

CURRICULUM ACTIVITY ASSIGNMENT (Typed/Word Processed)

Submission of this assignment: This can be submitted as an attached document through email or a paper copy can be handed in to the instructor. The three sequence cards must be handed in to the instructor's box in the planning room.

**** By end of first week of class, check center for the supplies that are available. After thoroughly checking and getting approval from lab instructor, write needed supplies on supply list in hallway across from the apron closet at least two weeks before supplies are needed.**

Students may only purchase their own supplies with prior approval in writing from instructor. If approval is given, a maximum dollar amount must be set before the item(s) are purchased. If the student plans to turn in the receipt to the instructor for reimbursement, only the items purchased for the activity may be on the receipt. If a receipt is turned in with other items purchased that are not being utilized for the approved activity, the receipt will be returned without reimbursement.

The activity documentation part of the course is the area in which you will plan (i.e. typed proposal), facilitate, and evaluate one (1) curriculum activity.

Each member of their small group team will select a different activity number below to present to ALL of the children. All activities begin at 9:00 a.m. when the children arrive and continue through free flow for a minimum of one week. In addition to these times, student teachers will present the activity during their small group time.

- 1. Science and/or math activity**
- 2. Cooking activity**
- 3. Art activity**
- 4. Gardening activity**
- 5. Diversity activity**

Part 1:

Type Activity Proposal (1 Total):

Complete a typed/word processed activity proposal for your one activity by computer generating the following information and submitting to your lab instructor for approval. Be sure you are detailed and number each section as noted below.

1. Date activity will be presented to children (Dates will be issued in class, so it is okay to leave this area blank.) Please remember that you will carry out this activity in your small group the week before you present to the entire classroom; the instructor will be viewing and grading your activity during this time.
2. Title of activity such as marble painting art activity or sink and float science activity or cooking tortillas
3. Main goals-minimum four-Type the goal including the actual identification of the domain area (i.e. physical, cognitive, social-emotional, aesthetic, self-help); please select a

minimum of four different domain areas. In one sentence carefully explain how this goal will be met. Here is an example of how you will set up each of the four goals:

- a. **Domain Area:** Cognitive Development/Language Development
First Goal: To develop vocabulary and to recognize numbers one to three.
How the goal will be accomplished: There will be three sequence cards presented for this cooking activity and on each card will be one to two words (i.e. add ingredients, mix, cook) and each card will be numbered from one to three. The teacher will identify the first step, read the words and then encourage the children to follow the first step on the sequence card. This will be repeated for sequence cards numbered two and three.
- b. **Domain Area:**
Second Goal:
How the goal will be accomplished:
- c. **Domain Area:**
Third Goal:
How the goal will be accomplished:
- d. **Domain Area:**
Fourth Goal:
How the goal will be accomplished:

4. Materials needed/list a detailed list/example: wait list, 4 smocks, art sponges to wipe table and tray after each child, bleach for table, four art trays, 4 paintbrushes, 8 containers for paint so each tray has two colors (i.e. primary colors only, red, blue, yellow), one color of construction paper (i.e. blue), drying rack, bucket of warm rinse water, towel), CD player and CD with piano music.
5. Location and set up for activity/example: set up the art activity before 9:00 AM in the upstairs area at the rectangle table near the sink so children can easily wash hands after completing art activity and then move art activity outside to the round table by the sand box during free flow since most of the children play outdoors, one table, 5 chairs (i.e. 4 chairs for children and 1 chair for teacher), hang one smock on each child's chair, place one tray at each child's chair, place one blue construction paper on tray, place two different containers of paint on each tray, place one paint brush on each tray. When activity is moved outside, bring a hand rinsing bucket with a small amount of soap and about 1 inch of warm water, large towel to dry hands, turn on music quietly, keep pad of paper and pen in apron pocket or on a clipboard on the table to write children's names on a wait list as only 4 children at a time will participate.
6. Explain how you will present activity to children/example: when the children arrive in the morning, I will be sitting at the table with the activity already carefully organized and set up. I will smile at the children and invite them to join the activity. As the children sit down, I will invite them to put on a smock and will promptly roll up their sleeves before they begin painting. If the children ask what we are doing, I will share that they get to paint a picture. If other children arrive when all four chairs are filled, then I will tell them that I'm writing their name on the wait list and that I will call them when it's their turn. I won't hurry the children through the activity but allow them time to carefully and thoughtfully spend time working on their painting. When we go to community group time, I will share with all of the children that this activity is available and share that it is moving from the upstairs table to the outdoor table by the sand box during free flow. I will bring one of the children's paintings to community group to share it as I talk about the activity as children typically are more attentive when a prop and information is combined. If I notice that children are not coming to the activity outside, I will look for children who appear to be between activities

and invite them to join rather than interrupting children who are successfully engaging in an activity. Although if a child's name is on the wait list, I will invite that specific child to join the activity even if s/he is engaged in another activity. As I interact with the children, I will move away from praise, which may judge their work (i.e. great job!) to encouragement, which moves away from placing judgment and allows the teacher to be more descriptive and expand the child's vocabulary and focus on learning concepts. For example, I might say, "You're mixing two colors, yellow and red! Now you have the color green? You painted on the whole paper and you added just a touch of yellow above the green!"

