public health, clinic, doctor, dentist.
   Services for recreation — parks, recreation programs, recreation centers, swimming pools.

d. Our Responsibility to the People and Places in our Community.
   Follow the traffic and safety laws.
   Take care of public property.
   Stay off private property (lawns, etc.)
   Be kind and polite to people who serve us.

e. Our Own Needs are Provided.
   Fathers and Mothers work.
   They buy food, clothes, housing.
   They spend money to keep us healthy, to help us learn, to have fun.

f. Communities Help Each Other.
   What is brought to our community.
   What our community makes and takes to others.
g. People are More Alike than Different. How all people are alike — clothing, language, games, etc.

How people like different things — colors, cars, churches, etc.

How backgrounds of people influence their lives — appreciate and enjoy music, art, foods, traditions of people of different ethnic backgrounds.

h. Patriotic and National Holidays. Children’s birthdays.

Halloween, Thanksgiving, Christmas, New Year, Lincoln’s and Washington’s birthdays, Valentine’s Day, Easter, holidays observed by ethnic groups in your community.

4. The World of Nature — Science

a. Animals

How they are different
get food
breathe
move
use their senses

b. Plants

How they start to grow
grow
get food
send down roots
use light
bud and bloom
produce seeds
are different

Arrange to have different animals and insects available for observation during different times of the year. Take trips to see others. Share observations. Have them learn responsibility by caring for them.

Arrange to grow different types of plants. Observe the growth patterns, shapes, size, etc. Keep picture charts of some changes. Compare them. Have children take care of them. Observe plants outdoors.

c. Earth

What kinds we can see in our community —
rocks
land and water
soil
erosion
plants

Take walking trips to places that are examples of earth formations. Relate sensory experiences to the experience. Make a collection of rocks.
d. Sky
   Why the sun, moon, and air are needed.
   How man goes into space.
   Why we hear about pollution.

e. Weather
   How seasons affect moisture -- rain, snow, hail.
   How clouds are different.
   Why weather forecasts are given.

f. Solids and Liquids
   How some solids stay the same.
   How some solids change.
   What kinds of liquids we use.
   How some liquids change.

g. Electricity
   How it gives us light, heat, and power.

h. Chemical Changes
   How rusting, tarnish, cooking and bleaching changes things.

i. Sound
   How sounds are different in pitch and loudness.

j. Tools and Machinery
   How to use and respect them.

Observe the sky at different times of the day and in different seasons. Let children experience the effect on themselves of a hot sun, strong wind, etc. Use current events about space and pollution. Plan ways to decrease pollution.

Observe weather in different seasons. Watch the different kinds of clouds. Compare the weather forecast with the actual weather.

Show what happens when solids are heated, dropped, hit. Experiment with how liquids can be changed, poured, mixed, measured.

Have older children demonstrate how electricity is made. Talk about how it helps our living, safety habits.

Examine things that are rusty, tarnished, cooked, and bleached.

Experiment with cleaning off rust and tarnish. Compare the same food -- raw and cooked. Eat it raw for a snack one day, and cooked the next. Cook it at school.

Tap all kinds of objects to discover the differences in sound -- wood, metal, paper, glass, etc. Guess what makes a certain sound. Describe the sounds.

Visit places where tools and machinery are used. Watch them work. Talk about safety habits. Use some tools at school. Listen to the sounds they make.
What to remember about —
  kitchen tools and machines,
  woodworking tools and machines,
  gardening tools and machines,
  big machinery

How simple machines help us —
  lever
  wheel
  inclined plane
  pulley

Make the simple machines from blocks or scrap wood to use in school. Older children can help. Observe real ones being used. Talk about how the machine helps man.

H. Science Generalizations Necessary for Safety

1. People and other animals must have air at all times.
   a. Keep out of chests, refrigerators, or airtight small rooms.
   b. Keep the neck free from ropes or anything that might squeeze it.
   c. Keep away from gas or anything else that might prevent getting air to breathe.
   d. When swimming, put the nose out of water to get breaths of air.

2. Moving cars, tricycles, and other vehicles need time before they can stop.
   a. Keep out of the way of cars.
   b. Stop at the curb to look and listen for cars before crossing the street.

3. Ice floats on water.
   a. It takes days of continued cold weather to make ice thick enough for sliding or skating.

4. Before stepping on a loose rock, thin ice, or other dangerous object, put weight on it carefully, ready to jump back to a safe place.

5. Electricity in a broken power line or in an electric socket can hurt people.

6. Guns should be pointed at targets, not at people.

7. Some plants are poisonous.
   a. Eat only those plants served at meals.

8. Some animals are poisonous.
   a. Avoid them and the places they live.

9. Medicine, strong cleaning agents, and poisons are for adults to use.
10. Before eating, wash hands with soap and rinse them well with water.
11. Fire can be controlled by a fine spray of water or chemicals.
12. Storms and other kinds of weather can be predicted.

I. Other Activities

1. Collect pairs of things — one old, the other new. Shoes, crayon, pencil, box of cookies, toy, etc.
   a. Talk about which came first, how you can decide which one is old, what made it old.
   b. Sort the items.

2. Collect shoes — one pair each for a man, woman, child, teenager, or from different countries.
   a. Use them to talk about who wears them, of what they are made, how they are made.
   b. Teach size, shape, color, likenesses and differences.

3. Do a cooking activity with a small group. Combine many parts of the program.
   a. Let the children watch you print the recipe.
   b. Have them help you measure, mix, and cook the food.
   c. Eat it when it is finished.
   d. Have children talk about the ingredients, what they are, where they grew, how they taste separately, what they look like, etc.

Children are learning language, readiness to read, science, social studies, and numbers. Used by the Follow Through Program in Lincoln, Tucson model.

4. Arrange for fathers to talk to the children about their work.
   a. Have them bring things they use or demonstrate a part of their work.
   b. Visit the place where they work.

5. Learn about use of symbols and spatial relationships through maps.
   a. Lay a piece of paper on the floor.
   b. Draw a map of the room.
   c. Later draw a map of the school yard, and of a walking trip.
   d. Look at road maps.

6. Compare the life of parents when they were boys and girls and children of today by bringing clothing, toys, pictures of automobiles, and other items of then and now.
   a. Talk about the changes and how these effect our lives.
7. Go on a walking trip.
   a. Have each child collect things from nature for a collage.
   b. Try to identify and compare the items in the collections.
   c. Make the collages.

8. Follow the sequence of a product (food, for example) from the field, to the factory or processing plant, to the store, to the school, to the child's snack.
   a. Talk about the interdependence of many people to make it possible for us to eat the food.

   a. Involve the children in helping with the planting, watering, hoeing, and picking. Hopefully, the food can be used for snack and lunch time and the flowers to beautify the room.

J. Equipment

Costumes for role playing.
Hats and other equipment representing different occupations.
Blocks and boards
Dolls and doll clothes of all ethnic groups.
Dolls of a family and community workers.
Camera
Farm set and city set.
Cash register
Transportation toys — such as wooden airplane, ambulance, boat, car, crane, dump truck, fire truck, police car, truck.
Hose — about 3 feet.
Animals — wooden or rubber.
Cage for animals (removable bottom) and jars for insects.
Animals to observe: turtle, toad, frog, flies, worm, fish, rabbit, gerbil, bird, guinea pig, hamster, duck, chicken.
Jars, cups, and containers for plants.
Plants to grow: beans, lima beans, mustard, radishes, grass, leafy plants as coleus, sweet potato in jar, carrot and beets cut to 1 inch with leaves.
Nature items children bring — shells, stones, seeds, leaves, bark from tree, wood, cocoon, insects, bird nest.

Garden tools
Globe
Maps
Locks and keys
Compass
Magnifier -- one on stand preferred.
Magnifying glass
Magnets (bar, U) and a collection of things that will stick and some that will not.

Seeds and bulbs
Aquarium — filter and pump desirable.
Terrarium
Thermometers — indoor, outdoor.
Watering can
Access to incubator.
Balance scale
Plumber pipes
Electric bells and batteries.
Worn-out clock and other used items to take apart and put together.

Tape recorder
More Information:


Learning Experiences —

The Expressive Arts

*Education should be as gradual as the moonrise, perceptible not in progress but in result.*

—George John Whyte —Melville
LEARNING EXPERIENCES – THE EXPRESSIVE ARTS

Children have many ideas and feelings to express. They are creative when they can express them freely in their own way. The expressive arts as used in this publication are music, art, creative dramatics, and movement exploration. All of the arts should give each child a chance to develop self-awareness through expressing himself in a way that is satisfying to him.

A. Experiences that Encourage Creativity

1. A child who is free to touch, observe, explore, discover, form and invent will likewise be spontaneous in expressing his curiosity, imagination, and independence.

2. A child who sees a creative teacher – one who is open and flexible, will "catch" the spirit of self-expression.

3. A child who experiments often with materials and movement, will develop a basic understanding of the qualities of the material or movement and will see new avenues for creative adventure.

4. A child who is guided to discover a solution to a problem, rather than being told, will be more apt to remember because of the thrill of discovery and creation.

5. A child whose work and efforts are accepted warmly, regardless of the result, will be stimulated to express other ideas in ways new to him.

6. A child who works in an informal relaxed atmosphere will feel more free to express how he feels.

B. Creative Areas and Activities

The zone areas and daily activities may be evaluated with the following guidelines. Each area of activity:

- stimulates observation and self-expression
- helps meet basic needs
  - recognition
  - security
  - new experiences - discovery
- builds self-confidence
- provides an emotional outlet
- provides enjoyment at any age

More Information:


(continued on page 85.)
Music

Music and rhythm are part of many daily activities. Children sing while playing, hum as they work, and beat out rhythms. A varied program gives children an opportunity to sing, listen, move with the music, and create their own music. The adult, who observes that children are losing interest in a group music activity, will discontinue it.

A. Outcomes

1. Enjoys singing simple songs.
2. Enjoys listening to different kinds of music.
3. Moves rhythmically.
4. Creates songs and rhythms.
5. Uses music spontaneously many times during the day.

B. Music Developmental Sequence

From

1. Listening to others
2. Listening incidentally
3. Making random movements
4. Creating sounds as he plays

To

Singing with others and alone.
Listening for a longer period of time; identifying instruments, volume and rhythm, and responding to music.
Adjusting bodily movements to music.
Making up a song individually or in a group.

C. Singing

1. Introducing Songs.
   a. Expose the children to the song by singing it on different days as they listen.
b. Sing the song slowly and distinctly.
c. Gradually children will "chime in" on parts of the song, and then will join in singing the entire song.
d. Let the children sing the song without the adult, when they know it.
e. Children may respond with bodily movement or with an instrument.
f. Children may suggest substituting other words.
g. Singing on pitch may be encouraged by calling children by their names, using a simple music pattern.
h. A child may ask to sing the song alone.

2. Selecting Songs.
   a. The topic and words should make sense to the children. Children like folk songs, nursery rhymes, songs about themselves, things around them, and songs that use their names.
   b. Begin with short simple songs and gradually increase the difficulty.
   c. Melody lines are simple and singable.
   d. Songs will have a marked regular rhythm.
   e. The child's voice range seems to be most comfortable between middle D and the octave above it.

3. Working with children.
   a. Work with a small group of interested children and at times encourage all children to participate.
   b. Encourage children to participate in music activities but do not insist on it.
   c. Have a relaxed, pleasant atmosphere so the children experience a happy music time.
   d. Be alert to creative efforts and repeat them for the children later in the day.
   e. Provide time for children to choose and enjoy the music they have learned.
   f. Accept each child's level of achievement as his best effort.
   g. Encourage voices that are light and not too loud.

D. Listening

Small children should be "involved" in every possible appropriate way as they listen. They are not "quiet" audiences by preference or nature. They learn listening too by "doing." Ways to "involve" very young listeners:

   Rise and fall of melody and phrases can be shown by arm movements.
   "Tipping" (fingers touching rhythmically) gives the feel of rhythm and accent.
Classroom instruments can "point out" recurring melodic and rhythmic patterns.
Melodies can be sung or hummed.
The mood may be dramatized.

1. Ways to Stimulate Listening.
   a. Help children understand and enjoy music.
   b. Make children conscious of differences in sounds.
   c. Use recordings and "live" music (children, teenagers, and people from the community).
   d. Select music that you enjoy.
   e. Plan short listening periods when a group of children are in the mood.
   f. Have recordings available in the listening center during free choice activities.
   g. Use as many senses as possible in enjoying the music.

2. Introducing Music for Listening.
   Give the children a purpose for listening.
   a. May be a story or picture suggested by the music.
   b. May be an outstanding characteristic, as —
      an instrument
      strong accent
      melody that is repeated
      high-low
      loud-soft
      fast-slow
   c. May suggest an expression.
      painting
      poem or story
      movement or dance
      dramatization
   d. Listen to the selection.
   e. Provide an opportunity to "make a friend" of the selection by hearing it often.

E. Responding Rhythmically

1. Preparing for group rhythms.
   a. Check room for temperature and fresh air.
   b. Have ample floor space, remove distracting objects.
c. Have all properties ready, including an instrument to accompany rhythms.
d. Plan for a time when children are rested.

2. Remembering ground rules (large and small groups).
   a. Find a spot that will not interfere with another child.
   b. All children move in the same direction.
   c. Movement stops when the music stops.

3. Enjoying rhythms together.
   a. Children will have many experiences with free movement and music.
   b. Follow the children’s moods and patterns with rhythm.
   c. Observe rhythm patterns in painting, hammering, block-building, etc.
   d. Play these rhythm patterns.
   e. When the children who are interested have gathered, explain where the rhythms come from.
   f. Play strongly accented four-four time music. Some children will respond. Encourage others to respond.
   g. Children may suggest other movements to the same rhythm (walk, tap feet, swing arms, etc.). Accompany with music.
   h. Repeat the rhythm without the music (clapping, for example).
   i. Substitute rhythm instruments for bodily movements.
   j. Children may create their own rhythms, repeated by the group.
   k. Children may suggest adding bodily or instrumental movement to familiar songs.

