

Introduction

The *Mississippi Early Learning Guidelines for Four Year Old Children* were developed to help early care providers and program administrators meet the challenge of providing quality care for young children in all types of center-based care, home-based care, and public school pre-kindergarten programs. The Guidelines were developed for licensed programs but may be utilized by all programs serving four year old children.

The *Mississippi Early Learning Guidelines for Four Year Old Children* were designed to provide research-based strategies that ensure high quality learning standards for Mississippi's early childhood programs. The Early Learning Guidelines provide a framework to incorporate all of the early childhood theories and practices emphasizing environments, curriculum, activities, and assessments that meet the needs of *all* children. The focus of high quality learning experiences is on identifying individual needs and learning styles, connecting instruction to early childhood guidelines, providing developmentally appropriate supports, and encouraging programs to facilitate learning for all children, including those with special needs and English language learners.

Early childhood educators and parents play an important role in guiding young children, setting and conveying expectations for behaviors and learning, and transmitting shared values of our society, such as compassion, service to others, success through effort, tolerance, and responsibility for one's actions. “The knowledge and skills of teachers are among the most important factors in determining how much a young child learns” (National Research Council, 2001, p.275). Children thrive when all of the adults they encounter reinforce these basic messages and set clear, consistent, and high expectations.

This document represents the expertise and experience of a writing team of early childhood professionals who have worked to interpret appropriate practice in quality programs that provide challenging and achievable activities that engage children in higher-level thinking, exploration through guided play, and real conversations with peers and adults. Children's current strengths, skills, and experiences should be used to extend individual conceptual understandings.

The *Mississippi Early Learning Guidelines for Four Year Old Children* contain the following components:

- **Competencies** (general areas of knowledge or the level of performance the child needs to attain before *exiting* a four year old program to be prepared for later life experiences)
- **Objectives** (specific knowledge or behaviors that the child should have or be able to perform to encourage the development of the competencies)
- **Assessment Guidelines** (what, when, where, and how the early childhood educator observes the child to determine if competencies are being attained)
- **Suggested Teaching Strategies** (suggested ideas the early childhood educator can use with the child to provide instruction and practice of objectives to encourage the development of competencies)
- **Developmental Checklists** (a record of the child's progress toward the accomplishment of the competency at the beginning, middle, and end of the year)

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Philosophy and Goals

The early childhood years are a critical time for each child's development. The learning that takes place during the early childhood years serves as the foundation for all later academic, social, emotional, and physical and motor development. All children are capable of learning and meeting meaningful developmental milestones. Therefore, the early learning guidelines are proposed to assist all early childhood educators in their efforts to nurture the development of young children in Mississippi.

The goals for the education of young children in Mississippi are:

- All children will improve their self-concept;
- All children will increase their intellectual growth;
- All children will enlarge their understanding of the world, people, experiences, and ideas;
- All children will increase their competencies and skills in oral language, literacy, writing, listening, and thinking;
- All children will increase their competencies and skills in mathematical reasoning and scientific exploration;
- All children will increase their skills in physical coordination and gross and fine motor skills;
- All children will increase their competence in dealing with emotional feelings and social situations;
- All children will increase their self-direction and independence;
- All children will develop cooperative, trusting relationships;
- All children will develop their natural curiosity and creative potential; and
- All children will develop a love of learning.

Learning Principles

The early learning guidelines outlined in this document are built on scientifically-based child development principles. The following principles should be reflected in curriculum materials and throughout the general learning environment:

- Young children learn across all areas of development (emotionally, socially, physically, and intellectually).
- Young children go through similar stages of development, but at individual rates.
- Young children learn best in an inclusive environment that embraces their diversity.
- Young children learn through their senses (hearing, seeing, touching, tasting, and smelling).
- Young children learn through active involvement (exploring, playing, manipulating, and problem solving).
- Young children learn through attitudes and examples as well as through content; therefore, attention should be given to methods, emotional climate, environment, and early childhood educator-child interaction.
- Young children learn through experiences; therefore, sensitivity to the value of play is required, for it is through play that children create their own meaning and learning schemes. Play is the work of children.

Instructional delivery should be organized around learning centers and responsive interactions among children and adults. These experiences provide opportunities for children to acquire skills and concepts through hands-on engaged learning.

Mississippi Early Learning Guidelines for Four Year Old Children

Overview

The information in this section is intended to serve as a starting point for Mississippi early childhood educators and program administrators who are dedicated to the development of quality programs for four year old children. The information is presented as a means to direct the learning experiences of young children and to ensure that “no child is left behind.”