7. Describe what the children will do when they arrive/example: children will roll up sleeves, put on a smock and then sit down and can begin painting as the paint, paper, and paint brush will already be carefully set up for each child. If a child refuses to put on a smock or roll up his/her sleeves, I will respectfully explain the purpose and hopefully the child will then want to roll up sleeves and/or put on a smock. At the very minimum, I will try to get the sleeves rolled up with messy, wet activities since it is cold and the child will probably feel better in dry clothes. (If this is a cooking experience, then children will wash hands thoroughly before joining activity.)
8. Describe your expectations of the children/give four different scenarios. Example/(1) some children will want to immediately sit down and paint without a smock and without rolling up sleeves, so the student teacher will need to promptly greet the child and get at least the sleeves rolled up before the child begins to paint (smocks are an option although highly encouraged with the more messy activities); (2) some children will want to watch from a distance and will need some time to observe before beginning to participate; (3) some children will paint for just a couple of moments and some children will want to paint for extended periods of time and even possibly complete more than one painting; (4) some children may want to paint on other children's paper and even take other children's paint containers and may need some help to ensure that the other child is agreeable to his/her paper being painted on and for taking turns with the three different primary colors since each child will only have two of the three colors on his/her tray; (5) some children may want to put eight of the paint containers on his/her tray and may need support. Rather than the student teacher solving the problem, I will encourage the children to talk and figure out how to take turns with the paints. For example, I will probably encourage the children to ask for one or two of the paint containers from the child that has them all.
9. Write two (2) open-ended questions that stimulate critical thinking and imagination/ Open-ended questions cannot be answered with a yes or no. There are suggestions in this hand out.
10. Three sequence cards are required for this activity; you'll place the activity cards on the table and describe the steps each child will follow when s/he joins the activity. Please set up a table with boxes as the example shows below including the number for each card, the word(s) you'll have on each card, and state whether you'll hand draw a picture for each card or find a picture to glue to card from either a magazine or computer; describe picture in box below. For example:

| | | |
|---|---|--|
| 1 (Picture: Hand draw a picture with a crack in the egg.) Crack Egg | 2 (Picture: From internet with eggs in mixing bowl.) Beat Egg | 3 (Picture: From Internet with scrambled egg in pan.) Cook Egg |
|---|---|--|

-Bring a copy of this graded activity proposal and hand to instructor on day you present activity to children during your small group time.

-Submit Part 3 one week from the last day you present your activity to the children. Staple together Part 1, Part 3, and the instructor evaluation and turn them in **together!**

Part 2:

Set Up, Facilitate/Interact, and Clean-up of Activity:

Remind Instructor to Observe: On the day you present each activity, remind your Lab Instructor to observe your activity. If the Lab instructor does not show up at the beginning of the activity, please immediately send another teacher or child to locate and remind the Lab instructor. While you will only be graded on one day, your activity should be available to the children for a minimum of one to two weeks. The exception would be a project like a cooking activity, which is typically offered for one week; ask the lab instructor if you believe that your activity is not appropriate for more than one day.

Ask Two Open-Ended Questions: During the activity, ask your two open-ended questions that are relevant to your activity and write down the response of one three-year old child and one four-year old child for each question. The purpose of the open-ended questions is to engage the child in conversation about the activity.

Observe one 3-year old & one 4-year old during activity: During the activity, observe and jot down 3-4 sentences explaining how three-year olds approached and interacted with the activity compared to the four-year olds.

Extra Credit: Please feel free to add pictures to our bulletin boards or to a documentation board. Examples of documentation boards are hanging on the wall in the observation booth.

Part 3: (This part is due one week from the last day presented in the preschool! Therefore, every student in class has a different due date for this part of the assignment.)

Evaluation of Activity (please number each response and respond with a minimum of 3-4 sentences for each area):

1. Estimate how many children participated.
2. Type the one 3-year and one 4-year old response to EACH open-ended question; provide children's names and how you introduced the questions to the children
3. Type your observation on approach and interaction style of 3-year olds compared to 4-year olds: Were there any similarities or differences? What went well?
4. How would you extend it another day? Select a similar activity that would help to expand on the project approach. Example: After making banana pancakes, a flannel board story about monkeys and bananas would be shared during the group time before lunch.
5. How would you change the activity to make it more interesting and successful next time? It is the hope that your activity went really well! Please really give some careful thought and consideration to this area rather than just stating that it was acceptable the way it was presented. If you can't come up with suggestions, share with students and lab instructor during seminar for some feedback.
6. What suggestions did the instructor make that were helpful to presenting the activity?

7. Of your four goals, which goal did you believe children had the most opportunity to practice and why?
8. What suggestions would you give other students for presenting this activity?

Sample Letter to Family (only complete a letter if needed for the activity)

September 16, 2010

Dear Me-Wuk Families,

We are excited to present a unit on recycling here at our preschool! We are going to be singing songs, reading books, and building a "recyclable city!" The "recyclable city" will give the children an opportunity to discuss which items in their homes can be put into recycling cans.

Please bring a few recyclable items from your home that the children can glue onto a large piece of cardboard. It is important to clean the items before bringing them to school. After the items have been glued to the cardboard, the recycled items will be painted.

Suggested items to bring: milk cartons, cracker or cereal boxes, margarine containers, ice cream containers, egg cartons, paper towel tubes. Yogurt containers. Please do not bring toilet paper tubes, soda cans or any other item that might not be clean or might have a sharp edge.

Please bring these items by Monday or Tuesday of next week.