4. Basic Movements.
   a. Suggest movements that children have not used.
   b. Use a variety of movements, using different parts of the body.
   c. Movement through space — walk, run, march, tiptoe, skip, gallop, leap.
   d. Movement in one place — rock, sway, bend.
   e. Movement using hands and feet — clap, slap thighs or knees, stamp feet on floor, snap fingers.
   f. Vocal sounds — grunt, click, hiss, speech patterns.

5. Changing Basic Movement.
   Movement can be changed by the suggestions that follow. A walk may be slow or fast, backward or forward, or heavy or light. Many combinations of these qualities are possible.

(continued on page 90.)
Movement may be:
- fast or slow
- heavy or light
- toward a particular spot or area
  - high (tiptoe) or low (crouched on floor)
  - backward, forward, or sideways
  - smooth and low, jerky, limp or floppy
  - moving in straight lines, slanting lines, squares, or circles

F. Creating Music and Rhythms

Adults pick up one-line original songs or simple rhythms that children create in their play, and repeat these to the children. Recognition of these creative efforts will encourage more experimentation. Children will also suggest different words to music, or different music to words, or different rhythm patterns. If these suggestions are accepted with approval, children will be encouraged to make other suggestions. A climate of acceptance and approval motivates creativity.

G. Equipment

1. Phonograph and records (portable, three speeds, headphone jack).
2. Keyboard instrument.
   a. Piano and bench or miniature portable organ, or other accompaniment instrument.
   b. Tone bars, bells, or xylophone for experimentations.
   c. Scale of bottles of water or pipe lengths tied to a rod may be used.
3. Access to autoharp or guitar.
4. Rhythm instruments.
   - Bells, cymbals, jingle clog, maracas, drums, sand block, tambourines, tom-tom, wood block, triangles, sticks
   a. Select instruments for pleasant tone and durability.
   b. Preferred mallet tips are padded or made of rubber or lambswool.
   c. Scarves, hoops, crepe paper streamers — to encourage free feeling of rhythmic movement.

<table>
<thead>
<tr>
<th>Rhythm Instruments</th>
<th>Homemade Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>conga drums, bongos</td>
<td>oatmeal boxes</td>
</tr>
<tr>
<td>cymbals, finger cymbals</td>
<td>pie tins, lids, etc.</td>
</tr>
<tr>
<td>jingle clogs</td>
<td>bottle caps loosely nailed to a stick</td>
</tr>
<tr>
<td>maracas</td>
<td>small cans filled with gravel</td>
</tr>
<tr>
<td>rhythm sticks</td>
<td>18-inch lengths of doweling, serrated</td>
</tr>
<tr>
<td>sand blocks</td>
<td>sandpaper on blocks of wood</td>
</tr>
</tbody>
</table>

(continued on next page.)
Snare drum, washboard
Tambourines, pie tins with bottle caps attached
Tom-tom, large can with stretched rubber cover
Tone blocks, resonant blocks of wood or metal
Wood blocks, large nail suspended on string
Triangle

More Information:

Children's Music Center, 5373 West Pico Blvd., Los Angeles, 90019. Catalog on records, books, and instruments for early childhood education.


Art

Young children have many thoughts and ideas. Helen Heffernan tells us that children will express these ideas if they have a chance to experiment with a variety of art media, and if they work in a physical and social environment that accepts their art. The adult who accepts the child's efforts, who recognizes his level of development, and who does not set adult standards for the child's art, will free the child to grow in how he expresses his view of the world through art.

A. Outcomes

Children will:

1. Know how to use art media.
2. Enjoy experimenting with art media.
3. Be sensitive to things they feel, see, hear, taste, smell.
4. Develop large muscles through working large.
5. Like to "read" the story or the mood shown in pictures.
6. Make simple, imaginative art work.
B. Developmental Sequence

From (1) manipulation and experimentation to (2) symbolism to (3) representation.

Manipulation
1. Child will scribble and explore through muscular activity and his senses.

Symbolism
2. Child will make circular shapes and other forms, develop some motor control, and will tell stories about the forms.

Representation
3. Child will create forms that represent his view of the world.

C. Role of the Adult

The adult will —
1. Have the media available daily for children after they know how to use it.
2. Allow the children to choose the media or activity, to choose what they want to create, and how they wish to make it.
3. Work with a small group of children when involved in a messy activity that requires supervision while the other children are engaged in activities they can do without supervision.
4. Give children time, space, and materials to explore and experiment with all of their senses (hear, feel, taste, see, smell).
5. Show children the routines of getting ready to use the media, and of cleaning up and putting everything in its place.
6. Know that many children are working on the first two developmental levels.
7. Interpret the child’s developmental level to the parents.
8. Know that the value is in the process of creating rather than in the finished product.

D. Basic Check Points in Evaluating Children’s Art Growth As Seen in Children’s Pictures

1. Age: 2-4
   Stage: Scribbling
   Signs of Art Growth:
   a. Does the child follow typical scribbling sequences as described in this chapter?
   b. Does the child enjoy scribbling?
c. Are the scribbles vigorous and forceful?
   (This indicates emotional and physical growth.)

d. Are the lines distributed over the entire paper?
   (This indicates emotional and aesthetic growth.)

e. Does the child work independently?
   (This means he is more creative.)

f. Can the child control his motions?
   (This indicates muscular coordination.)

g. Do the lines change in intensity and direction?
   (This indicates flexibility.)

h. Does the child concentrate when he scribbles?

2. Age: 4-8

   Stage: Symbol

   Signs of Art Growth:
   a. Does the child draw simple, geometric figures?
   b. Does he exaggerate important parts?
   c. Do his drawings indicate many details?
      (nostrils, eyelashes, fingers, toes, etc.)
   d. Is there evidence of improvement in his images for figures, trees, houses, flowers and animals?
   e. Is the drawing distributed over the whole paper?
   f. Does the child employ decoration in his work?
   g. Is there evidence of balance?
   h. Does the child use many colors?
   i. Does he use more than one value of the same color?
   j. Are distant objects drawn smaller?
   k. Does the child work carefully?
   l. Does he finish his work?
   m. Does the work indicate original ideas?
   n. Is the child imaginative?
   o. Does the child indicate textures by making contrasting surface treatments?

E. Appreciation of Art

1. A young child enjoys looking at objects and handling them.
2. He enjoys and reads a picture before he reads words.
3. Interest is indicated by:
   a. A comment or a return to the object or picture.
   b. Bringing colored leaves, flowers, and stones.

4. The adult can stimulate sensitivity to beauty by:
   a. Approving with a smile or comment what a child brings.
   b. Permitting the child to decide what is pleasing to him.
   c. Having beauty in the room — pictures, objects, nature.

F. Check Points for the Teacher

Good art teaching is most dependent on the strength of those who teach it. At the classroom level this includes both teachers and parents. Here are some suggestions to help those who are beginning to teach art to children:

Suggested Do’s:
1. Encourage the child always to do his own work.
2. Exhibit all the children’s work. Do not favor the “talented ones.”
3. Teach the child to be independent.
4. Encourage the children to be original and inventive.
5. Encourage the children always to finish their work.
6. Encourage the children to talk about their work.
7. Provide ample time and opportunity to engage in art.
8. Encourage children to be observant and aware.
9. Teach children to care for materials.
10. Teach children to concentrate on their thinking and feeling.
11. Encourage children to be imaginative.
12. Encourage children to experiment with materials.
13. Utilize visual aids to strengthen your teaching.
15. Encourage the child to think in new directions.

Suggested Don’ts:
1. Do not teach indoctrinary techniques which force all children to do the exact same thing.
2. Do not use pattern books, dittos or hectographed materials.
3. Do not express fears about attempting original work.
4. Do not create the notion that art is busy work or “playtime.”
5. Do not give children art materials and tell them to make “anything they would like.” Very few are “self-motivated.”
6. Do not use imitative methods such as copying, tracing.
7. Do not impose adult standards on the child.
8. Do not expect children always to do beautiful pictures.
9. Do not compare children’s art work.
10. Do not be overly critical of children’s art work. Mistakes are a necessary part of learning.
11. Do not discriminate by favoring certain children.
12. Do not use the same materials repeatedly
13. Do not use only one size paper.
14. Do not limit art lessons to occasional fill-ins on the schedule.

G. Art Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Media and Material</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>Tempera, fingerpaint, water, sand, watercolor, soap.</td>
<td>Mix about 2 parts dry paint and one water. Fill the container 1/3 full. Two or three colors are provided at a time for younger children. Free expression.</td>
</tr>
<tr>
<td>Drawing</td>
<td>Crayon, felt pen (washable), soft pencil, chalk, charcoal, oil base pastels.</td>
<td>Free exploration with large materials and large movements. No requirements for coloring within lines.</td>
</tr>
<tr>
<td>Modeling</td>
<td>Clay (plasticene and hardening), play dough, snow, moist sand, salt dough, sawdust and wheat paste. Toys for sand play.</td>
<td>Experimentation with form. Shape with hands, pull and push clay for legs, heads, etc. May use rollers, flat sticks, or cookie cutters but direct manipulation is most valuable. May paint hardening clay. Children do not need models.</td>
</tr>
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Media and Material</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasting, Cutting, Tearing</td>
<td>Commercial or homemade paste, scissors that cut, variety of kinds of paper, collage materials.</td>
<td>Demonstrate the concept of why and how to paste, cut and tear. Provide time for children to cut or draw and cut, tear and paste their figures on a background, in a box, lid, etc.</td>
</tr>
<tr>
<td></td>
<td>Objects that have interesting shapes when cut or sliced – carrots, green peppers, potatoes, lemons, sponge, cardboard strips, keys, spools, sticks, etc. Tempera paint pad. Paper on which to print.</td>
<td>Make a stamp pad soaking several layers of paper towels or heavy cloth in a container with thick tempera paint. Dip object in paint. Print on paper or old sheets. Make design using different shapes and colors.</td>
</tr>
<tr>
<td></td>
<td>Bases for 3-dimensional figures are potatoes, plasticine clay, play-doh, soap, small boxes, styrofoam. Use straws, toothpicks, wire, yarn, pipe cleaners, paper, nut cups to attach to base.</td>
<td>Children may select a base and any kinds of objects to attach. They may need help in figuring out how to attach objects. Children may make anything they wish. Plastic-coated wire can be twisted into shapes and attached to a base. Children may use colored paper strips to make 3-dimensional figures.</td>
</tr>
<tr>
<td>Constructing with wood</td>
<td>Wood, nails, hammer, saw, screwdriver, pieces of inner tube, spools, etc.</td>
<td>Demonstrate safe use of tools. Supervise closely. Work with one or two children at a time.</td>
</tr>
<tr>
<td>Constructing with blocks</td>
<td>Large hollow blocks – wood or plastic. Unit floor blocks. Various construction sets of wood and plastic.</td>
<td>Provide space to build — structures become more elaborate as children develop. Allow structure to remain when desired.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Activity</th>
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<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating with flannel</td>
<td>Flannel boards. Assorted figures of felt or flannel in many colors — geometric</td>
<td>Place flannel boards on child’s level. Children arrange shapes as desired.</td>
</tr>
<tr>
<td></td>
<td>shapes, fruit, animals, other objects.</td>
<td></td>
</tr>
<tr>
<td>Playing with water</td>
<td>Large basin not easily tipped over, plastic aprons, large paint brushes, utensils</td>
<td>Paint sidewalk, boards, side of a building.</td>
</tr>
<tr>
<td></td>
<td>for pouring and objects for floating and squeezing.</td>
<td>Squeeze or wash sponges and cloth. Pour from one container to another.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beat soap suds with beater. Float objects on water.</td>
</tr>
</tbody>
</table>

H. Ideas to Try

1. Painting
   a. Children who stand up to paint have greater freedom of motion.
   b. Store brushes flat in a box or stand them on the wooden ends.
   c. Take the painting easel outdoors in good weather.
   d. Paint on colored paper. Try painting on wet paper.
   e. Add real materials to a picture — twigs, cloth, yarn, etc.
   f. Use a wash (thin paint) to fill in the large spaces on crayon pictures.
   g. Blend two colors of fingerpaint in certain areas to produce an interesting color effect.
   h. Fingerpaint with a gadget such as a jar cover, edge of piece of cardboard, cork, or tongue depressor.
   i. Let your child take an old paint brush and a can of water and paint the sidewalk.
   j. Let your child play with water in a tub and plastic bottles. Pour in a little liquid soap.

2. Drawing
   a. Use a circle, square, or rectangle as the beginning shape for a picture.
   b. Go outdoors to draw. Tape paper to cardboard for drawing board.
   c. Draw and cut a shape out of heavy paper. Hide it underneath a piece of newsprint. Using the flat side of a crayon, press and rub over the shape. The shape will appear on the paper.
   d. Place newsprint over different textures and rub the flat side of the crayon over the texture. Compare the different designs.
e. Draw a picture with a combination of crayon and chalk.

f. Use chalk on wet paper bags.