The purpose of the *Mississippi Early Learning Guidelines for Four Year Old Children* is to provide a resource guide to help early childhood educators and program administrators define and implement a set of learning guidelines that will enable young children to make connections to the world in which they live. Four year old children learn about the world in which they live through first-hand experiences and exploration, listening to adult explanations, listening to adults read books aloud, and interacting and engaging in conversations with adults and peers.

The consistency of the research-based learning principles, philosophies, and goals within Mississippi's Early Learning Guidelines indicates the Mississippi Early Learning Guidelines Writing Team's strong belief that children should be active participants in their learning. The early learning guidelines place early childhood educators alongside the child, teaching and scaffolding learning through child-initiated guided play, hands-on activities, and guided conversations with adults and peers. If Mississippi's young children are to be successful, the early childhood educator must:

- learn about the children they are teaching through on-going observations and record keeping;
- build on children's background knowledge and existing strengths and skills;
- provide a safe, healthy classroom environment that exemplifies good health practices;
- plan activities and instruction for children while individualizing the curriculum to reflect the varied strengths, interests, needs, and learning styles of each child;
- plan the instructional day so that a daily routine is present and followed to the greatest degree possible;
- develop the classroom environment into one that offers a variety of educational materials that are appropriate for the continuum of development represented in a classroom of four year old children that is aesthetically pleasing;
- involve the children's parents in ways that allow them to contribute their knowledge to the classroom as well as in providing them with information and ideas to share with their child at home;
- guide children's play by interacting with them in the learning center activities inside the classrooms and during outside learning opportunities;
- stimulate children's thinking by presenting them with problems to solve;
- nurture children through the social/emotional and physical connections made during daily interactions in the classroom;

- promote children's language and other early literacy skills through developmentally or age appropriate intentional pre-reading and language instruction;
- provide a literacy-rich environment;
- establish a community of learners and support within the classroom which accepts individual needs and learning styles; and
- enjoy life from the four year olds' perspective so that age appropriate instructional practices promote learning as a joyous experience.

In developmentally appropriate early childhood programs, the assessment of children's individual development and learning is essential for planning and implementing an appropriate curriculum. The assessment or the definition of the child's individual progress is to be determined through the early childhood educator's on-going observations. The early childhood educator will observe activities in which the child practices a specific skill in a natural classroom setting rather than responding to an evaluation instrument that requires the child to perform tasks out of the learning context. The observations will be recorded and placed in individual portfolios. References in the *Suggested Teaching Strategies* section of the *Guidelines* relate to examples of meaningful learning activities for use in learning centers, large and small groups, and one-on-one instruction to demonstrate children's accomplishment of a specific competency.

Play is crucial to the growth and development (*cognitive, physical, social, emotional*) of young children. Children are learning when they explore, discover, investigate, role-play, and use tools and materials in creative ways. Four year old children may exhibit characteristics of different stages of play, depending on the context of their play, developmental level, and cultural backgrounds.

Appropriate screening of young children is critical to determine if an individual child is in need of further assessment in the form of an in-depth developmental evaluation. A list of screening/assessment instruments can be found in *Appendix A: Meeting the Needs of Diverse Learners*. Child care programs can contact their local educational agency and health department for guidance in selecting screening instruments and assessments. Compatibility with other assessments administered by the program as well as cost, time of administration, and training of individuals administering the assessment must be considered prior to purchasing any instrument or program. Should the screening reveal that a child requires further evaluation, a conference with the child's parents must occur and upon obtaining parental consent, referral must be made to the local educational agency's special education department or other appropriate agency. If the child's evaluation reveals the need for early intervention programs and/or services, prompt enrollment and participation will greatly enhance the child's chance to advance and enter kindergarten with appropriate readiness skills.