Thank you, Darlene, Hannah, and Greg (Lab Students)

PRINCIPLES OF DEVELOPMENTALLY APPROPRIATE PRACTICE

Developmentally appropriate is defined in two parts: age appropriateness and individual appropriateness. Age appropriateness refers to the fact that predictable sequences of growth and change occur in the physical, emotional, social, spiritual, and cognitive development of children. This knowledge is used as a framework to prepare environments and learning experiences. It is essential to quality care.

Individual appropriateness takes into consideration that each child has an individual timing of growth and an individual personality, learning style, and family background. Quality care includes curriculum and adult interactions that are responsive to and supportive of these differences. At the same time, experiences offered need to match children's developing abilities, challenge their interest, foster interaction with materials, ideas, and people.

- Consistent with current recognized professional societies.
- Curriculum addresses broad range of content relevant to students, using a variety of materials and equipment.
- Focus on topic while integrating across curriculum areas.
- Actively engage children in the learning process.
- Emphasize reasoning, problem solving, and decision-making.
- Builds confidence, a sense of competence and enjoyment of learning.
- Acknowledges the importance of social interactions.
- Builds on prior knowledge and fosters new skills development.

OPEN-ENDED QUESTIONS

Open-ended questions are questions that have many right answers. They encourage children to think critically, develop their imagination and creativity, express their feelings, and respond according to how they see the world around them. Encourage children to develop language skills by asking them open-ended questions.

Encourage children to respond in their first language.

Encourage children to represent their experiences through clay modeling, block play, and other open-ended activities.

Use a tape player and/or video camera to allow children to hear and see their responses.

Examples of open-ended questions/statements:

How can you/we find out?

Tell me about your picture.

Tell me what happened.

How did you do that?

What materials did you use?

What did you do first, second, last?

What would happen if _____? (If you select this open-ended question for your write-up, please fill in the blank with words that are appropriate to your activity.)

What can you tell me about it?

What could you do instead?

SUPPORTING THE LANGUAGE OF DRAWING

Antonette Greene and Betty Rappaport, Observational Drawing, 2000

Establish a safe, inviting environment:

Children need to view the drawing table/activity as non-threatening, low pressure, and fun. When they perceive that their efforts will be supported and that they have control over the end result, they will want to engage with the materials which should be accessible and attractively displayed.

Allow children to begin where they feel comfortable:

There is no one right place to begin a drawing. It is often a challenge to adults to let go of our expectations, which come from our ability to think in terms of part/whole relationships and to make plans involving several steps. We need to recall that drawing is a language through which children work plans involving several steps. We need to recall that drawing is a language through which children work out these types of relationships and understandings.

Observe! before giving feedback:

This is especially important when teachers and children first begin to draw. Understanding how the child sees things and puts it together is important. Example: A child drew his face – eyes, nose, mouth, etc. with no outside boundary line for his face. Then it became clear the paper edge was his boundary.

Draw children's attention to details:

Point out physical features of the subject either by acknowledging what the child has rendered and/or omitted as a means to enhance their observation. For example, "I see you've really looked at your eye. Where will you draw this (child's eyebrow)?"

Encourage children to sustain their focus:

Often children, when first beginning to do observational drawing, will want to give up after a few minutes. It is important to offer encouragement through acknowledging what they have done and through open-ended questions, such as, "I wonder what else you might add?, or "Mmm, what else could you do here?" Over time children will naturally persist for increasing intervals.

Support children to review and share their work:

When you ask a child to reflect on their work and to select a few favorites or best works to share with peers, you provide a means for them to be aware of their abilities as well as to promote heightened focus and self-esteem.

A teacher can never truly teach unless she is still learning herself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of her subject, who has no living traffic with her students can only lead their minds, she cannot quicken them.....

A partial quote by Sir Rabindrath Tagore from an inscription on the administration building at Santiniketan, a famous school established by him

CONCEPT DEVELOPMENT

Piaget-Cognitive Theorist

A summary of Piaget's key ideas about how children learn and grow intellectually:

1. Children have mental structures that are different from adults. They are not small adults; they have their own distinct ways of determining reality and of viewing the world.
2. The mental development of children progresses through definite stages. These stages occur in sequence – a sequence that is the same for all children.
3. Although the stages of mental development occur in a fixed order, different children move from one stage to another at different ages. Further, a child may function in one stage for some matters, while he functions in a different stage for other matters.
4. Mental development is influenced by four interrelated factors:
 - a. MATURATION – physical maturing, especially of the central nervous system.
 - b. EXPERIENCE – Handling, moving, and thinking about concrete objects, and thinking through processes involving them.
 - c. SOCIAL INTERACTION – playing, taking, and working with other people, especially other children.
 - d. EQUILIBRATION – the process of bringing maturation, experience, and socialization together so as to build and re-build mental structure.

NOTE:

Piaget believes that intellectual development occurs by means of two inborn attributes he calls *organization* and *adaptation*.

Organization is the building of simpler processes – seeing, touching, naming, and so forth – into higher order mental structures. An individual thus composes his own systems for considering the world.

Adaptation is the continuing change that occurs in an individual as a result of his interaction with the environment. It occurs as he assimilates experiences – fits them into his existing mental structures – and accommodates (modifies) mental structures to permit the inclusion of experiences that do not fit into existing structures.

PREOPERATIONAL PERIOD – 2 TO 7 YEARS

Coordinates schemata (procedures or plans), engages in symbolic (representational) thinking (i.e. The tricycle is a fire engine. Two crossed sticks are an airplane.), and makes novel (individual) responses.