3. Pasting, Cutting, Tearing

a. Cut or tear shapes for a picture. Arrange in different ways on a background. Overlap some of the shapes. Paste to the background.

b. Use a combination of papers for a picture; such as foil, tissue, and wrapping paper.

c. Save scrap colored paper in a box for art activities.

d. Make a scrapbook from construction paper, secured with yarn or ribbon. You can show the child how to paste or glue magazine cutouts, pictures, paper dolls, cards, free-form swatches of material, cut out letters, flowers or any other suitable item.

e. Make a picture by arranging and pasting torn pieces of colored paper.

f. Use cloth for one part of a picture.

g. Arrange torn pieces of tissue paper (or leaves, grasses) on a piece of wax paper. Cover with another piece of wax paper. Cover with cardboard. Iron with a hot iron to finish the picture.

h. Make a cut-out picture of construction paper, pasted on white drawing paper. Cover with a piece of colored tissue paper.

4. Sculpture

a. Let children cut, paste, and fold colored strips of construction paper to make creative forms. Strips should be no smaller than 9" x 1".

b. Make a paper sack puppet by painting a face on the bottom and stuffing it half full of crushed newspaper. Tie the bottom of the sack.

c. Put sticks, wire, toothpicks, etc., into a lump of clay to make an abstract 3-dimensional arrangement.

d. Use crushed tissue paper, paper napkins, or face tissue to make the flowers on a picture. Touch the edge of the paper with tempera paint.

e. Use paper sacks — Mask: Cut out eyes and mouth; paste on paper to form hair. Puppet: small sack that fits over the hand. Add a face. Hat: paste or color to decorate hat.

f. Collage — Have a wide assortment of materials of various textures.

1. Some that are easily obtainable are:

   Soft: cotton batting, flannel, yarn, cotton roving, sponge rubber, gum eraser, felt.

   Hard: tongue depressors, wire, wood, shells, scrap metal.

   Rough: corrugated cardboard, crumpled tissue paper (or aluminum foil), broken tongue depressors, twigs, sandpaper, bits of dry sponge, coarse string, wire screening.

   Smooth: aluminum foil, smooth cloth, sandpapered wood, plastic, shiny paper, scrap metal.

   Spread them out on a table or counter so that children may choose what they need.
2. Have both paste and glue available. Paste is easier to use with paper or cloth, but will not hold such things as wood or shells. A stapler would be handy to have to attach wire or twigs.

3. Work large — 12 x 18 paper for the background is a good size.

4. Begin collage with materials that form a large mass (cloth, paper, foil), then add the line materials (yarn, wire, twigs) and the tiny items. This builds up a background on which the smaller items may be placed.

5. Allow children to get more materials or return extras as the case may be.

6. No pencils! Let the materials create their own patterns without any preliminary drawing.

7. For variation, create a color collage or use a variety of papers having different textures.

8. Oiled Tissue Collage — Materials: corn oil, tissue paper (different colors), small brush, wax paper. Cut bright color tissue paper into small pieces, any shape. Put tissue paper on wax paper then brush on with oil. Paper will stick to wax paper like glue.

I. Recipes

Fixative

1. Chalk:
   a. Glue thinned with water to the consistency of milk.
   b. Use one part shellac with two parts denatured alcohol.

2. Chalk, pastello, and charcoal:
   a. Gum arabic, thin with water until consistency of thin mucilage. Spray — repeat twice.
   b. Powdered milk mixed with water may be sprayed.

3. Modeling Dough
   6 cups flour
   3 cups salt
   3 tablespoons powdered alum
   1 cup boiling water
   1 tablespoon salad oil

   Add boiling water to dry ingredients and stir until mixed. Add salad oil and knead. Store in a covered container. For color add food coloring. Makes enough for five children.

4. Sawdust
   4 cups sawdust
   2 cups wheat flour
   1 cup water

   Produces a very pliable media — used like dough but not as firm a consistency. (Liquid starch — mixed with sawdust and powdered paint or with tissue paper.) Shredded newspaper may be substituted for sawdust.
5. Wheat-paste Mixture
   2 cups wheat flour
   3 1/2 cups cold water

6. Sugar Dough
   1 tablespoon water     3 tablespoons flour
   2 tablespoons sugar    Add vegetable coloring

   2 cups baking soda
   1 cup Argo cornstarch
   1 1/4 cups water

   Mix cornstarch and baking soda, add water, mix. Bring to a boil stirring
   constantly. Thicken to consistency of mashed potatoes. Place wet rag over
   while it cools slightly. Form clay into shapes. Let dry 36 hours. Color with
   paint or magic marker and coat with shellac or nail polish (if desired).

8. Flour and Salt
   1 part salt
   3 parts flour
   1/4 part water

   Mix: Store in covered jar or plastic bag in refrigerator. Keeps 3 to 4 days.

9. Cornstarch and Salt
   1/2 cup cornstarch
   1 cup salt

   Add 1/2 cup water and bring to boil, stirring constantly. Cool, (may knead in
   vegetable color) wrap in wax paper, store in cool place. Hardens enough to
   make usable pans.

Painting

10. Finger Paint
    a. 1/2 cup dry starch     Vegetable coloring, show card or poster paint
        1 1/3 cups boiling water 1 tbsp. glycerin
        1/2 cup soap flakes

   Mix the starch with enough cold water to make a smooth paste. Add boiling
   water and cook the paste until glossy. Stir in the dry soap flakes while the
   mixture is still warm. Cool. Add glycerin and pour the mixture into jars. The
   mixture can be kept for a week if it is covered with a damp cloth or a tight
   lid. Add color later. Two or three tablespoons of liquid starch may be poured
   on the wet paper, one-half teaspoon powdered paint added and mixed as the
   child paints with it.
b. 1/2 cup Argo cornstarch  
   1 cup cold water  
   1 envelope Knox unflavored gelatin  
   2 cups hot water  
   1/2 cup soap flakes or detergent  
   food coloring

Combine cornstarch and 3/4 cup cold water; soak gelatin in remaining 1/4 cup cold water. Stir hot water slowly into cornstarch mixture. Cook and stir over medium heat until mixture boils and is clear. Remove from heat, blend in softened gelatin. Stir in soap until dissolved. Cool; divide into jars and color as desired. Cover jars to store.

11. Sand Painting

Add 1/4 part paint powder to 1 part sand and combine in large shakers. Place paper in a large tray. Shake sand mixture on paper which children have covered with paste. This is also excellent outside on the bare ground.

12. Soap Painting

Fill small dishes with soap powder. Add a little powdered paint and water. Mix thoroughly until it has a medium texture (not too stiff nor too soft.) Children apply to various kinds of paper with fingers or brushes.

a. Soap Sud Fun — 4 pints soap flakes to 1 pint water. Beat with beater till fluffy. Let children paint with it on paper (designs). Dries when it hardens.

b. Soap Painting — 1 cup Ivory soap flakes, 1/2 cup water (more if you want it thinner). Beat till it is very thick. Let your child paint with this on colored paper or glossy magazine pages.

13. Paste

   1 tbsp. powdered alum  
   1 cup flour  
   1 1/2 pts. boiling water  
   Few drops oil of cloves

Mix flour and alum in cold water. Add boiling water and cook for two minutes. Add few drops of oil of cloves.

J. Equipment Used Most Frequently

Paper

   Plain newsprint in assorted colors  
       Newspaper, want ads newspaper for painting  
       18" x 24" is used most frequently  
       Have available 12" x 18" and 9" x 12"

   Shelf paper or finger paint paper

   Butcher paper

   Manila paper, 18" x 24",
       12" x 18", 9" x 12"

   Construction or Poster paper

   Heavy white paper

   Throw-away Papers you can salvage
       Printer's and newspaper's scrap paper
Aluminum foil
Stocking box paper
Wall-paper books
Meat store paper
Old newspaper
Used holiday wrapping paper
Paper bags
Magazines for color and designs
Waxed paper scratched with a toothpick to add to a collage
Tissue paper from department store

**Drawing**

Large crayons — good wax texture, non-toxic,
  8 basic colors
Large pencils — primary school size
Large chalk — white and colored
Felt-tip markers — washable

**Painting**

Powdered tempera or liquid tempera paint —
  non-toxic, 8 basic colors
Plastic containers, small juice cans,
  or paper cartons for paint

**Easels**

Large brushes — flat and round, varnish brushes may also be used,
  12" handles, 2" and 1½" bristles
Aprons — men’s old shirt with sleeves cut off
  or plastic aprons
Cookie sheets for finger painting
Water color paints
Sponges for sponge painting

**Modeling**

Plasticene clay, hardening clay (dry or mixed)
Plastic sheets or covered cardboard on which to work
See recipes for other modeling mixtures

**Pasting,** **Cutting,** **Tearing**

Scissors that cut — blunt and semi-pointed,
  several left-handed scissors
Paste — ordinary commercial paper paste dispensed
  in individual containers; white all-purpose glue for wood, branches, three-dimensional construction work, and collages

*(continued on next page.)*
Materials for collages — boxes, pieces of cloth, ribbons, cotton, feathers, string, leaves, scraps of colored paper, yarn, seeds, noodle products, etc.

Woodworking

Carpenter's workbench with 3” or 5” C-clamps; or sturdy wooden table on casters with C-clamps, or workhorse
Clay hammer — 6 oz. to 10 oz. weight
Hammer, rubber tipped (Government surplus store)
Nails — roofing or four penny box nails
Sandpaper, fine
Saw, 12” crosscut
Screwdriver
Wood — scraps, balsa squares, soft mill ends

K. Scrap Materials for Art

Close By

At Home
coathangers
plastic bags
clothespins
paper bags
spools
boxes
buttons
fabric
socks
newspapers
magazines
egg cartons
cereal boxes
jar lids and rubbers
toothpicks
candles
gift paper
ribbon, yarn, string
foil pans
plastic bottles
plastic dishpans, pails,
laundry baskets,
dishes, forks,
knives, spoons

pot and pan scrubbers
records
paper plates and cups
napkins
paper towels
light bulbs

At School
bottle caps
chalk, pencil, crayon
stubs
paper scraps (paper cutter and made by the punch)
straws
eggshells (cafeteria)
wood (from school shop)

On the Farm
twine
burlap
seeds
corn husks, stalks, cobs

straw and hay
feathers

Downtown
Restaurant
large tin cans
ice-cream containers
dixie-cup spoons
cardboard butter pats
jelly holders
wooden paddles

Shoe Repair Shop
leather scraps

Grocery Store
cartons
crates
cardboard dividers for eggs and fruit
packing materials
price markers

Interior Decorating Shops
wallpaper sample books
paint cards
rug samples
linoleum and tile samples

Florist
ribbon
sticks
broken pots
paper

Photography Shop
flash bulbs
negatives
exposed film and paper
black paper
film spools
flat boxes

Furniture Store
large cardboard cartons
large crates

TV Repair Store
tubes
old TV chassis
wire

Garage
oil cans
inner tubes
anti-freeze cans

Lumberyard (for Scraps)
plasterboard
ceiling blocks
sandpaper
flooring
wiring
insulation
screening
molding

shingles
weather stripping
tar paper
felt paper
siding
asbestos
nails, tacks, screws

Nature
Field and Woods
sticks
stones
ferns
leaves and seeds
burdocks
milkweed
goldenrod
cattails
flowers
chestnuts
acorns
pine cones
natural clay
thistles
maple wings

On the Beach
sand
shells
dry seaweed
starfish
sea urchins
pebbles
driftwood
seagrass

Industry
Printing Plant
leftover ink
metal plates
broken type
paper

Shoe Factory
leather
lacing

Knitting Mill
cones from thread
tangled thread
pieces of fabric

Clothing Factory
cloth scraps
wooden spools
packing material

Furniture Manufacturing
glue
foam rubber
cotton and jute
padding

Lumber Mill
shavings
sawdust
bark from slabs
scraps of wood

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Creative Dramatics

Children can learn about themselves, people, and the world about them through acting out their experiences. They add spontaneous dialogue while they “act out” an experience or a story. Words are not memorized. Children put their feelings into creative actions and into words in their own way. Each child expresses himself in his way and at his level of thinking. Various types of puppets, simple objects, and music accompaniment may be used in dramatic activities.

Dramatic activities are generally group activities. Dramatic play often involves a part of the group while the other children are engaged with materials from other interest centers in a self-directed activity. The large group is usually involved in dramatizations and creative dramatics. However, the individual child has a choice as to whether or not he wishes to participate in these activities.

The purpose of creative dramatics is to give meaning to feelings and ideas through self-expression and not to perform for an audience. It is a shared experience.

A. Outcomes

The children will:
1. Express experiences and ideas through action and words.
2. Be confident that their ideas will be accepted.
3. Begin to understand the roles of the adults and the ideas they act out.
4. Progress in speaking, listening, and acting.
B. Dramatization

1. Children interpret the actions suggested by the words. They have the freedom to use the actions and words that have meaning to them in interpreting stories, poems, and songs.

2. The adults will have a collection of simple properties to add to the activity. Tapes and records of stories, poems, and songs can be available for small groups of children.

The ideas which follow are suggestive. The adults will use many other ideas. The pantomime (mimetics) is a good beginning activity because only one skill is required — movement.