The *Mississippi Program Guidelines for Four Year Old Children* provides direction and guidance for early childhood educators and program administrators in the establishment and assessment of program elements such as staff ratios, physical space requirements, curriculum and instructional components, and organizational structures. The research-based guidelines address components of a quality program serving four year old children. **These program guidelines exceed the current standards for licensed child care in Mississippi promulgated, amended, and adopted by the Mississippi Department of Health's Regulations Governing Licensing of**

***Child Care Facilities* in many program areas and should be used in addition to licensing standards when planning, implementing, and/or maintaining a program serving four year old children.**

It should be noted that current licensing standards state that child care programs can be exempted from following licensing regulations if accredited by the Mississippi Department of Education, Mississippi Private School Association, Southern Association of Colleges and Schools, Christian Schools, and Christian Schools International. ***The Mississippi Early Learning Guidelines for Four Year Old Children are to be followed in addition to the Mississippi Department of Health's licensing regulations if programs are to be accredited by the Mississippi Department of Education.***

**Mississippi Early Learning Guidelines
for
Four Year Old Children**

Program Guidelines

1.0 Curriculum

- 1.1 The instructional day should include all aspects of the child's day (e.g., *learning center activities, large and small group activities, individual instruction, lunch, outside play*).
- 1.2 Learning content for four year old children should be integrated through thematic units.
- 1.3 Educational materials and activities should address the competencies as presented in the following sections to develop children's knowledge in the areas of language, vocabulary, and early literacy, mathematics, scientific inquiry, creative arts, social and emotional, and physical and motor development.
- 1.4 Instructional delivery should be organized primarily around learning centers (*See the Suggested Learning Centers section in Appendix B: Early Learning Environments*). A minimum of five centers containing concrete manipulative materials, organized, arranged, and labeled so that they are accessible to the child, should be in simultaneous use during each designated center time. All centers will include non-fiction and fiction books and writing materials that are appropriate to the child's developmental stage. The centers should integrate thematic unit concepts with the content of the competency areas as indicated below:
 - Creative Arts Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical and motor development.
 - Science Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, scientific investigation, and physical and motor development.
 - Math Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, scientific investigation, and physical and motor development.
 - Language Development Center: This center addresses language, vocabulary, and early literacy development, social/emotional development, mathematical concepts development, scientific investigation, and physical and motor development.
 - Cooking Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, scientific investigation, and physical and motor development.

- Blocks, Wheel Toys, and Construction Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical and motor development.
 - Sand and/or Water Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical and motor development.
 - Woodworking Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, and physical and motor development.
 - Music Center: This center addresses language and vocabulary development, mathematical concepts development, social/emotional development, and physical and motor development.
 - Library Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, scientific inquiry, and social/emotional development.
 - Listening Center: This center addresses language, vocabulary, and early literacy development, and social/emotional development.
 - Dramatic Center: This center addresses language, vocabulary, and early literacy development, social/emotional development, and physical and motor development.
 - Creative Writing Center: This center addresses language, vocabulary, and early literacy development, social/emotional development, and physical and motor development.
 - Social Studies Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, scientific inquiry, and social/emotional development.
 - Technology Center: This center addresses language, vocabulary, and early literacy development, mathematical concepts development, scientific inquiry, and physical and motor development.
 - Motor Development Center: This center addresses language, vocabulary, and early literacy development, and physical and motor development.
- 1.5 Every child should be engaged in learning center activities for a minimum of 120 minutes per day in a seven-hour program, 150 minutes per day in an eight-hour program, and 180 minutes per day in a nine-hour or greater program.

- 1.6 Early childhood educators should use, at a minimum, the resources developed by the Mississippi Department of Education in curriculum planning. Other research-based resources that are developmentally appropriate may be added as desired by each agency.

2.0 Organizational Procedures

- 2.1 The teacher-child ratio should be 1:10 maximum. If an assistant teacher is assigned to the four year old classroom, the teacher-child ratio shall not exceed 2:20.
- 2.2 The school day for programs located in public schools should be a minimum of seven hours.
- 2.3 The school term for programs located in public schools should be the same as that for the other grades of the school unless the four year old program is part of the school's extended year program. If the program is located in a center not affiliated with a public school, the length of the school term should conform to center policy.
- 2.4 Children may engage in 60 to 90 minutes of quiet/rest time daily. Activities during quiet/rest time should include opportunities for individual activities (e.g., *listening to books on tape, listening to music, drawing*) in addition to resting as appropriate for each individual child.
- 2.5 Children will engage in a minimum of 60 minutes of indoor/outdoor physical activities during the day for seven-hour or eight-hour programs. Children will engage in a minimum of 90 minutes of indoor/outdoor physical activities during the day for a nine-hour program.

3.0 Health and Hygiene

- 3.1 *Refer to 12-2, 12-3, 12-5, 12-6, 12-7, 16-1, 16-2, 16-3, 16-4, 16-5, 16-6* Child Health Regulations in the Mississippi Department of Health's ***Regulations Governing Licensure of Child Care Facilities*** for the specific requirements related to child's health and hygiene.