This is a period of intuitive thought. Children reason and explain on the basis of intuition or hunches rather than logic.

Children are poor at:

- Explaining the order of events
- Explaining relationships – especially cause and effect
- Understanding numbers and their relationships
- Understanding other speakers accurately
- Understanding and remembering rules.

Preoperational Children's Cognitions or Thinking have Four Limitations:

- Centration focuses attention on one aspect of a situation and disregards the rest. Unable to take two dimensions into account at the same time; for example, size and number, and thus cannot understand the relation between them.
- Inconsistent in conversation of continuous qualities; such as, length, quantity, weight, and volume.
- Focuses on static aspects of reality. Cannot follow or fully understand dynamic features.
- Thought is irreversible. Cannot understand how something may change and then return to its original condition.

PERIOD OF CONCRETE OPERATIONS – 7 TO 11 YEARS

PERIOD OF FORMAL OPERATIONS – 11 YEARS ON

INTEREST AREAS, BASIC GOALS, MATERIALS TO IMPLEMENT

Use for developing goals for typed curriculum plan.

| Interest Area | | Basic Goals | | Materials to Implement | |
|---------------|------------------------------|---|---|--|---|
| 1. | BLOCKS | Explore construction Math concepts Cause and effect Use muscles | Space, proportion Fantasy play Problem solving | Blocks Other props such as cars, people, figures, etc. | |
| 2. | PLAYHOUSE | Social development development Fantasy play Role identification | Language Relationship to roles | Housekeeping equipment and various props | |
| 3. | ART | Problem solving Exploring colors & texture Expressing individuality Exploring materials Small muscle | Cause and effect Concentration Feelings/Ideas Language | Paper Paints Paint brush Quiet activity Crayons | Pasting Cutting Collage Construction Chalk |
| 4. | BOOKS — READING | Language development Memory – repeat a story Left to right | Rhythm Rote identification Concentration | Records Books Poetry | |
| 5. | COOKING | Small muscle Measurement Nature of foods Working with group Knowledge of nutritious foods | Counting Cause and effect Memory Language | Prepare ingredients Writing up recipes Talking about foods Remembering ingredients | Measure Stirring Cutting Grating |
| 6. | MANIPULATIVE TOYS | Problem solving Sequences Perception Shapes Color recognition Small muscle | Cause and effect Space relations Memory Size Left to right Eye/hand coordination | Lotto games Puzzles Sorting games Parquetry pieces Bristle blocks | Beads Dominoes Pegs and boards Legos Magnetic games |
| 7. | MOTOR DEVELOPMENT | Coordination Balance Hop Skip Large/small muscle | Catch ball Identify body parts Jump and land | Outside activities Tumbling mats Climbing, lifting, pulling Sewing, mixing, cutting Balls Snapping, drawing, tearing Sorting, fitting, holding, pouring Hammering, dressing, building | Action records Balance beam Art projects Obstacle course |
| 8. | MUSIC MOVEMENT | Large/small muscle Sound discrimination Working with a group Left/right brain combination (cross brain) | Memory Listening Left/right Rhythm | Instruments Records – record player Dancing Marching Hopping | Piano Auto harp Singing Skipping Clapping |

| Interest Area | | Basic Goals | Materials to Implement |
|---------------|---|---|--|
| 9. | SOCIAL SCIENCE | Expose different cultures Group interaction Language development Personal identification (feelings, families, cultures) | Geography Democracy Social development Sharing Group meetings Consideration of others Cooking foods of different cultures Conversation Displays Art projects Books |
| 10. | NATURAL SCIENCE | Explore environment Language and concept development Cause and effect Encourage curiosity | Nature walks Pets – animals Weather Shadows Books Scales Thermometer Magnifying glass Aquarium Water activities Wind Conversation Observation Balance Magnets Insects, worms |
| 11. | LANGUAGE DEVELOPMENT and READING READINESS | Vocabulary and labeling Use of sentences Pronunciation Recognizing letters & sounds Read simple/complex words Listening Discriminate paired words Rhyming words Writing Small muscle development Color recognition Left to right Likenesses and differences | Lotto games Puzzles Alphabet games Writing stories – (dictation) Games with sounds Match Mates Flannel board Story sets Color/shape Bingo Conversations Stories Dramatic plays in playhouse and outside |
| 12. | MATH | Counting Quantity Whole vs. part Shapes Size Length Comparing Ordering Weight Distance Over – under, beside, etc. One-to-one relationships Before, after | Dominoes Cuisenaire rods Pegs and boards Lengths (colored) Parquetry blocks Small colored blocks Size form Beads Cooking Fingerplays Snack conversation |

What Children Learn from Play

WHEN I EASEL PAINT I LEARN:

- to develop my imagination and creativity.
- hand-eye coordination.
- to distinguish and purposely create shapes.
- to express my feelings and ideas.
- that my ideas have value.
- relationships of space and size.
- concepts of symmetry, balance, and design.

WHEN I CUT WITH SCISSORS I LEARN:

- to control the small muscles in my hand.
- concepts of shape, size, color, and location.
- to exercise my imagination and creativity.

WHEN I SCRIBBLE AND DRAW I LEARN:

- to hold a pencil or other drawing implement and to control the pressure.
 - hand-eye coordination.
 - to exercise my imagination and creativity.
 - that my ideas have value.
- Concepts of shape, size, color, and location.