3. Pantomime

<table>
<thead>
<tr>
<th>Subject</th>
<th>Activity</th>
<th>Condition to suggest feeling or interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals:</td>
<td>elephants walking</td>
<td>—in a circus parade</td>
</tr>
<tr>
<td></td>
<td>rabbits hopping</td>
<td>—hiding Easter eggs</td>
</tr>
<tr>
<td></td>
<td>birds flying</td>
<td>—in spring sunshine</td>
</tr>
<tr>
<td></td>
<td>cats stalking</td>
<td>—a mouse</td>
</tr>
<tr>
<td></td>
<td>chickens pecking</td>
<td>—looking for breakfast</td>
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<tr>
<td></td>
<td>horses galloping</td>
<td>—in a race</td>
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<tr>
<td></td>
<td>frogs jumping</td>
<td>—to escape a boy who is trying to catch them</td>
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<tr>
<td></td>
<td>snakes slithering</td>
<td>—silently in the grass</td>
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<tr>
<td></td>
<td>monkeys playing</td>
<td>—for the people at a zoo</td>
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<tr>
<td></td>
<td>salmon swimming</td>
<td>—upstream</td>
</tr>
<tr>
<td>Working:</td>
<td>climbing a ladder</td>
<td>—to put out a fire</td>
</tr>
<tr>
<td></td>
<td>sawing a tree</td>
<td>—for Christmas</td>
</tr>
<tr>
<td></td>
<td>chopping wood</td>
<td>—for a beach campfire</td>
</tr>
<tr>
<td></td>
<td>digging</td>
<td>—to find clams</td>
</tr>
<tr>
<td></td>
<td>loading a truck</td>
<td>—with toys for poor children</td>
</tr>
<tr>
<td>Helping at home:</td>
<td>mowing the lawn</td>
<td>—to make the yard prettier</td>
</tr>
<tr>
<td></td>
<td>sweeping the house</td>
<td>—before company comes</td>
</tr>
<tr>
<td></td>
<td>painting a wall</td>
<td>—clean, bright yellow</td>
</tr>
<tr>
<td></td>
<td>ironing</td>
<td>—a party dress</td>
</tr>
<tr>
<td></td>
<td>climbing the stairs</td>
<td>—to bed</td>
</tr>
<tr>
<td>Fun:</td>
<td>pulling a sled</td>
<td>—over the snow</td>
</tr>
<tr>
<td></td>
<td>swimming</td>
<td>—on a cold day</td>
</tr>
<tr>
<td></td>
<td>rowing a boat</td>
<td>—to a good fishing spot</td>
</tr>
</tbody>
</table>

(continued on next page.)
Vehicles:
- doing a trick
- riding a tricycle
- hiking up a mountain
- skating
- ice skating
- jumping rope
- jet planes taking off
- boats rocking
- freight trains chugging
- space ships orbiting

Characters:
- giants walking
- fairies tiptoeing
- clowns tumbling
- soldiers marching
- goblins dancing
- dolls walking
- tired boy
- frogs jump
- caterpillars hump
- worms wiggle
- bugs jiggle
- snakes glide
- sea gulls glide
- mice creep
- deer leap

Nature:
- trees swaying
- rain pelting down
- wind blowing
- leaves floating down
- flowers growing
- for Daddy
- to explore the neighborhood
- to see the sun rise
- up a steep hill
- on a slippery pond
- in trick ways
- at the airport
- on a rough bay
- up a mountain track
- around the moon
- through a city
- past a sleeping baby
- at a circus performance
- in review before the gene
- on Halloween night
- helped by a girl
- waking in the morning
- on a windy day
- during a thunderstorm
- on flying kites
- in autumn wind
- in spring sun and rain

4. Poems to Dramatize.
Familiar nursery rhymes.

**Jump or Jiggle**

- Frogs jump
- Caterpillars hump
- Worms wiggle
- Bugs jiggle
- Snakes glide
- Sea gulls glide
- Mice creep
- Deer leap

Lions stalk —
But
I walk.

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Mr. Turkey and Mr. Duck
Mr. Turkey took a walk one day
In the very best of weather
He met Mr. Duck on the way
And they both talked together.
Gobble, gobble, gobble,
Quack, quack, quack,
Good-by, good-by,
And they both walked back.

Snowman
A chubby little snowman
Had a carrot nose.
Along came a bunny
And what do you suppose?
The hungry little bunny,
Looking for his lunch,
Ate the snowman's nose.
Nibble, nibble, crunch.

Winter
Whoosh!
Goes the toboggan.
Crunch!
Goes the snow.
Squeak!
Go the runners.
And Eeeeeek!
Is how we go.

---------------
Snow blows
In bunches.
Snow sparkles
And crunches.

Snow is clean and cold
Snow is crisp, and yet
When it warms a little
Snow is wet.
The Little Turtle

There was a little turtle,
He lived in a box.
He swam in a puddle,
He climbed on the rocks.

He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnow,
He snapped at me.

He caught the mosquito,
He caught the flea,
He caught the minnow,
But he didn’t catch me.

(One hand on top of the other to form a turtle)
(Hands together in motion)
(Fingers of one hand climbing up other arm)
(Use your hand to pretend you are catching something in the air.)

(Shake your head and smile.)

The Goblin

A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round.

He bumps
And he jumps
And he thumps
And he stumps
He knocks
And he rocks
And he rattles at the locks.

A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round.

Rose Fyleman

Song for a Ball-Game

Bounce ball! Bounce ball!
One - two - three.
Underneath my right leg
And round about my knee.
Bounce ball! Bounce ball!

Bounce ball! Bounce ball!
Fast - you - go
Underneath my left leg
And round about my toe.
Bounce ball! Bounce ball!

Bird - or - bee
Flying from the rose-bud
Up into the tree.

Butt - er - fly
Flying from the rose - bud
Up into the sky.

Wilfrid Thorley

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Little Brown Seed

Little brown seed, round and sound,
Here I put you in the ground.

You can sleep a week or two,
Then — I'll tell you what to do:

You must grow some downward roots,
Then some tiny upward shoots.

From those green shoots' folded sheaves
Soon must come some healthy leaves.

When the leaves have time to grow
Next a bunch of buds must show.

Last of all, the buds must spread
Into blossoms white or red.

There, Seed! I've done my best.
Please to grow and do the rest.

Rodney Bennett

The Farmyard

One black horse standing by the gate,
Two plump cats eating from a plate;
Three big goats kicking up their heels,
Four pink pigs full of grunts and squeals;
Five white cows coming slowly home,
Six small chicks starting off to roam;
Seven fine doves perched upon the shed,
Eight grey geese eager to be fed;
Nine young lambs full of frisky fun,
Ten brown bees buzzing in the sun.

A. A. Attwood

5. Finger Plays

In addition to the dramatic aspect, finger plays also develop visual perception, awareness of the body and its parts, and large and small muscles, especially eye-hand coordination.
Hinges
I'm All made of hinges, "Cause everything bends,
From the top of my neck Way down to the end.
I'm hinges in the front, I'm hinges in the back,
But I have to be hinges or else I will crack.

Our Little Baby
Our little baby has ten toes,
Two little ears and One little nose.

Ten Little Friends
Two little houses across the street.
Open the doors and ten friends meet.
How do you do, and how do you do.
Such nice sunny weather
Off they hurried to (school?)
Ten little friends together.

The Postman
This is the way the postman comes walking down the street,
Left-Right and Left-Right, i can hear his feet.
He sometimes smiles and waves at me;
I clap my hands in glee.
For this is the way he lets me know He has a letter for me.
WILL YOU COME?

Will you come and walk with me, walk with me, walk with me, fly, skip, dance, swim.

Will you come and walk with me, all around the room?

THE TELEPHONE

Hel-lo! Hel-lo! Can you come over today Hel-

Hel-lo! Hel-lo! I'm glad you are coming to play.

ROW, ROW YOUR BOAT

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily life is but a dream.
LET'S ALL CLAP OUR HANDS

Let's all clap our hands. Let's all clap our hands. Let's

HEADS AND SHOULDERS, KNEES AND TOES

Heads and shoulders, Knees and toes, Heads and shoulders, Knees and toes

Heads and shoulders, Knees and toes, We all turn around together.

Heads and shoulders, knees and toes
Heads and shoulders, knees and toes
Heads and shoulders, knees and toes
We all jump up together.

We all sit down together . . . . .
WHERE IS THUMBKIN?

Where is Thumbkin? Here I am. Where is Thumbkin? Here I am. How are you this morning? Very well. Go away. Go away.

THE SPACEMAN'S OUT IN SPACE (Tune: Farmer in the Dell)

The spaceman's out in space, the spaceman's out in space.
Hi oh, the dairy oh, the spaceman's out in space.
The spaceman takes a suit.
The suit takes a rocket.
The rocket takes a launch.
The launch takes a satellite.
The satellite takes the sun.
The sun stands alone.

DID YOU EVER SEE A ROCKET?

Did you ever see a rocket, a rocket, a rocket? Did you ever see a rocket go this way and that? Go this way and that way, go this way and that way, Did you ever see a rocket go this way and that? (Repeat using other aerospace items)

SINGING GAME — DO YOU KNOW THE ASTRONAUT? (Tune: Muffin Man)

Oh, do you know the astronaut, the astronaut, the astronaut? Oh, do you know the astronaut that flies up into space? (1 child skips around and chooses a partner)

Two of us know the astronaut, the astronaut, the astronaut, (2 children skip and then choose new partners)

Four of us know the astronaut, the astronaut. (Repeat until all children are skipping)
7. Singing Games
   - Ring Around the Rosy
   - London Bridge
   - Looby Loo
   - Did you ever see a Lassie?
   - Here we go Round the Mulberry Bush
   - Yankee Doodle
   - Pop Goes the Weasel
   - A-Hunting We Will Go
   - Skip to my Lou
   - Go Round and Round the Village

8. Stories
   a. The value in dramatizing stories lies in the process of planning together rather than in the actual dramatization. Planning includes the characters, sequence of the plot, and simple properties.
   b. The adult serves as a guide in helping children plan the dramatization and in deciding on the properties. Since children have such a vivid imagination, equipment such as blocks, can be adapted to any story.
   c. Several groups can dramatize stories at the same time.
   d. Dramatize familiar stories. With encouragement, some children will dramatize stories during the play period.
   e. The children can decide which stories they would like to dramatize.

   Suggestions for dramatization:
   - Ask Mr. Bear
   - The Elves and the Shoemaker
   - Goldilocks and the Three Bears
   - Henny - Penny
   - The Tale of Peter Rabbit
   - The Three Billy Goats Gruff
   - Caps for Sale
   - The Three Little Pigs
   - The Little Red Hen

9. Story Plays

   Activity
   Situations children have experienced; like going to the farm or to father's place of work, making a house, buying groceries. Field trips, films, and class visitors suggest story plays.

   Procedures
   Children suggest the sequence of activities. The adult narrates while the children pantomime the action.
A Story Play

Trip to the Woods

Going to the woods — take the school bus to the gate.
Walk and look at the beautiful trees.
Pick up a pretty stone and feel all its sides.
Listen to the airplane — see it through the leaves.
Listen to the birds' song — find it, see the nest.
Run and jump over a stream.
Look at the violets.
Stop and sway like the trees.
Sit down to rest.
Eat a snack and take a drink.
Walk to the bus.

Other topics:

Playing in the snow, taking an airplane ride, baking a cake.

C. Dramatic Play

1. Dramatic play is spontaneous imaginative play.
2. The adult —
   a. Sets up the equipment but the children decide when and how to use it.
   b. Observes the growth of children.
   c. Helps solve problems when children are not able to solve them alone.
   d. Adds equipment to help expand the ideas children are using in their play.
   e. Takes a role at times to share the experience with the children but does not control the play.
3. A home center should be a part of every room for three-year-olds. Supplementary areas are set up for fours and fives or are substituted for the fives, depending on their interests and developmental levels. Supplementary areas grow out of experiences in the program.

Activity

Home Center See pages 17 & 57.  Method

Train¹⁸ 1. Line up chairs, two in a row, to resemble train.

Materials

1. About 10 small chairs
2. Railroad caps

(continued on next page.)
### Jewelry Store

1. Arrange selection of jewelry on "counter" or table or place jewelry in boxes on shelf.
2. The children may take turns buying and selling jewelry.
3. Display related pictures nearby.

### Clothing Store

1. Take "dress-ups" and place on hangers on clothes rack.
2. Clothing may also be folded and placed on "shelves" or in drawers.
3. The children may take turns buying and selling the clothing.
4. Display related pictures.

### Doctor

1. Set up near doll corner or in secluded area.
2. The children can take turns being "doctor"

---

<table>
<thead>
<tr>
<th>Jewelry Store</th>
<th>1. Old jewelry</th>
<th>1. Real stethoscope</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Jewelry boxes</td>
<td>2. Gauze</td>
</tr>
<tr>
<td></td>
<td>3. Sales slips</td>
<td>3. Bandaids and tape</td>
</tr>
<tr>
<td></td>
<td>4. Bags</td>
<td>4. Rags for bandages</td>
</tr>
<tr>
<td></td>
<td>5. &quot;Money&quot; and cash register</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Pencils</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Table and shelves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Pictures of jewelry</td>
<td></td>
</tr>
</tbody>
</table>
and "patient" or they may use dolls as patients.

3. Provide table for "doctor" to use as desk and "bed" for "patient".

4. Use related pictures nearby.

5. Doctor's and nurse's clothes (dressups)

6. Beds and dolls (unless children want to be patients).

7. Paper and pencils

8. Telephone

9. Table

10. Small suitcase or shelves for "medical supplies."

11. Pictures
    A. Doctors and nurses
    B. Medical scenes

Office

1. Enclose an area of the playroom.

2. Use small table for desk.

3. Provide other materials usually found in an office.

4. Display related pictures and books nearby.

5. Table

6. Pencils

7. Paper

8. Rubber stamp and ink pad

9. Telephone

10. Pictures (people working in different types of offices.)

11. Pictures
    A. Doctors and nurses
    B. Medical scenes

Restaurant

1. Set up small tables and chairs in secluded area.

2. Pictures of food pasted on paper may substitute for menus.

3. Cut out pictures of food may also be used for "actual food."

4. Same idea may be applied outside in relation to tricycles and drive-in restaurants.

5. The children may take turns being waiter, waitress and patrons.

6. Use related pictures.

7. "Menus" (paper with food pictures on each)

8. Pencil

9. Empty boxes or pictures of food

10. Pictures
    A. Restaurant scenes
    B. Food
    C. Cooks
    D. Waitresses,
    (continued on next page.)
Combine dramatic play with block play

1. Arrange blocks in a simple, basic way to suggest dramatic play and also to stimulate other building (adding on to the basic structure or starting a new one).
2. Blocks may be stacked nearby on the floor as a means of suggesting their use in the dramatic play.
3. Have block accessories nearby (preferably on shelves in block corner).
4. Put up related pictures in block corner.
5. Some themes are as follows:
   A. An airport
   B. A farm
   C. Cars and trucks
   D. Boats
   E. Trains
   F. A zoo

D. Creative Dramatics

Children play out their experiences, their feelings, their ideas in movement and rhythm, at times accompanied with music or rhythm instruments. Creative movement comes out of the experiences and imagination. Later, words are added to the movement. As children are encouraged to observe the world around them, they will interpret these experiences with greater feeling.