4.0 Physical Settings for Existing Structures

- 4.1 The classroom will consist of a minimum of 600 square feet.
- 4.2 The classroom will be located no more than 125 feet from a bathroom.
- 4.3 Furniture will be of an appropriate height for young children. Tables and chairs are required rather than desks.
- 4.4 Early Childhood classrooms are to be located at ground level.
- 4.5 Every closet latch should be operable by a child from the inside.

- 4.6 Every bathroom door lock should be designed to permit opening of the locked door from the outside in an emergency. The opening device should be readily accessible to the staff.
- 4.7 The maximum distance to an exit from any point in the building shall not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit shall not exceed 100 feet.

5.0 Physical Settings for New Structures

- 5.1 All physical settings shall conform to the applicable sections of Southern Building Codes, Life Safety Codes, the American Disabilities Act, and *Appendix B: Early Learning Environments of the Mississippi Early Learning Guidelines for Four Year Old Children.*
- 5.2 The classroom should be a minimum of 1,000 square feet.
- 5.3 The minimum classroom width should be 24 feet except in pod-type structures.
- 5.4 Each classroom shall contain a minimum of one bathroom that shall consist of a toilet and lavatory. At the district's option the lavatory may be omitted if the work counter area is equipped with a sink and is in close proximity to the toilet room. A toilet paper holder is required to be placed within a child's reach from the toilet. Individual toilet rooms are required to accommodate the physically handicapped and must be in compliance with ADA regulations.
- 5.5 Open storage units, known as cubbies, should be provided for each child.
- 5.6 Built-in cabinets or portable storage areas shall be constructed to promote accessibility of materials to the child in order to encourage the selection of activities and to facilitate room clean-up.
- 5.7 Wall receptacles shall be placed 10 to 15 feet apart in each classroom. Any receptacles in the counter area should not be located near a sink. A minimum of six outlets is required.
- 5.8 Classroom lighting should contain operable standard fluorescent lights with area controls that provide adequate lighting. Switches placed within reach of the children will be located at the doors. Toilet rooms will contain lighting fixtures.
- 5.9 Furniture should be an appropriate height for the children.
- 5.10 Early learning classrooms for four year old children are to be located at ground level.
- 5.11 The maximum distance to an exit from any point in the building shall not exceed 150 feet. The maximum distance from the interior classroom door at the corridor to an exit shall not exceed 100 feet.
- 5.12 Every closet latch should be operable by a child from the inside.

- 5.13 Every bathroom door lock should be designed to permit opening of the locked door from the outside in an emergency. The opening device should be readily accessible to the staff.

6.0 Outside Play Area

- 6.1 During the school day, a supervised designated area for outside physical activities should be provided.
- 6.2 Children should not simultaneously share an area with children six years or older during designated outside periods.
- 6.3 The outside play area should have defined boundaries to protect children from environment hazards such as traffic and/or stray animals.
- 6.4 Playground equipment and landscape design must be developmentally appropriate for four year old children according to *National Standards* adopted by the Mississippi Department of Health.

7.0 Staff

- 7.1 Each agency having multiple sites shall designate an Early Childhood Coordinator with Pre-K, K-1, K-3 or K-8 licensure (K-3 and K-8 must have at least 12 hours in Early Childhood Education college/university coursework) and expertise in working with young children. In public schools, the principal or teacher of four year old children may serve as Coordinator. In child care centers, the center director, assistant director, or director designee may serve as the Coordinator.
- 7.2 The agency should provide 15 contact hours of annual training specifically related to early childhood development, such as early childhood curriculum development, assessment, early literacy and language instruction, and other areas specific to young children's growth and development, to center/program directors, center owners, principals, early childhood educators, and assistants of four year old children.
- 7.3 All persons responsible for the supervision of early childhood educators, assistants, and program coordinators must obtain annually 15 contact hours of staff development as required by the Mississippi Department of Health in the areas of child development, early childhood curriculum, and/or program organization. In addition, it is recommended that the staff attend workshops and/or seminars sponsored by approved trainers including state agencies, colleges and universities, and professional organizations (e.g., *Mississippi Department of Education, Mississippi State University Extension Services, Mississippi State University Early Childhood Institute, Mississippi Early Childhood Association*).
- 7.4 Early childhood educators of four year old children are to be certified N-1, K-1, K-3, K-8, SPED or hold a degree from an accredited university/college in child development. K-3, K-8 and SPED certified teachers must have at least nine hours in Early Childhood Education. An individual with an Associate's degree in Child Development Technology/ Early Childhood Education may serve in a teaching position if immediately supervised by an on-site certified N-1, K-1, K-3, K-8, SPED teacher or a person with a degree in child

development from an accredited university/college. All early childhood educators must complete annually 15 contact hours of staff development related to early childhood development, curriculum, and/or program organization.