WHEN I FINGER PAINT I LEARN:

- to exercise my imagination and creativity.
- about how colors mix to make new colors (science.)
- concepts and shape, size, color, and location.
- hand-eye coordination.
- an acceptable way to make a mess, and have fun sharing ideas with others who are near.

WHEN I PASTE, GLUE, AND COLLAGE I LEARN:

- to exercise my imagination and creativity.
- concepts of shape, size, color and location, and design, relevant to reading.
- about different textures.
- how to create patterns and designs, a math skill.

WHEN I PLAY WITH PLAY DOUGH OR CLAY I LEARN:

- to see the shape against the background of the table, a reading skill.
- concepts of shapes, sizes, length, and height.
- to see negative space when cookie cutter shapes are taken away.
- to express feelings, especially negative feelings with squeezing and pounding.
- to exercise my imagination and creativity.
- that the amount of a substance remains the same even when the shape changes.

WHEN I PLAY WITH SAND I LEARN:

- to exercise my imagination.
- concepts of size, shape, and volume; empty and full.
- how to use tools.
- to solve problems.
- concepts of warm and cool, wet, damp, and dry, heavy and light.
- how to play socially with others.
- to create my own patterns and symbols, reading and writing skills.
- to observe changes, a science skill.

EXAMINING OBJECTS AT A NATURE TABLE HELPS ME LEARN:

- new vocabulary.
- concepts of texture, color, weight, and size.
- to group objects into categories.
- to observe likenesses and differences.
- to appreciate nature and develop a sense of wonder.

WHEN I SORT THINGS I LEARN:

- to notice details, likenesses, differences and to form categories, essential reading and math skills.
- concepts of color, size, and shape.
- numeral concepts of more and less.
- logical reasoning.

WHEN I STRING BEADS I LEARN:

- hand-eye coordination.
- concepts of color, shape, and location.
- number concepts like more, less, longer, and shorter.
- to create and reproduce patterns.
- pride in accomplishment.

WHEN I PLAY WITH PEGBOARDS I LEARN:

- one to one correspondence, one peg for one hold, a math skill.
- to make and repeat patterns, a math skill.
- concepts of addition as I add one peg at a time.
- colors.
- symmetry, shapes, order, and design.
- hand-eye coordination.

WHEN I DO COOKING PROJECTS I LEARN:

- about nutrition, tastes, and food groups.
- how heat and cold change things.
- concepts of volume and measure.
- vocabulary.
- whole-part relationships, math concepts.
- awareness of my own and other cultures.

WHEN I PLAY WITH BLOCKS, CARS, AND TRUCKS I LEARN:

- concepts of shape, size, length and location, all reading and math skills.
- to create and repeat patterns, a math skill.
- to exercise my imagination.
- to express ideas.
- to cooperate with others.
- to solve problems.
- about the properties of wood.
- to see myself from a different perspective, that of a giant.

WHEN I DO THINGS FOR MYSELF (SELF-HELP SKILLS), I LEARN:

- to competently care for my own needs.
- to control the small muscles in my hand when I button and zip.
- to problem solve.
- to see myself from a different perspective, that of a capable person.
- self-confidence, as I master new skills.
- I can teach others to help themselves.
- awareness of the importance of hygiene when I wash my hands before eating or after toileting.

WHEN I PLAY ON RIDING TOYS I LEARN:

- strength, balance, and large muscle coordination.
- to use my energy in a constructive way.
- concepts of speed, direction, and location.
- to use my imagination as I pretend to be different characters and to make different "road" noises.
- to negotiate and take turns.
- to solve problems
- self-confidence, as I master new skills.

WHEN I PLAY ON CLIMBING EQUIPMENT I LEARN:

- physical strength, coordination, and balance.
- to use my imagination.
- to cooperate with others when involved in group play.
- to solve problems.
- self-confidence as I develop new skills.

WHEN I PARTICIPATE IN CIRCLE TIME ACTIVITIES I LEARN:

- to listen, sit still, and understand spoken words.
- that my ideas added to the discussion have value.
- to wait when others are talking.

WHEN I SING SONGS I LEARN:

- principles of music and rhythm
- vocabulary.
- memory skills and sequencing.
- to be conscious of others.
- various concepts emphasized in songs.
- "auditory discrimination" recognizing differences in sounds, necessary for learning to read.
- awareness and identification with my culture and other cultures.

WHEN I PLAY RHYTHM INSTRUMENTS I LEARN:

- to be conscious of rhythm in music.
- concepts of fast, slow, loud, and soft.
- to express myself in new and different ways.
- listening skills.
- "auditory discrimination" recognizing differences in sounds, necessary for learning to read.
- to interpret and understand signals and cues.

WHEN I PLAY LETTER GAMES I LEARN:

- to recognize and name upper and lower case letters.
- to associate letters with the sounds they represent.
- to recognize my name and other words.

WHEN I DANCE I LEARN:

- balance and coordination.
- to be conscious of the moods and rhythms of the music.
- to express myself physically.

WHEN I PLAY WITH PUPPETS I LEARN:

- to express my ideas with words.
- to take on the role of someone else.
- to use voice tones as well as words.
- to use my imagination.

WHEN I PLAY IN THE DRESS-UP AREA I LEARN:

- to be flexible in my thinking and to make decisions.
- to express myself with my words.
- to try on different adult roles.
- to solve social problems through negotiation with friends.
- to sort and organize play things.
- to improvise and use things in a symbolic way to represent something else, abstract thinking.
- to exercise my imagination and creativity.