1. Large free movements are suggested by:
   "Stretch to reach the clouds"
   "Jump over the creek"
   "Run and catch the ball"
2. The use of the senses are suggested by:
   "Feel the sun"
   "See the clouds"
"Listen to the birds"
"Smell the roses"
"Taste the ripe cherry"

3. The feelings of people and animals are suggested by these endings of stories:
   "The fireman worked all night."
   "John was so excited! He had a new baby brother."
   "There was so much traffic, Mary was afraid to start across the street."
   "I get very angry when Jim takes my ball."
   "I heard a noise, I thought it was a knock, but it was only the wind."
   "The dog's feelings were hurt when the child pushed him aside."

4. Feelings of familiar story characters are suggested by:
   "Show how Little Red Riding Hood felt when ————"
   "Show how Peter Rabbit felt when ————"

5. Make a collection of "feel" materials -- fabrics, fur, sandpaper, feathers, etc.
   a. Let each child feel one of the items.
   b. Have him describe his experience in words or movement.
   c. A story may grow out of these expressions.

6. Take a walk outdoors, observing carefully.
   a. In the room, the children will mention something they saw, and all the children will express their feelings in movement or words.
   b. Sit down and have children express their experience through movement, music, art, words, or through story or poem (their choice).
   c. Take the suggestions children make. Small groups may respond.

1. Jane watched the snow fall on the sidewalk. She suggested, "Let's be snowflakes — coming down, down, down!"

More Information:


dramatics. Folk Carols for Young Actors. 1962. Folk Ballads for Young Actors.
1962.

Records of singing games are available from Folkways Children’s Records, Bowmar
Records, and other companies.

ment of Education. Lincoln, Nebraska.


Chapter 17.

Movement Exploration

"Movement exploration" is a discovery approach to the teaching of body movements.
It is a way in which children can create and discover the many ways in which their
bodies are able to move. The emphasis in movement exploration, therefore, is on what
is happening to the child, rather than on how well they perform.

All children follow a general basic growth pattern, but at their own individual rates.
Children of any given age will display varying levels of maturity and various stages of
growth.

Each child should have the opportunity for self-expression. The self is the focal point
and remains as such throughout the process of exploring. It is what the child thinks,
feels, sees, and expresses, in terms of himself, and in his own way. The child deals with
both feelings and concepts which must be “said” by him through body movements, in
forms of expression which are his very own.

A. Various Aspects of Body Movement

1. How the body moves
   a. Speed (time) of fast or slow
      movement

Examples

Pretend you are throwing
a ball. Throw it fast.
Throw it slowly. Move as
fast as you can. Move
slowly, a little faster,
very fast. (Accompany
with drum.)
b. Strength (force) of movement
   heavy or light
   Move as if you were very heavy. Lift something light. Push an empty box, a box full of sand.

c. Direction of movement
   straight or twisted or flexible
   Move in a curved line, in a straight line.

d. Control (flow) of movement
   smooth or jerky
   Swing one part of your body. Swing two parts. Swing your whole body. Move your hand in a smooth, steady way. Move this way with the music. Kneel on the floor. What different ways can you move the rest of you?

2. Where the body moves
   a. Personal space
      space around child while standing in same place
      Find your own space on the floor where you won’t touch anyone else. Make yourself as wide as you can. Now reach out and see how high you can become. Make the smallest shape you can.

   b. General space
      space available to the group
      Find a space where you won’t touch anyone else. Move ————.

   c. How the body can move in space
      personal space
      up or down
      Jump as high as you can. Skip forward.
      general space
      forward, backward, sideward, diagonal
      what are the ways in which you can move close to the ground?
      level
      high, low, in between
3. What the body moves
   a. Actions while standing in the same place: twist, stretch, swing, push, fall, turn, bend, lift, pull, shake, bounce, combinations of any of these movements
   b. Actions while moving through space: walk, jump, leap, slide, run, hop, skip, gallop, combination of any of these movements

4. With whom or what the body moves
   a. May work alone — each may move in his own way
   b. Child may work with partner
   c. Child may work with a small group
   d. Child may use equipment — ball, scarf, stick, rope, hoop, etc.

B. Role of the Adult

1. The adult sets the situation for movement.
   a. A problem is given:
      “We all have arms. What can we do with them?”
      “Move your right leg. How many different ways can you move your right leg?”
2. Children try to solve the problem in different ways.
3. Adult encourages children with positive comments.
   "You discovered more than one way to move your arms. Good."
   "John thought of a way to move his arms that I had not thought about."
4. Another problem is given by taking clues from children.
   "You used your legs to walk and run. What other movements can your legs make?"
   "Sit down. Each of us will show one movement we discovered. Why is John's gallop so good?"
5. Suggestions for the teacher.
   a. Let each child find his own way of moving. Do not demonstrate.
   b. Repeat problems. Children love to do the things they know.
   c. After children have had a chance to explore the movement, use rhythm instruments with the movement.
   d. Encourage original movements.
   e. Do not expect all children to make the same movements. Accept the efforts of the clumsy and timid child.
   f. Be willing to experiment with movement.
   g. Have children find a space that does not interfere with anyone else.

C. Suggested Movement Experiences

1. Fundamental Movements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>Walk forward quietly, and as gracefully as possible. Keep the body erect and the chin in.</td>
</tr>
<tr>
<td>Balancing</td>
<td>Walk on the wide side of the balance beam, then on the narrow side, balancing the body easily.</td>
</tr>
<tr>
<td>Marching</td>
<td>Walk in a stately manner.</td>
</tr>
<tr>
<td>Skipping</td>
<td>Step on the left foot, hop on it, and step on the right foot. Repeat by beginning with the right foot.</td>
</tr>
<tr>
<td>Running</td>
<td>Use the arms to gain momentum and for balance. Bring the knees high off the floor.</td>
</tr>
</tbody>
</table>
Tiptoeing
Keep toes pointed while walking.

Tiptoeing while Running
Keep toes pointed while running.

Galloping
Run slowly with high step, always leading with the same foot. Move the arms rhythmically to represent front legs.

Trotting
Run smoothly and lift the knees slightly. Move the arms rhythmically to represent front legs.

Running and Hopping
Take 4 running steps, then 3 hopping steps, and then repeat.

Running and Stopping
Take small running steps, stand still, and then repeat.

Jumping
Jump up with ease. Bring heels high, and land lightly on balls of feet.

Sliding
Slide forward with the left foot, and bring the right foot up to it. Slide forward with the right foot, and bring the left foot up to it. Slide backwards and to the left and right sides in this manner.

Bending
Bend at the waist forward, backward, and from side to side.

Shaking
Shake the arms and legs, whole body.

Gliding
Bend and straighten out the trunk, as you walk forward. Bob the head up and down gradually.

Stretching
Raise the arms up high while stretching the trunk and legs.

2. Creative or Interpretative Variations to Fundamental Movements.

Walk:
as if carrying a package
like mother
like father
with baby steps
in place
as if going up a stairway
March:
like soldiers
slow
fast
in place

Skip:
in a straight line
in a circle
like with a partner
in a singing game
Run:
like a baby
like a baseball player
like an old lady
as if tired
to get out of the rain
to tag a classmate
Gallop:  like a farm work horse
        like a cowboy’s horse
        like a horse in the circus
        like a race horse
        like a tired horse

Glide:  as if skating on ice
        as if roller skating
        like a bird

Fly:    like a kite
        like an airplane
        like a bird

Twist and like a top
Turn:   like an electric fan
         like snowflakes

Push and as if raking leaves
Pull:   as if using a lawn mower
         as if using a saw

Strike: like hammering a nail
         like beating a drum
         like chopping down a tree

Stretch: like a cat or lion
          to catch a ball thrown high
          to pick fruit high on a tree

Clap:   as if to a funny joke
        as if catching a fly

Climb:  as if climbing a ladder
         as if climbing over a fence
         as if getting onto a bus

Run and like a frog
Hop:    as if you have a sore foot
        like a rabbit

Bend:   as if picking flowers
         as if picking up marbles off
         the ground

Jump:   like a grasshopper
        like a bouncing ball
        over small stones
        over a mud puddle

3. Creative or Interpretative Movements — Animals.
   Children interpret animals in their own way.
   
   Elephant        Rabbit
   Galloping Horse  Worm
   Camel           Chicken
   Lion            Duck
   Cat             Turkey
   Dog             Fish
   Bird            Monkey

4. Creative or Interpretative Movements — Mechanical.
   Children will decide how they will interpret these. Each one may be different.
   
   Clock         Riding a Tricycle
   Watch         Top
   Train         Washing Machine
   Walking Doll (for girls) or Airplane Warming Up
   Toy Soldier (for boys)     Airplane Taking Off
   Driving a Car            Airplane Landing
   Lawn sprinkler            Think of others
5. **Creative or Interpretative Movements — Miscellaneous.**

Children will suggest many others. Each child will move in a different way.

- Rowing
- See-Saw
- Barbecue Fireplace Smoke
- Hanging the Clothes on Line
- Painting
- Playing the Piano
- Playing Ball
- Jumping Rope
- Raking Leaves
- Waving Flag
- Waves
- Picking Fruit
- Climbing a Ladder
- Ice Skating
- Clown

**More Information:**


Kirchner, Glenn, J. Cunningham, E. Warrell. *Introduction to Movement Education.* Wm. C. Brown, 1970.


Learning Experiences —

Language And Communication

*The knowledge of the world is only to be acquired in the world, not in a closet.*

—Philip Dormer Stanhope, Earl of Chesterfield
The language children bring is influenced by the language they absorb in the home and by the kinds of experiences provided by the family setting. Adults who are acquainted with the parents and the home environment will be in a position to understand the background of the child's language. The adults may learn about the child's general maturity, his ability to coordinate the muscles needed for speaking and listening, the language heard at home, opportunity to talk, experiences in visiting places in the community, and of his opportunity to hear stories and poems.

Talking, listening and awareness of the use of symbols are used together in many ways during the day. The adult who is alert to each child's needs for communicating with others will be able to provide an atmosphere for growing in language. Hearing stories and poems will help children enjoy the language of others and expand their own language.

A. Outcomes

The children will:
1. Understand other children and adults.
2. Use language to communicate with others.
4. Present ideas through oral language and listen to the ideas of others.
5. Enjoy hearing stories and poems.
6. Repeat spontaneously favorite stories and poems.
7. Create their own stories and poems.

B. Developmental Sequence

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding everyday language</td>
<td>Understanding a greater variety of words</td>
<td>Being interested in words and word meanings, and asking questions to gain information.</td>
</tr>
<tr>
<td>2. Speaking a short sentence of key words</td>
<td>Imitating more complex language of adults</td>
<td>Spontaneous speaking in complete sentences.</td>
</tr>
<tr>
<td>3. Carrying on a monologue</td>
<td>Carrying on a collective monologue (each child talking to himself with occasional exchange of conversation)</td>
<td>Using language for communication and learning.</td>
</tr>
</tbody>
</table>
C. Communication Skills

1. Listening

Children learn through working with materials at school and at home. The teacher’s role is one of guiding them, listening to them, answering their questions, and providing a stimulating environment. In such an atmosphere, children are not required to listen for long periods of time. They will learn the value of listening when it is important to do so.

a. What a Child Does When He Listens.

Recognizes sounds and words he hears.

Puts meaning into the sounds and words he has heard.

Reacts to the words on the basis of his own experiences.

b. Why Children Do Not Listen.

Do not hear well.

Too many distractions.

Adult talks too much and too long.

Do not give attention to speaker.

Do not understand what is being said.

Too much noise.

Can't sit still that long.

What the Adult Can Do

Arrange for examination of a child’s hearing.

Talk with a child where there are few distractions.

Talk for a short period at a time.

Say only what is necessary.

Give the child time to think and learn by himself.

Get child’s attention before you begin.

Give child a purpose for listening.

Have something of interest to say.

Be an example of a listener when the child talks.

Do not repeat unnecessarily.

Have a relaxed room atmosphere so children feel free to ask when they don’t understand what is meant.

Provide a real experience that will help the child understand the concept. Learn the concept by doing.

Go to the child, look at him, and speak in a quiet, distinct voice.

Give children a chance to move, they are active.
Work with individual children or small groups for short periods.

Give children freedom to sit in different ways for different activities that are comfortable to them — as, sitting on the floor.

Feel it is not important. Talk to children about when it is important to listen.

Eliminate talking you do which is not important.

Make children aware of beauty and differences in sounds.

They are talking. Help children understand the courtesy of listening to other children and of taking turns in talking.

c. Normal Activities that Help Children Listen to Learn.