8.0 Entrance Age

- 8.1 A child shall have reached the age of four years on or before September 1.
- 8.2 A birth certificate and immunization record is required for all children and shall be presented to the proper agency. If the Pre-K (four year old) program is located in a public school setting, the information provided in Section 1 (37-15-1) of the *Mississippi Cumulative Folders and Permanent Records* document must be followed.

9.0 Educational Materials

- 9.1 The initial expenditure for any new classroom for equipment, instructional materials, and consumable supplies should be adequate to equip a classroom of 20 children or the number being served if less than 20.
- 9.2 The agency is to replenish the consumable supplies and instructional materials in each classroom at least once yearly.
- 9.3 Educational materials should reflect the instructional needs of and the implementation of learning activities described for four year old children.

10.0 Parent Participation

- 10.1 Each agency should develop and distribute a parent handbook that addresses program philosophy, goals, and policies.
- 10.2 Parent conferences should be conducted at least three times during the year to inform parents or guardians of the child's progress. If documented attempts to meet with parents or other responsible persons fail, telephone conferences may be substituted. It should be noted that parents or guardians should be encouraged to participate in various activities such as developing learning games for home or classroom use, sharing information with the class about their work skills or profession, or sharing their talents through conducting musical and/or art activities.

11.0 Assessment

- 11.1 Pencil-paper standardized tests are *not* appropriate evaluation measures for four year old children and should *not* be used.
- 11.2 Assessment of four year old children's progress and their acquisition of skills should be documented through the use of a variety of techniques and procedures including, but not limited to, portfolios of children's work, age-appropriate checklists, performance scales, anecdotal records, observational reports, video and audio tape recordings, experience

charts, photographs, and other informal assessments.

- 11.3 Continuous assessment through use of a variety of techniques, procedures, and tools will be used to determine each child's individual progress and needs.

12.0 Transportation

12.1 Transportation is optional.

12.2 All agencies choosing to transport students shall refer to **MS Code Section 37-41-3**. All liability and related expenses are the responsibility of the agency or program entity.

12.3 In addition to the *National Highway Transportation Safety Association (NHTSA) Guidelines* (February 1999), the following caregiver-child ratio should be followed when transporting students: (*Note: Refer to the Transportation Guidelines in Appendix D: Additional Program Guidelines*).

- If 5 to 16 Pre-Kindergarten children are being transported on a bus, one caregiver in addition to the driver must be on the bus.
- If 17 to 32 Pre-Kindergarten children are being transported on a bus, two caregivers in addition to the driver must be on the bus.
- Caregivers must be 18 years of age or older.
- Caregivers must be an agency employee.

Mississippi Early Learning Guidelines for Four Year Old Children

Language, Vocabulary, and Early Literacy Development

Language and literacy development impact every aspect of the child's life. The development of language and early literacy skills is the most important cognitive achievement of early childhood. All learning is rooted in the context of a child's language experiences. Language allows children to understand others and the world around them, to express their thoughts and feelings, and to interact with others in meaningful ways. Through language a child is able to clarify his or her thinking and extend it imaginatively.

During the early years, children progress from communicating using nonverbal exchanges to using more complex spoken language. As the young child's vocabulary increases in complexity and their ability to use language in sophisticated ways, likewise their thoughts, ideas, and queries about the world become more complex and sophisticated supporting their development in all aspects of learning. Later children move to an understanding of how the sounds of oral language are translated into written symbols. With rich literacy experiences, numerous opportunities to read and write, and quality instruction with responsive adults and peers, children begin to use the written word to communicate. A solid foundation in language and literacy development in the early years will promote success in reading and writing in the future.

Strategies to Support an Inclusive Learning Environment

- Provide good models of communication, including sign language and other alternative methods
- Use special or adaptive devices and/or processes to increase the level of communication and/or participation
- Use a favorite toy, activity, or person to encourage communication and/or participation steps
- Provide alternate versions of texts (e.g., books on tape, books in Braille)
- Use assistive technology so that children can interact with literacy materials
- Separate skills and behaviors into smaller steps
- Use alternate methods of communication for response

**Mississippi Early Learning Guidelines
for
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Competencies and Objectives

Language, Vocabulary, and Early Literacy Development

The competencies are printed in bold and numbered. The objectives are numbered to match the competencies. The numbers are provided for clarity and do not reflect the order in which the competencies should be taught.