WHEN I SAY GOOD-BYE TO MY FAMILY WHEN I ARRIVE TO SCHOOL I LEARN:

- that the loving relationships that I have created with my family provide me with the confidence and the ability to create caring relationships at school with my teachers and my friends.
- how to say goodbye.
- to express how I feel; and I learn that my feelings will be accepted.
- that my family will consistently return each day to take me home.
- that I am a capable person.

- new vocabulary words.
- to remember the words of songs and poems I have learned.
- the names of others in the group.
- to cooperate and be considerate of the needs of others.
- to help plan what we will do and what we will need to do it.

**WHEN I
LOOK AT
BOOKS AND
LISTEN TO
STORIES I
LEARN:**

- that learning to read is important and enjoyable.
- that letters on a page represent words.
- to express my own thoughts, feelings and ideas better.
- to exercise my imagination.
- to interpret pictures to represent words and ideas.
- to listen well to spoken language.
- to make up my own stories.
- to handle books with care.
- to recognize certain words when I see them in print.
- to use more complex language patterns in my own speech.
- to follow the development of thoughts and ideas in the plot of a story.

Reading to children frequently is one of the surest ways to ensure that they themselves will

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| become eager and capable readers. | |
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PRE-OPERATIONAL THINKING AND EXPLORATION LEVELS
Child Development Lab Practicum Application
 Scaffold all activities by originally offering the activity in a simplistic format and adding complexity as children show they are ready to advance.

| | Level | Science | Math | Art |
|----------------|--|---|---|--|
| LEVEL 1 | Focus on process and sensory-motor exploration | Watches materials, smells, asks questions | Puts train tracks together, says numbers, some rote counting | Watches glue drip on paper, watches paint go on paper |
| | | Touches briefly, watches movements of animals and machines | Stacks blocks end to end | Paints circles, lines, unrelated |
| | | | Uses colored rods as blocks | Touches collage materials; picture incidental |
| LEVEL 2 | Experimentation using one process at a time | Tries combinations, compares two things | Aware of order of number to 4 | Mixes paint to see color appear |
| | | Sees what happens when pet rat eats, exercises, etc. | Uses numbers <u>socially</u> and experiments with patterns | Arranges materials in collage in random way |
| | | Tries pouring, measuring with water, cornmeal, etc. | Builds more and completes block structures | Makes more than one picture, process still interests child |
| LEVEL 3 | Problem solving using processes | Uses techniques to solve problems (i.e., rat maze, pvc pipes in water play) | Sees numbers used in environment: phone, house numbers, measures in cooking | Combines techniques in collage |
| | Combination of processes | In water table, water rivers in sand. | Counts with one-to-one correspondence up to 6 | Begins to write name and letters |
| | | Uses trial and error to test ideas | Uses numbers in play | |
| | | | Sorts things by classifying | |
| LEVEL 4 | Systematic use of information gained in levels 1, 2, 3 | Predicts outcome and repeats experiments | Classifies in many ways, can graph results | Expresses ideas about art verbally as well as doing them |
| | Planned representation (gradual transition into concrete operational thinking) | Makes comparisons | Repeats process alone and with precision (i.e., games, cooking) | Dictates stories with pictures |
| | | Measures with some accuracy | Elaborate block structures | Uses more art tools |

CONCEPTS TO PRESENT IN CURRICULUM ACTIVITIES

Certain concepts seem fundamental to all learning and can, in fact, be used as tools for further learning. Our program for three and four-year-olds mainly focuses on two kinds of concepts described generally as the ideas of relationship and those of classification.

Relational concepts express relationships in place: between, behind, inside, outside, high, low, weight, number and so on. **Classificational concepts** are exemplified by such words as fruit and vegetable. They imply a general grouping, but with limitations: Red fruit is more restrictive than fruit, which in turn is more restrictive than food. Color and geometric shape are other examples of classification concepts. Children begin to understand these concepts in very broad general ways, that is, big/little. Then they see the smallest difference. At this age, they focus on one aspect at a time called centration.

This list is not intended to be complete nor should it limit the expansion teachers may find suitable. Moreover, each of these concepts can be stated more specifically.

The following **relational concepts** are emphasized:

- Relative size
- Relative location
- Relative weight
- Relative number: more – fewer
- The same as, not the same as, different from
- Relative mass or volume: more - less
- Contrasting and opposing conditions: fast - slow, noisy - quiet, hot - cool

The following **classification concepts** are emphasized:

- Animals, number, food, geometric shapes, color, family, varying forms of the same substance
- Overlapping classifications: a ball can be red, round, smaller than another ball, etc.

Relational concepts, for instance, may be subdivided as follows:

Relative size:

- large - larger – largest
- big - bigger – biggest
- tall - taller - tallest
- small - smaller -smallest
- little - littler - littlest
- wide - wider - widest
- long - longer - longest
- short- shorter - shortest
- narrow -narrower - narrowest

Relative location or position:

- Beside, in (side)-out(side), between, over-under, above - below, up - down, on – off, top – middle – bottom, on (top of) – under(neath) , in front of – behind (in back of)

The same as - different from:

- same color as - different color from - same size as - different size from - same length as - different length from - same shape as - different shape from

Contrasting or opposing conditions:

- is - is not (isn't)
- before – after
- fast – slow
- rough - smooth
- and – or
- hot – cold
- noise – quiet
- soft - hard
- with - without
- wet – dry
- open - closed

Relative mass, volume or number:

- more - less

Relative weight:

- light – lighter – lightest heavy – heavier - heaviest

Concepts of Color, Numbers, and Shapes:

With some concepts such as, color, number, and shapes, first, we name the concept, then the teacher asks the child to find or touch the color, and finally the child is asked to identify the color by name. For example, first the teacher holds up the color red and says, "This is the color red." Next, the teacher says, "Find something that is red" We want the child to pick up or point to a red object. During the last step, the teacher holds up the color red and asks, "What color is this?" We want the child to be able to say the name of the color.