1. Conversation with other children and adults.

2. Following directions — use of equipment, health and safety habits, learning routines.

3. Listening to stories and poems, to a story teller or to a recording.

4. Dramatizations and role playing.

5. Sharing of news and information.

6. Listening to an answer to a question.

7. Listening to stories and poems children have created.

8. Listening to music for enjoyment.


2. Talking

Children begin to talk at different ages. It follows that whether they are three-, four-, or five-years-old, their language development will be at different levels. The adults accept the language the children bring, at whatever level, and give them freedom to talk in order to grow in their use of language. Children learn to talk by talking. In a relaxed classroom atmosphere, children talk and are not afraid to make mistakes. In fact, they learn through their mistakes.

Good oral language is basic to reading. A child who has had many experiences and field trips, with a chance to talk to others about his experiences, will have added many new words to his vocabulary. He will understand them because he
has experienced the meaning — as a large tractor, a dark cloud, a noisy machine, and so on. If a child talks about it before he reads it, we are simplifying the process for him. More attention to a child’s language development and less to some work-sheet activities commonly included in the program, will result in making reading easier and more fun for more children.

a. How adults encourage language development.
   1. Be prepared for the session so you have time to talk with the children.
   2. Greet children with a cheery “Good Morning” or “Good Afternoon” and then visit with them — don’t do all the talking.
   3. Listen when children talk to you and give them your full attention so they feel that what they say is important to you.
   4. Use a relaxed voice (quiet, pleasant, low-pitched) to make children feel relaxed.
   5. Be courteous to each child — treat mistakes as a way of learning.
   6. Set a good example in language because the children will imitate you.
   7. Permit children to talk to each other during most of the day — exception may be music (but children will sing and move to the rhythm), storytime (but children will react with language and movement), conversation time, and rest time.
   8. Add words to children’s speaking vocabulary by using words that relate to group experiences, having things in the room that are new to your children, and encouraging children to know when they have added a new word.
   9. Record growth in language development for each child to remind you of his progress.

b. Activities which build language and understanding of language.
   1. All parts of the program give a chance to use language:
      - play: dramatic play
      - art: talking about the world
      - music: conversation and news sharing time
      - field trips: building with blocks
      - science: making up stories
      - snack time
   2. Sensory experiences — experience and describe with words.
      - See: shape, size, color, pictures, sky, etc.
      - Hear: sounds in the neighborhood, sounds at school, sounds in music, sounds of things in jars, rhyming words, etc.
      - Touch: weight, smooth and rough textures, hot and cold things, etc.
      - Taste: feel the texture with the tongue, sweet, sour, bitter, etc.
      - Smell: paint, paste, flowers, vanilla, rain, something cooking, etc.
3. Field trips and walks to many places in the community, and talking about the experience while there, asking and answering questions, talking about their observation.

4. Collection of big and little (large and small) objects to use for games that develop the concept of big and little.

5. Make a game involving children going up and down stairs to develop the concept of up and down.

6. Feel box or bag — feel an object, describe it, guess what it is.

7. Creating stories or poems individually or as a group.

8. Pictures for the bulletin board of topics that are of interest to children, placed on their eye level, to encourage conversation about the pictures.

9. Collection of magazine pictures of people doing things. Use clues in the pictures to guess what is going on. A picture of someone standing near a table holding knives, forks, and spoons will suggest ————.

10. Tape the stories and poems children tell and let them listen to the tapes.

11. Dictating a story and watching while the adult prints it.

12. Now, add your own ideas. Don’t forget to let children make up their own games, if they wish.

c. Speech

Children who do not pronounce the letters correctly need practice in saying words that repeat the specific sounds the child fails to say distinctly. The book at the end of this section entitled Talking Time contains poems or stories repeating each sound. The adult can select the appropriate selections.

When both parents and teachers pronounce all letters correctly, most children will imitate the examples they hear. The adults at school may have to remind parents of how children learn language. Adults may also speak with children about how the tongue, teeth, and lips are used in talking. Watching themselves in a mirror as they experiment with how the tongue, teeth, and lips are used, may help some children.

Some children may have a physical defect which makes it impossible to pronounce sounds distinctly. If the adult is not certain of the cause of improper speech, a medical examination is desirable. If there is a physical impairment, the physician will suggest proper treatment.

1. What children may know.

Most children will remember the following facts by the time they are six years old. Most of the items will be learned at home.

<table>
<thead>
<tr>
<th>Name (first and last)</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Birth date</td>
</tr>
<tr>
<td>Phone number</td>
<td>Name of parents</td>
</tr>
</tbody>
</table>

(continued on next page.)
3. Symbolization (from talking to symbolization).

Symbols are signs. Road and map symbols give us information for traveling. A B C's, when arranged together, put "talk into symbols." The entire program can prepare children for understanding symbols. Hearing and talking about stories and events, dictating stories, observing likenesses and differences in shapes, grouping toys that go together — these and other activities form a foundation for recognizing letters and words, and understanding them.

a. Experiences which Build Reading Understanding and Reading Skills.19

1. Having leisure and a comfortable atmosphere in which to enjoy books;
2. Having the teacher hold the book so that the group can see the words and the pictures as she reads the text;
3. Having the teacher occasionally run her finger from left to right under the text;
4. Having a chance to supply obvious words in the text;
5. Having chances to listen and react to rhyming words, ("If your name rhymes with pony will you be next to go to work?");
6. Having chances to listen and react to words that start with the same sound, ("If you think of a word that starts like hamster, will you stand up?");
7. Having name cards used for roll call, dismissal, and grouping;
8. Playing lotto and other matching games involving visual discrimination;
9. Using molded, felt, or other letters to spell out words and ideas;
10. Searching through magazines and picture files for pictures bearing on a particular interest (i.e., white flowers, furred animals, airplanes, men wearing different kinds of caps or uniforms, traffic signals, and so on);
11. Searching through magazines or picture files to find pictures of objects that start with certain letters (i.e., soup, sailboat, sock, saw, and so on);
12. Bringing in books bearing on current interests or just to share with the group;
13. Sorting and matching such things as crayons, colored papers, blocks, beads, and so on);
14. Noting similarities in printed names (i.e., Jimmy-Timmy, Mary-Barry, Nick-Dick).
15. Playing a game which involves reading specific directions before acting (the teacher says: "Billy, will you clap..." then shows a card on which is printed 3 claps; "James, will you step..." then shows a card on which is printed 5 steps).
16. Putting puzzles together.
b. The Foundation for Symbolization and Reading.
   1. A positive self-concept — one that helps a child see himself as one who is liked and who feels he is able to learn because he is working at a success level.
   2. Good physical health, with examination of eyes and ears.
   3. Motor coordination of the large and small muscles, and of the eye and hand together.
   4. Understanding people and places in the community and understanding stories.
   5. Language development that makes it possible for a child to communicate with others.
   6. Responsibility for taking care of himself, for getting materials and putting them away, and for working alone.
   7. Expressing himself freely in art media, movement, and talking.
   8. Social emotional development that enables him to play and work with other children in harmony.
      Matches letters that are the same shape and knows which letters are different.
      Matches beginning and ending sounds of words that are the same, through hearing them.
   10. Classification.
       Groups a collection of objects or pictures that go together (farm, clothes, furniture, things that are alive, etc.)
   11. Interest in Reading.
       Likes to hear and tell stories and poems.
       Selects books often for an activity.
       Reads pictures in books.
       Wants to learn to read.
       Likes to dictate stories.
       Knows that "writing is talk written down".
       Asks "What does that say?"
   12. Language experience approach to symbolization.
       Place art work and dictated story together on the bulletin board. As: Mary said, "The dog is running up the hill."
       The adult prints stories and poems dictated by individual children about their paintings, their experiences, or their imagination.
Children may make a story about a picture they find.
Let children watch you print their stories.
Make books of some of the stories and put in the book center.
Keep a record of how the language of each child grows.

13. Children will:
   Pretend to read their stories to each other.
   Learn left to right progression.
   Learn top to bottom progression.
   Learn likenesses and differences in shapes of letters.

C. Writing.
Coordination of the small hand muscles with the eye and mind are needed for writing. Work with manipulative equipment and art media are excellent experiences for practice in coordinating the small muscles.

1. Opportunities for developing dexterity and coordination (pre-writing skills). 20

There are many materials and many experimental or guided experiences in the kindergarten program that provide opportunities for children to develop finger dexterity and eye-hand coordination. The following list, though long, includes but a few of the many experiences which might be thought of as helping children develop skills essential to being able to write:

   Finger painting and brush painting;
   Drawing on paper and on the chalkboard;
   Pasting; Cutting and tearing paper; Picking up or picking out nails;
   Hammering and screwing;
   Lacing shoes and tying knots and bows on shoes or on work aprons;
   Buttoning and unbuttoning, zipping and unzipping, snapping and unsnapping, hooking and unhooking fastenings on their own clothes, on doll clothes, or on costume clothes;
   Picking up and sorting out such things as seeds, spilled pins, thumbtacks, or other small items;
   Modeling with clay or other media;
   Turning the pages of books;
   Picking out tunes on the piano;
   Operating the record-player;
   Operating the clips which hold paper on the easel;
   Washing paintbrushes;
   Manipulating such play materials as small interlocking or snap blocks;
   Using a paper punch;
Manipulating pegs, form insets, puzzles, and beads;
Handling cards for matching games;
Posting pictures with thumbtacks or pins;
Arranging figures on the feltboard;
Handling, manipulating, and even spelling out words with molded form letters.

d. What to do if —

- a child wants to print his name help him print it correctly when he requests it and quit the activity when he is tired or loses interest
- parents want to help their child learn to print his name give parents a copy of the letters with directions of how to print them correctly and explain that they help the child only when he requests it
- a child comes to kindergarten knowing how to read keep the interest going by having the child read to you individually occasionally, and helping parents provide books at home that he can read

4. Interrelating language and other areas of the program.

Cooking activity — Baking Cookies

Children participate in small groups.

Language — 4 or 5 children in a group interact constantly, describing the process, asking questions.

Science and social science —
- discuss ingredients how they were processed
- what the ingredients are how they were transported to the store
- how they grew

Mathematics — measuring ingredients
- oven temperature
- how long to bake the cookies

Pre-reading — sequence of recipe followed
- watch recipe being printed (left-right, top-bottom)
- shapes of letters
- symbols tell us what to do

Sensory — see ingredients separate, when mixed, when baked
- feel dough and cookies
- smell ingredients, cookies baking
hear mixing, scraping pan, oven door, other children
taste ingredients separately, the dough, the cookies

Music
children may suggest a song, rhythm, poetry, or story they
know that expresses the experience or their feeling.

Story

Poetry

5. Equipment for language development.

Starred items (*) especially for kindergarten children.

Chalkboard and chalk.
Two real telephones, hooked up.
*Typewriter
Catalogs and magazines for pictures.
*TWO sets of letters of each type to feel, handle, see, match —
  large letters of wood or plastic
  felt letters and flannel board or magnetic letters with magnetic board
  printed letters to feel (suede paper, fabric, bias tape, etc.)
  printed letters on a card

Printing set of letters.

Puzzles
*TWO identical books of a familiar story, taken apart, to arrange in sequence.

A B C Books

Different kinds of things for drawing — crayon, felt-tip pens.

Listening center with ear phones for recordings and tapes of stories and poems.

Viewing center for seeing filmstrips and slides.

Sensory items to feel, taste, see, hear, smell — and to use in language
development.

Collection of pictures of many different activities.

Lotto games of pictures.

*Lotto games of letters.

Collection of objects and pictures for classifying.

*Collection of pairs of objects (1) that rhyme, and (2) that begin with the
  same sound.

*Easy books for children who read.

6. Games

Games can be an effective way to learn. They motivate children. Keep the
groups small so that children don’t waste time waiting. While an adult plays a
game with one group, the other children are engaged in other activities. Once
the children know the game, they will often form their own group, organize
the game, and play by themselves.
a. Hearing Games, Seeing and Observing Games, Games of Touch, and Mental-Gymnastic Games in Chapter 16 of Foster and Headley's *Education in the Kindergarten*.

b. Games that Involve a Stretch of the Imagination

Wolff, Janet. E. P. Dutton

Let's Imagine Sounds. 1962.

More Information:


D. Literature and Poetry

Children need many things for growth. They grow through books — not for the results that can be measured in inches or pounds, but for growth in understanding a complex environment, of self-acceptance and acceptance of others, growth in confidence that comes of a conquest over irrational fear, growth in the capacity for laughter. Alice V. Borden, University of British Columbia.

1. Values of Stories and Poems.
   a. Enjoy the artistic language of others.
   b. Build a background of stories and poems.
   c. Build vocabulary and meanings of language.
   d. Provide information children want.
   e. Learn that books tell about interesting things.
   f. Learn to use and handle books properly.
   g. Develop the desire to learn to read the books.
2. **Enjoyment of Books.**
   a. **Individual enjoyment of books.**
      1. Encourage children to look at books by themselves.
      2. Join a child, at times, to — listen to his comments
         — talk about the pictures
         — read parts in which he is interested.
      3. Teach children how to care for books.
   b. **Group enjoyment of books.**
      1. Plan a group time each day.
      2. Encourage children to participate, but do not insist on it.
      3. Keep the group for younger children small — from 4 to 8 children.

3. **Selection of Books.**
   a. Select stories that have a plot in which there is action; for example, telling what people did and what they said.
   b. Select books that have quality illustrations.
      1. Clear and bright in color.
      2. Illustration of one idea at a time.
      3. Complete illustrations rather than parts of figures or objects that relate directly to the story.
      4. Sufficient pictures so children can retell the story to each other.
   c. Select stories that have repetition to hold children’s interests —
      repetition with added facts or characters.
      repetition of rhymes or refrains.
   d. Select books mainly for enjoyment.
   e. Select stories and poems suited to children’s age and interests.
      Three-year-old: stories about things which could happen to him. stories about things which are familiar to him. pictures that are simple, clear and realistic. a few sentences on a page.
      Four-year-old: add short and simple stories of fancy.
      Five-year-old: add stories that take him beyond the here and now, stories that give him more information.

4. **Topics Children Enjoy.**
   Mother Goose, children, animals, kinds of people around them, toys, nature, imaginary adventure of animals, children, and machines; information about the world, its people, plants, machines; simple folk tales, and modern stories with a pattern similar to folk tales.
Do not select stories involving cruelty, trickery or pain, or stories involving too
great a fantasy.

5. Presenting Stories and Poems.
   a. Advantages of telling stories.
      1. Establish a happy relationship between adult and child.
      2. Be free to enjoy the story.
      3. Watch the audience and follow its mood.
      4. Use body, eyes, and voice in expression.
      5. Have close relationship with audience.
      6. Help audience appreciate a story because it is your own.
      7. Help children use their imagination to enjoy the sounds of language and
         the sequence of the story without interference of a book.
   b. Suggestions for telling or reading stories.
      1. Use stories you enjoy so you can feel the story. Children can then
         identify themselves with the story more easily.
      2. Know your story — the characters, sequence of events, and good
         beginning and ending sentences.
      3. Memorize original and beautiful rhymes, repeated phrases, important
         conversation.
      4. Arrange the children close to you, in the direct range of your eye, with
         their backs to the light.
      5. Keep their attention by telling it well.
      6. Present the story simply, directly, and with feeling.
      7. Speak in a clear, quiet voice.
      8. Conclude rapidly if children are not interested in a particular story.
      9. Hold the book in one place so that all children can see the pictures.
     10. Accept children’s reactions to the story.
   c. Suggestions for using poetry.
      1. Give children a chance to listen to poetry.
      2. Ask them to join you (or a recording) in saying the poem.
      3. Repeat familiar poems often.
         Use a poem to illustrate an experience. Example: Say the poem
         about snow when it is snowing.
      4. Repeat the poems children like.
      5. Dramatize or pantomime suitable poems.
      6. Select poems —
         With a story content.
That put children's experience into rhyme.
That express a mood.
That have a holiday theme.
That are humorous, also include nonsense jingles.

See pages 106-122 Creative Dramatics for dramatic activities with stories and poems.

6. Equipment
   a. Area away from noisy areas.
   b. Area that is inviting and attractive.
   c. Rocker, chairs with pillows, table may be added.
   d. Rug or blanket with pillow for enjoying books on the floor.
   e. Rack of tiers to display books so they can be spread out.
   f. Collection of books on a variety of topics, in good repair.
   g. Stories and poems on filmstrips with records.
   h. Recordings of stories and poems.
   i. Flannelboard or magnetic board with story and poetry characters.
   j. Puzzles depicting familiar storybook characters.

7. Some Books for Children.
   The purpose of the brief list of books is to help you begin a program of literature. Your local librarian will have lists of additional books. The addresses of the American Library Association and Bank Street College are included in this guide. Write for lists of books. All the books in the bibliography that deal with all phases of the program include suggestions for books.

   The topic of the book is included in the bibliography for only those titles that do not suggest the topic. Most of the authors in the list have other books that are suitable for ages 3 to 5.

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Brenner, Barbara. Mr. Tall and Mr. Small (Animals) 4-7
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The Winter Noisy Book 3-6
Wait Till the Moon is Full (Animals) 3-6
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Brown, Myra Berry. Birthday Boy 4-7
Company’s Coming for Dinner
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Bryan, Dorothy & Marguerite. There was Tammy (Dog) 3-6
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Grandmother and I 3-7
Burton, Virginia L. Katy and the Big Snow 5-8
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<td>Pyne, Mabel.</td>
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<td>Reit, Seymour.</td>
<td>Where's Willie (Kitten, humor)</td>
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<td>Ressner, Phil.</td>
<td>Dudley Pippin (Real and imaginative adventure)</td>
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<td>Rey, H. A.</td>
<td>Anybody at Home?</td>
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<td>(Animals)</td>
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<td>Curious George (Animals)</td>
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<td>Feed the Animals</td>
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<td>Where's My Baby (Animals)</td>
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<td>Schlein, Miriam.</td>
<td>Big Lion, Little Lion</td>
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<td>Schneider, Nina.</td>
<td>While Susie Sleeps</td>
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<td>Scott, Ann Herbert.</td>
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<td>Author</td>
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<td>Seuss, Dr. (Pseud.-Geisel, Theodore)</td>
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<td>Shortall, Leonard.</td>
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<td>Skaar, Grace.</td>
<td>My Very Little Dog</td>
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<td>Slobodkin, Florence &amp; Louis.</td>
<td>Too Many Mittens</td>
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<td>Sonnerborn, Ruth.</td>
<td>The Lollipop Party</td>
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<td>Stover, JoAnn.</td>
<td>If Everybody Did</td>
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<td>Tresselt, Alvin.</td>
<td>Hi! Mr. Robbin!</td>
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<td>Rain Drop Splash</td>
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<td>White Snow Bright Snow</td>
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<td>Udry.</td>
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<td>Walsh, Joan.</td>
<td>Look Out the Window</td>
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<td>Woodcock, Louise.</td>
<td>The Smart Little Kitty</td>
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<td>Wright, Ethel.</td>
<td>Saturday Walk</td>
<td>5-7</td>
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<td>Yashima, Nitsu &amp; Taro.</td>
<td>Umbrella (Japanese girl)</td>
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<td>Zaffo, George J.</td>
<td>The Big Book of Airplanes</td>
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<td>The Big Book of Real Boats</td>
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<td>The Big Book of Real Building and Wrecking Machines</td>
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<td>The Big Book of Real Helicopters</td>
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<td>The Big Book of Real Trucks</td>
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<td>Giant Nursery Book of Things that Go</td>
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<td>Ziner, Fennie.</td>
<td>Counting Carnival</td>
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Harry the Dirty Dog 4-7
Harry by the Sea 4-7
No Roses for Harry 4-7
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If It Weren't For You 4-8
(Being a big brother)
Sleep Book (Animals) 3-5
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The Night Mother Was 3-6
Away

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Association for Childhood Education International
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Told Under the Green Umbrella, 1930 Old favorite stories
Told Under the Magic Umbrella, 1939 Modern fanciful tales

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Mitchell, Lucy Sprague — E. P. Dutton

Another Here and Now Story Book, 1937 For ages 5 to 8
Believe and Make Believe, 1956 For ages 3 to 7
Here and Now Story Book, 1948 For ages 2 to 7. Stories and poems about the world that is close to children.

Poetry Collections

Aldis, Dorothy. All Together, Putnam, 1952

Arbuthnot, May Hill. Time for Poetry. Scott, Foresman, 1961 All ages

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Learning Experiences —

Number Relationships

'Tis education forms the common mind: Just as the twig is bent the tree's inclined.

—Alexander Pope
LEARNING EXPERIENCES – NUMBER RELATIONSHIPS

Concepts dealing with numbers and spatial relationships are introduced through carefully selected materials. These manipulative materials allow children to see the ideas, to work with the ideas, and to learn many of them independently. Incidental use of numbers in everyday activities is another way of learning — counting napkins for each child, comparing the size of things in the room, dramatizing the story of the three Billy Goats, plus many other opportunities. Numbers are needed and talked about throughout the day. The adults will listen and observe to keep a record of the number concepts a specific child learns.

The three-year-olds learn number relationships through their everyday play activities.

A. Outcomes

The children will:
1. Become aware of the use of numbers in everyday life.
2. Use numbers and number concepts in their activities.
3. Solve many problems that occur in their daily play activities.
4. Use language related to numbers when needed.
5. Gain information they need by using number concepts.

B. Developmental Sequence

From | To | To
--- | --- | ---
1. Observing number relationships while working with materials | Talking about the number relationships as they work with materials and have experiences | Understanding simple number relationships.
2. Guessing or making a judgment about a number concept or solution to a problem | Experimenting with materials that suggest the concept or solution | Making a judgment on the basis of an experience.
3. Using numbers and number language in play with little meaning | Using numbers and number language in play with understanding some of the time | Using numbers and number language as needed with understanding.

C. How Children Learn Number Relationships

Children learn number relationships by experiences with materials that develop these understandings and by using numbers in their daily activities. Special times need not be set aside for learning about numbers.
1. The children learn number relationships by —
   a. Hearing adults use number language and number concepts.
   b. Playing with the materials that help them learn about numbers.
   c. Discovering number ideas by themselves through experimenting and exploring.
   d. Talking to other children or to an adult about their discovery.
   e. Asking someone to help them when they need a number fact or idea.

2. The adult will —
   a. Talk about number relationships as they correlate with an activity.
   b. Use many opportunities incidentally to show how numbers are used.
   c. Provide appropriate materials and equipment in order to stimulate discovery of number relationships.
   d. Show a child how to use the materials.
   e. Help a child with a number concept he wants to use.
      Each child will be at his level of learning.
      The adult expects to help different children with different concepts.
   f. Realize that pre-reading skills and number relationships are often used together in other parts of the program; as, social studies, science, etc.
   g. Know that the children will remember the concepts they discover.
   h. Expect children to repeat activities often after they begin to understand a number concept.
   i. Take clues from the children to bring in other materials and activities.
   j. Record the number concepts she observes that individual children have learned.
   k. Plan real experiences that include exposure to number concepts; as field trips.

D. Number Concepts

1. Number Language
   Use of words related to size, shape, capacity, distance, also for each concept that follows.
   Use words to describe a number concept that relates to what is happening; as, “Billy is taller than Sue.”
   Other words: tall-short, dark-light, fast-slow, more-less, big-little, high-low, early-late, near-far, etc.
2. Measurement

Time
Clock time associated with an activity.
Sequence — morning, noon, evening.
Calendar

Temperature

Weight

Length

Size

3. Space Relations

Awareness of body in space.
Moving in space without fear of being lost.

Directions
North, south, east, west
Left-right

Distance

4. Money

Beginning knowledge of coins.

5. Quantity

Counting by rote.
One-to-one relationship.

At times, say the time associated with an activity; as, “It is 11:30. This means it is time to go home.” Or, “A new month begins today. It is ————.”

Encourage children to read the indoor and outdoor thermometers (real ones placed at a height children can see).

Guess which of two items in the room is heavier. Check on the balance scale.

Make a collection of a pair of items (paper strips, pencils, spoons, etc.), one short, one long. Children may sort these into two groups, the long and the short group.

Arrange a group of blocks from small to large, or narrow to wide.

Use of landmarks, address, phone number, policeman, signs.

Knowledge of school facilities.

Use directions in activities when appropriate.

Judge distance to a specific place and length of time to get there. Compare height of wagon to shelf. Check judgment.

Go to a grocery store. Have each child select an item he likes. Make a list of the items and prices. Use this information to set up a small store in school. Empty cartons may be supplied by the children.

Sing the song, “Ten Little Indians”. Check if there is one cookie for each child.
Counting to find the total number in a group.

Order and sequence.

Ordinals — first, second, next, last.

Recognizing the numerals.
How many numerals depends on each child.

E. Other Number Activities

1. Compare the school and surrounding area with an aerial photograph.

2. Make a collection of toys to arrange —
   By the speed they can move — slow to fast: child walking, horse, tricycle, car, airplane, space ship.

3. Estimate and observe on a walking trip —
   What direction you are walking, how long it takes, how far you are walking, where things are in relation to your body, what number language is used to describe observation.

4. Keep a record of how much a plant grows each day.

5. Buy ingredients at store for a cooking and tasting experience or bring money for a field trip or a party.

6. Counting and one-to-one relationships —
   Snack and napkin for each child.
   Number of birthdays of children in one month.
   Number of times a child rings a bell or bounces a ball.
   Blocks used in a building.
   Grouping a collection of toy animals by number of feet, number in each group.

7. Make a personal number book for each child. Include address, phone number, birthdate, age, height, weight, shoe size and so on.

8. Observe how things look close and far away.

9. Judge how long it will take to walk to a certain place and back. Walk the distance and check the "guess."
10. Predict and check by doing it.
   How much space is needed to get through on the tricycle.
   How high a child has to lift his feet to get on the climber.
   How many blocks are needed to balance the board.
   How much space is needed on the shelf for a certain toy.
   How much water or corn meal a container will hold.

11. Science walk —
   Plan the walk, draw a map of the route, walk the route, compare your route with the map, talk about the relation of where children are and what they see.

12. Observe the location of the sun at noon, the length and direction of the child's shadow in the morning or afternoon.

13. Have one child ring a bell and another count the number of times. Find the numeral that tells how many times the bell was rung.

14. Have each child who wants to do so, keep his own calendar.

F. Equipment

Scales: a balance scale, access to bathroom scale.
Empty milk cartons — pint, quart, gallon.
Measuring cups: a cup marked with one-half, etc.; set of "individual" cups (1/2, 1/4, 1/3).
Measuring spoons.
Container for water or dry (corn meal, rice, etc.) grains for measuring.
Yardstick and 3 one-foot rulers.
Measuring tape.
Measuring tape on wall to measure height.
Thermometers that work — indoor and outdoor.
Adding machine.
Cash register.
Toy money.
Telephone book.
Dial telephones.
Stop watch, egg timer, stove timer.
Dials: washing machine, TV, radio.
Egg carton.
Numerals 0 to 9 — Large wooden or plastic numerals.
Felt numerals with flannelboard or magnetic numerals with magnetic board.
Numerals on cards to feel (beaded, fabric, suede paper).
Numerals on cards with objects to match.
Collection of several kinds of objects to group and count — empty spools, straws, toothpicks, clothespins, metal washers, etc.
Set of 100 blocks in rows of 10.
Alarm clock.
Geometric form board.
Pegboards and pegs.
Felt or flannel objects and figures, flannelboard.
Simple calendar — preferably for each child.
Toys of graduated sizes — plastic, paper, cake pans.
Collection of pictures — one object, two objects, etc.
Pieces of fabric cut in different shapes and sizes, of different colors, and of different kinds of materials — two sets of each for matching.
Compass.
Number songs, stories, poems, finger plays, games.
Lotto number games.
Unit floor blocks — shape and sizes are proportional.
Cuisenaire rods.
Large dominoes.
Typewriter — large print.