There are two different means to document the child's ability to understand numbers.

1. Rote Counting is when the child counts from memory. Example: Jovita is able to successfully count from memory from one to eleven.
2. One-to-one correspondence identifies that the child understands that for each object, there is a corresponding number. Example: Taylor has achieved one-to-one correspondence for up to eight objects. When presented with ten counting bears, he could competently identify that eight of the ten bears represented the number eight.

For other concepts such as the idea that there are varying forms of a substance (i.e., apples, apple juice, applesauce) or varying representations of the same object (i.e., apple, picture of an apple, the spoken or written word apple), our teaching is designed to provide a foundation for more complete understanding later.

INFORMATION FOR LITERACY ACTIVITIES

A. Literacy

1. Read a story at group time.
2. Present a puppet for flannel board story (You must tell this story, not read it).
3. Present an activity for children to dictate a story to you.

GENERAL CONSIDERATIONS: Selection of book or story

1. You need to know how literal minded the young child is. A book like Sendak's There's a Nightmare in My Closet can frighten a three-year-old but will thoroughly delight a four-year-old.
2. The length of the story makes a difference. If it is too long, you might lose your audience. You can tell the story if the pictures are good.
3. Children respond to a little drama in your voice when reading; it makes the story more interesting.
4. There are flannel board stories or puppets to use or you can make your own.

PRESENTATION

Prepare and practice...ahead of time

- Read the story through several times if necessary. Be sure you know it.
- The children will interrupt at times, and you will need to be prepared to handle these important interactions and go on with the story.
- Read the story you selected into a tape recorder. How does your voice sound? Are there words or phrases you need to change to make it easier to understand?
- Settle the children down and get their attention BEFORE you begin.
- Can all the children see? If not, have them move.
- Ask open-ended questions that support critical thinking skills and stimulate imagination. For example during or after reading the *Very Hungry Caterpillar*, you might ask, "If you were a caterpillar, what kinds of foods would you like to eat?"

Large (Gross) Motor (Movement)

In this activity you will concentrate on active large muscle physical play. The following list is not intended to be complete, but will give you some ideas of skills you will want to involve.

- | | | |
|-------------|-----------|-------------------------|
| • running | • balance | • eye/hand coordination |
| • climbing | • jumping | • basic skills |
| • digging | • rolling | • dancing |
| • parachute | • games | • tricycle riding |

Buckminster Fuller: a creative inventor, commented on playgrounds:

"I think that playgrounds should be renamed "research environments." This is what children are doing so vigorously...They are finding out how the universe works. This is spontaneous research, which is inherently gratifying, often joyously gratifying. How wonderful to find out how to use gravity as an accelerator or a brake. Nobody is around to tell the child or to give the child the name gravity, but s/he learns quickly that the greater the drop, the more it hurts his/her legs. That is what Galileo's work with falling bodies was all about. A child wants to understand that invisible power that is working around him/her; s/he wishes to check out the theory on a slide."

PRE - MATH AND SCIENCE

Science Exploration

- Physical Science (how things work)
- Pre-Math (no abstract symbols)
- Sensory (touch, smell, taste, hear, sight)
- Biological Science (living things)

General Considerations: Science starts with curiosity. Children are naturally curious. Science in early childhood education uses curiosity to familiarize a child with the physical and biological systems in the environment. They learn small bits of information they can later organize in their minds.

Sensory: young children learn through their senses. Young children need many first-hand experiences to explore activities that involve sight, hearing, smell, taste or touch.

Physical Science: An objective of physical science for young children is to familiarize him/her with physical properties of the environment: time, space, weight, temperature, weather, seasons, light and color, and simple machines. Some examples to consider are: weight, measure, water, air, inclined plane, sliding boards, blocks, wheel, wedge, rope.

Biological Science explores living things such as plants, animals, babies, children etc.

Pre-Math involves awareness of number, space, order of events, solving problems, etc.

Aesthetic/Creative Activities – Art

Philosophy: The program utilizes a philosophy that supports developing the creative imagination through the process rather than the final product.

The following are some questions that teachers should ask themselves about art experiences for the young child:

1. Is it creative?
 - Can a child decide completely how the project will be done?
 - Do you need to demonstrate techniques (skills) of using the materials? (i.e. clay)
 - Can you design a project that uses large materials like blocks? What role does creativity play in a child's ability to participate in art projects?
 - Where can this project be done? Outside? Inside?
2. Suggestions for art experiences: an opportunity for creative expression.
 - What are the possibilities of the following two-dimensional (flat) media?
 - Paint: tempera in pots at easel, cake tempera, water color
 - Printing; junk printing and sponge printing, stamp printing
 - Collage: nature collage, fabric, paper and "junk" collage ("flat" collage)
 - What are the special possibilities of three-dimensional (i.e. not flat, can be viewed from all sides) media?
 - Clay
 - Construction: wood (carpentry or gluing), cardboard, paper
 - Blocks
 - Collage that builds height
 - Stitchery-stringing-weaving

Food Experiences and Nutrition

Plan and carry out a cooking project with the children. The food **must change form** by heat, mixing, or grinding to be considered for this assignment. You must present the idea to the Cook who is located in the Ladybug classroom. She will tell you what ingredients that the school can supply. Please try to use only ingredients that are available through the school to keep down cost.