ACTION POEMS

I Have Two Eyes to See With
I have two eyes to see with, I have two ears to hear with,
I have two feet to run. And tongue to say good-day.
I have two hands to wave with, And two red cheeks for you to kiss,
And nose I have but one. And now I'll run away.

Ten Little Soldiers
Ten little soldiers They march to the left
Standing in a row They march to the right
When they see the captain And then they are ready
They bow just so. For a great big fight!
Stars
Here are some stars.
So far away that nobody sees.
They are coming out now.
They are all twinkling.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
(Each finger is a star and twinkles.)

I'm a Rocket
I'm a little rocket      (Child crouches on heels)
Pointing to the moon
4---3--2--1              (Said slowly)
Blast off! Zoom!

Five Little Jack-O-Lanterns
Five little jack-o-lanterns sitting on a gate.
(Hold up one hand with fingers extended)
First one said, "My, it's getting late."
(Point to thumb)
Second one said, "Sh-h-h, I hear a noise"
(Point to index finger then put finger to mouth for Sh-h-h)
Third one said, "Oh, it's just some boys."
(Point to middle finger)
Fourth one said, "They're having fun."
(Point to fourth finger)
Fifth one said, "We'd better run."
(Point to little finger)
The wind blew who-o-o, and out went their lights
(Put hands around mouth for "who-o-o")
And away they all ran on Halloween night.
(Wiggle fingers and put hand behind back)

Five Little Valentines
Five little valentines were having a race.      (Running fingers)
The first little valentine was frilly with lace  (Little finger up)
The second little valentine had a funny face.
The third little valentine said, "I love you."
The fourth little valentine said, "I do too."
The fifth little valentine was sly as a fox,
He ran the fastest to your valentine box.  (Thumb moves over into other hand)
Two Little Apples
Two little apples hanging on the tree (Arms out with hands turned down)
Two little apples smiling at me (Turn hands up)
I shook that tree as hard as I could (Shaking motion)
Down came the apples. Mmmmmmmmmmmmm, were they good (Falling motion. Rub tummy)

Chickadees
Five little chickadees, sitting in a door;
One flew away and then there were four.
Four little chickadees, sitting in a tree;
One flew away and then there were three.
Three little chickadees looking at you;
One flew away and then there were two.
Two little chickadees setting in the sun;
One flew away and then there was one.
One little chickadee sitting all alone;
He flew away and then there was none.

One to Ten
One, two — buckle my shoe,
Three, four — shut the door.
Five, six — pick up sticks,
Seven, eight — lay them straight,
Nine, ten — a big fat hen.

Fishes
Five little fishes swimming in a pool
This one says: "The pool is cool."
This one says: "The pool is deep."
This one says: "I’d like to sleep."
This one says: "I’ll float and dip."
This one says: "I see a ship!"
Fisherman’s boat comes,
Line goes — SPLASH! (Clap hands)
Away our five little fishes dash.
Fire Engine

The children form a long line, facing front. They are each given a number to remember: Usually one, two, three, four. The teacher or a chosen child stands opposite the group and calls interchangeably: Fire Engine No. 1, Fire Engine No. 3, or other number mixing them up frequently. The number called runs across, touches the goal line and returns. Then another number is called. The Chief who calls at times intersperses: Fire Engine No. False Alarm, when nobody is to run. Or Fire Engine No. General Alarm, when all must run. No one catches another. The fun is in the running to put out the fire and home again.

More Information:


Footnotes


8 "Suggestions for Free and Inexpensive Outdoor Equipment" (Greeley, Colorado: compiled by The New Nursery School, Colorado State College and the Colorado Association for the Education of Young Children), p. 8. (Mimeographed.)


12 Ibid., pp. 59-60.


17 *Come Follow Me* (St. Louis, Missouri: Concordia Publishing House, 1966), Poems: The Farmyard, p. 57; Little Brown Seed, p. 58; Song for a Ball-Game, p. 64; The Goblin, p. 77.


BIBLIOGRAPHY

A responsibility of a leader in early childhood education is that of keeping current with new programs, recent research, and new trends in early childhood. In addition to earning college credits, the educator must read the new books and professional journals.

The bibliography provides sources of professional information. Many sources have been listed in previous chapters. The books and pamphlets can be located in college libraries or ordered through local school equipment companies and book stores. They may also be ordered directly from the publisher. Materials from professional organizations are current and inexpensive. Attendance at local, state, and national meetings of professional organizations is also a part of professional growth. Current Journals include information on new books and materials as well as on all topics in early childhood education.
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  *Children’s Books for $1.50 or Less*. 1969.
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  What Are Nursery Schools For? 1963.


**Bank Street College of Education**

Collections of articles:
- *Packet for Parents*
- *Packet for Nursery School Teachers*
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Hochman, V. *Trip Experiences in Early Childhood*

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Some Ways of Distinguishing a Good School or Center for Young Children.

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- *Nutrition, Better Eating For a Head Start.* No. 3
- *Health Services.* No. 2
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- *Social Services* No. 8


Rosenberg, Martha. *It is Fun to Teach Creative Music.* Play Schools Association, 1963.


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PROFESSIONAL JOURNALS

The periodicals will assist you in keeping up with the current developments and thinking in early childhood education.

American Education

Ten issues a year. $7.00 a year.
Timely, readable, authoritative reporting on all aspects of education, including early childhood education.

Childhood Education

Eight issues a year. $6.00 a year.
Provides articles and research on the child from two to twelve-years of age.
Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.

Children

Six issues a year. $1.25 a year.
Inter-professional journal.

Keeping Up With Elementary Education

Four issues a year. $5.00 per year membership includes the journal.
Initiates and speaks out on movements to improve the educational well-being of children. Many articles on early childhood education.
Newsletter: “Early Education”

Merrill-Palmer Quarterly of Behavior and Development

Four issues a year. $8.00 a year.
A broad scope of topics representing the various disciplines, bearing on human development.
Merrill-Palmer Institute, 71 East Ferry Avenue, Detroit, Michigan 48202.
Today's Child

Published monthly. $4.00 a year.

Presents the news and views of the specialist in the child care field.

1225 Broadway, New York City, 10001.

Young Children

Six issues a year. $5.00 a year.

Provides information for the study, interpretation, and improvement of the education and development of young children.

PROFESSIONAL ORGANIZATIONS AND OTHER SOURCES

Pamphlets, leaflets, and some books on the growth and development of young children, on planning early childhood education programs, and on parent-child relationships are available from the following sources. Request list of publications. Prices range from $.05 to approximately $5.00 per copy.

American Library Association. 50 East Huron Street, Chicago, Illinois 60611.
American Toy Institute. 200 Fifth Avenue, New York, New York 10010.
ACEI – Association for Childhood Education International. 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.
Bank Street College of Education. 69 Bank Street, New York, New York 10014.
Child Study Association of America. 9 East 89th Street, New York, New York 10028.
Child Welfare League of America, Inc. 44 East 23rd Street, New York, New York 10010.
ERIC – Clearinghouse on Early Childhood Education. 805 West Pennsylvania Avenue, Urbana, Illinois 61801. Central resource center for research and articles on early childhood.
Merrill Palmer Institute. 71 East Terry Avenue, Detroit, Michigan 48202.
National Book Committee, Inc., One Park Avenue, New York, New York 10016.
National Committee for Day Care of Children, Inc., 44 East 23rd Street, New York, New York 10019.
National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.
National Society for Mental Health, 10 Columbus Circle, New York, New York 10019.
NEA – National Education Association, NEA Center, 1201 16th Street, N.W., Washington, D.C. 20036.
AA-EKNE – American Association of Elementary Kindergarten Nursery Educators.
ASCD – Association for Supervision and Curriculum Development.
Public Affairs Committee, Inc. 381 Park Avenue South, New York, New York 10016.
The Play School Association. 120 West 57th Street, New York, New York 10019.
SOURCES FOR LEARNING MATERIALS

Request Catalog of Early Childhood Materials:

Henkle Audio-Visuals, Inc., 227 North 11th Street, Lincoln, Nebraska 68508.
Playtime Equipment Company, 808 Howard Street, Omaha, Nebraska 68102.
Stephenson School Supply Company, 935 "O" Street, Lincoln, Nebraska 68508.


Bowmar, 622 Rodier Drive, Glendale, California 91201.

CCM School Materials, Inc., 2124 West 82nd Place, Chicago, Illinois 60620.
Childcraft Education Corp., 155 East 23rd St., New York, New York 10010.
Children's Music Center, Inc., 5373 W. Pico Blvd., Los Angeles, California 90019.
Community Playthings, Rifton, New York 12471.
Constructive Playthings, 1040 East 85th Street, Kansas City, Missouri 64131.
Creative Playthings, Inc., Educational Department, Princeton, New Jersey 08540.

Developmental Learning Materials, 3505 N. Ashland Avenue, Chicago, Illinois 60657.

Educational Activities, Inc., P.O. Box 392, Freeport, New York 11520.
Educational Teaching Aids Division, A. Daigger and Company, 159 West Kinzie Street,
Chicago, Illinois 60610.

Folkways Records and Service Corp., 165 W. 46th Street, New York, New York 10036.

General Learning Corporation, Early Learning Division, 3 East 54th Street, New York,
New York 10022.
Greystone Corporation Education Activities Division, 100 Sixth Avenue, New York,
New York 10013. (Recordings)


Teaching Resources, 100 Boylston Street, Boston, Massachusetts 02116.
"The Learning Child" – Learning Materials Center, Responsive Environments
Corporation, Englewood Cliffs, New Jersey 07632.
SOURCES FOR FILMS

Audio-visual department at the University of Nebraska. Instructional Media Center, Extension Division, University of Nebraska, Lincoln, Nebraska 68508.


Films for Early Childhood Education. Annotated list of films for teachers and parents. Addresses for ordering films is included. Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. $.50 a copy.

Modern Talking Picture Service — c/o Modern Sound Pictures, Inc., 1410 Howard Street, Omaha, Nebraska 68102.


Refer also to the publication lists of professional organizations. Some lists include films.
Where to write for information about Nebraska regulations and procedures—

For educational programs, certification of teachers, kindergarten, accreditation, and Follow Through, write to:

State Department of Education  
The Capitol  
Lincoln, Nebraska 68509

For licensing of early childhood centers and day care, write to:

Children and Family Services  
State Department of Welfare  
The Capitol  
Lincoln, Nebraska 68509

For health information and regulations and nutrition, write to:

State Department of Health  
The Capitol  
Lincoln, Nebraska 68509

For Head Start and Parent and Child Centers, write to:

Office of Economic Opportunity  
Technical Assistance Office  
The Capitol  
Lincoln, Nebraska 68509

For Community Coordinated Child Care (4-C) information, write to:

Director of 4-C  
Children and Family Services  
State Department of Welfare  
The Capitol  
Lincoln, Nebraska 68509
DIRECTORY OF PUBLISHERS

Allyn & Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111.
American Book Company, 55 Fifth Avenue, New York, New York 10003.
Appleton-Century-Crofts, 440 Park Avenue, South, New York, New York 10016.
Atherton Press, 70 Fifth Avenue, New York, New York 10011.

Charles A. Bennett Company, Inc., 809 West Detwiler Drive, Peoria, Illinois 61614.
Boston Music Co., 116 Boylston Street, Boston, Massachusetts 02116.
William C. Brown Company, 135 South Locust Street, Dubuque, Iowa 52001.
Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minnesota 55415.

Chandler Publishing Company, 124 Spear Street, San Francisco, California 94105.
Thomas Y. Crowell, 201 Park Avenue, South, New York, New York 10003.

DFA Publishers, 6518 Densmore Avenue, Van Nuys, California 91406.
T.S. Denison & Company, 5100 West 82nd Street, Minneapolis, Minnesota 55431.
Doubleday & Company, Garden City, New York 11531.
E.P. Dutton & Company, 201 Park Avenue, South, New York, New York 10003.


Follett Educational Corporation, 201 North Wells Street, Chicago, Illinois 60606.

General Learning Corporation, Early Learning Division, Morristown, New Jersey 07960.

Harper & Row, 49 East 33rd Street, New York, New York 10016.
D.C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173.
Houghton Mifflin Co., Educational Division, 110 Tremont Street, Boston, Massachusetts 02107.

The Instructor Publications, Inc., Dansville, New York 14437.

Liveright Publishing Corporation, 386 Park Avenue, South, New York, New York 10016.

Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Ohioian Random House, Westminster, Maryland 21157.
Oxford University Press, Educational Division, 200 Madison Avenue, New York, New York 10016.

Penguin Books, Inc., 7110 Ambassador Road, Baltimore, Maryland 21207.

Random House, Inc., Westminster, Maryland 21157.

G. Schirmer, Inc., 609 Fifth Avenue, New York, New York 10017.
Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025.
Charles Scribner's Sons, 597 Fifth Avenue, New York, New York 10017.
Stanford University Press, Stanford, California 94305.

Teachers College Press, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027.

University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637.

Western Publishing Company, 1220 Mound Avenue, Racine, Wisconsin 53404.
Western Reserve University, School of Library Science, 10940 Euclid Avenue,
Cleveland, Ohio 44106.
John Wiley & Sons, 605 Third Avenue, New York, New York 10016.