General Considerations

Nutrition:

1. A natural approach to foods is stressed. Fresh, unprocessed fruits, vegetables, and dairy foods are preferred. Meat is usually limited to keep the cost down.
2. Foods containing nitrates, such as hot dogs, should be limited.
3. Refined sugar will be kept to a minimum. A ratio of one (1) tablespoon of sugar to one (1) cup of flour in the recipe is the maximum allowed.
4. Prepackaged mixes such as cake mixes, pudding, Jell-O and muffin mixes are unacceptable.

Food Preparation and Learning

- Check food allergy list for the class before you plan.
- Cooking with young children is a language and exploration experience.
- Food experiences provide a direct approach to understanding mathematical concepts. YOU are involving children with counting, one-to-one correspondence, actions, time, temperature, weight, shapes, sizes and measurements.
- Language and concept development are taking place as the child learns to recognize and use terms, such as: stir, pour, tear, scrub, compare, peel, grate, roll, spread, beat, crack, bake, squeeze, snap, peel with a knife or peel the skin from an orange or the shell from a hard-boiled egg.
- Manual dexterity and eye-hand coordination develop through experiences: stirring, spreading peanut butter on celery then with thumb and finger carefully adding raisins.
- Individual portion cooking allows each child to prepare the recipe (see Harms, Thelma, Cook and Learn).

Safety First

- Pots and pans get hot. Electrical equipment needs to be handled with care.
- Remind the child where to put the hand s/he is not using when turning a pancake or piece of French toast. This can be done by drawing a handprint on a card and taping it to the table.
- A small cutting board helps the child focus his/her attention on cutting. It has built-in control for the knife to stop.
- Try out small paring knives the children will be using before you introduce them at school. Use a cutting board for each child (limit 2 at a time). Be especially careful with serrated edged knives, use plastic knives if possible.
- Show the child how to use a knife. "Which is the sharp edge? Saw back and forth with your knife instead of chopping."
- Show the child how to hold the object s/he is cutting so his/her fingers are as far from the knife as possible.
- Cut round vegetables or fruits lengthwise yourself to give the child a flat cutting surface.

Setting Up

- You will need space exclusively assigned to your cooking or food preparation activity. When weather permits, the garden area in both sites is ideal for limiting the number of children and offering a peaceful environment that allows you to give one-on-one attention to small groups of children.
- Work with a few children at a time. The number of children participating will depend on the recipe you choose. Use wait lists.
- Be prepared. Have utensils, ingredients, recipes, etc. ready ahead of time so your activity can begin at an appropriate time.

Cleanliness and Health Protection

- Bleach all tables and/or plastic tablecloths before setting up activity; when spraying bleach on table, keep bottle close to table.
- Hand washing and gloves are a MUST before eating or food preparation. If the child licks fingers while cooking, put on a new glove.

- Differentiate between eating and serving utensils. “The silver or metal spoon is for serving. The white spoon can go in your mouth.” It is extremely hard for children to keep the serving spoon out of their mouths. This applies to knives for spreading as well as spoons for serving so use a wood stick for each child when appropriate instead of a knife.
- Paper cups are used. Items that go in the children’s mouths will need to be sterilized. Instructions for dishwashing are on the cupboard door above the sink in the classroom.
- Washing instructions:
 1. All dishes are washed in hot, soapy water.
 2. Rinse all dishes in tap water from sink.
 3. Rinse all dishes in a bucket of water and bleach. Empty and remix water/bleach if there is soap in the rinse water.
 4. Allow dishes to air dry for at least 10-15 minutes.

Food Preparation and Service

- **Concept and Language Ideas**

| <u>Cut items</u> | <u>Talk about</u> | <u>Taste</u> | <u>Cooking items</u> |
|--------------------|-------------------|-----------------|----------------------|
| Wedges | Colors | Sweet | Slice |
| Slices | Shapes | Sour | Grate |
| Sticks | Size | Bitter | Mix |
| Cubes | Smells | Salty | Stir |
| | Taste | | |
| <u>Consistency</u> | <u>Portions</u> | <u>Textures</u> | |
| Thick | Half | Smooth | |
| Soft | Whole | Sticky | |
| Hard | Section | Moist | |
| Thin | Divide | Crunchy | |

Documentation Board or Bulletin Board for the Science/Math Activity

1. Give the panel a title – three or four words – larger print so it stands out – if a quote from a child, put in quotes.
2. Include the children’s work on the board as the main focus.
3. Include pictures, children’s quotes, children’s writing, observational drawings, photographs. If clip art is used it should be minimal; value should be placed on children’s work rather than clip art.
4. Add teacher comments that explain what happened during the experience or activity; explain why the children were interested in pursuing this topic (who, what, when, where, why). If possible write in English and any other languages represented in the classroom.
5. Add teacher interpretation written by the teacher that explains what the children learned or why this experience was significant.