1. Exhibits developmentally appropriate receptive language

- 1.1 Listens to others with understanding
- 1.2 Listens attentively to stories
- 1.3 Recognizes environmental sounds
- 1.4 Listens to music
- 1.5 Listens to the sounds produced by musical instruments
- 1.6 Understands and follows simple two or three-step directions

2. Exhibits developmentally appropriate oral language for communication purposes

- 2.1 Shows an increase in vocabulary by using specialized vocabulary when communicating with others
- 2.2 Identifies common objects and interprets pictures
- 2.3 Uses language to express actions
- 2.4 Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation
- 2.5 Uses language to recall a sequence of events or retell a familiar story
- 2.6 Becomes aware of the structure of language; uses simple sentences, new vocabulary, and positional words in proper context

3. Demonstrates phonological and phonemic awareness

- 3.1 Distinguishes words in a sentence (identifies whole words – sentence to word segmentation)
- 3.2 Begins to recognize rhyming words
- 3.3 Distinguishes sound units/ syllables (clapping/stomping/finger tapping)
- 3.4 Orally segments, blends, and deletes syllables
- 3.5 Begins to notice beginning phonemes/sounds (not graphemes/letters)
- 3.6 Begins to notice ending phonemes/sounds (not graphemes/letters)
- 3.7 Begins to blend onset and rime

4. Demonstrates an awareness of print

- 4.1 Recognizes local environmental print
- 4.2 Understands that print conveys meaning
- 4.3 Holds a book correctly and begins to understand directionality
- 4.4 Recognizes first name in print
- 4.5 Begins to recognize letters of the alphabet
- 4.6 Attempts writing (scribble/drawing)
- 4.7 Understands that different text forms are used for different purposes

5. Constructs meaning when responding to a story or a picture

- 5.1 Shows an interest in books and reading
- 5.2 Joins in reading of familiar predictable/pattern books
- 5.3 Demonstrates understanding of literal meaning of story through questions and comments
- 5.4 Begins to predict an outcome
- 5.5 Begins to develop an awareness of cause and effect
- 5.6 Begins to differentiate reality from fantasy
- 5.7 Begins to connect information from a story to life experiences

<i>Competency</i>	<i>Objective</i>
1 Exhibits developmentally appropriate receptive language	1.1 The child listens to others with understanding.

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Listening is one of the primary ways children learn. Structure a learning environment where talking and listening occurs. Spend time listening and talking with the children. Demonstrate good listening skills. Listen carefully to each child as he/she expresses wants, needs, concerns, and achievements. When an adult listens, children will be encouraged to talk more. When the adult listens, the adult also teaches the child to listen.
- Encourage conversations with early care providers and between children. You may describe a few of your favorite foods and places to eat. Allow time for the child to tell you about his /her favorite foods and places to eat.
- Say the child’s name and make eye contact to be sure you have the child’s attention before speaking to him or her.
- Be a patient listener. Kneel down or sit on the child’s level and look directly at the child when he/she is talking to you in order to demonstrate good listening. Let the child ramble while completing his/her thoughts without interrupting.
- State directions clearly and give the child time to do what is expected. If necessary, repeat your request a second time and help the child through the actions (e.g., “*Now we’re walking over to the sink. Next, we’re washing our hands with soap and water to get them clean.*”).
- Encourage children to follow directions by praising them for their efforts (e.g., “*Look at you! You’re picking up the blocks just like I asked!*”).
- If the child is unable to follow two or three step directions, break the procedure down into simple steps and assist the child through each step.
- Provide listening opportunities by explaining the procedures or steps involved in completing an activity. Explain and talk about an activity before expecting the child to follow directions.

<i>Competency</i>	<i>Objective</i>
1 Exhibits developmentally appropriate receptive language	1.2 The child listens attentively to stories.

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Say a line of a nursery rhyme and have the children repeat the line.
- Sings lines to a song and have the children sing the same lines.
- Guide children to listen for specific details in a story. Read the book ***Peanut Butter and Jelly: A Play Rhyme*** by Nadine Bernard Wescott. Sing the song over and over with the children until they are able to repeat the verse pattern and rhythm. Ask questions about the book (e.g., “*What did the bears have for lunch?*”).
 - You may also have children recall and complete the sequence of the events in which the characters made a peanut butter and jelly sandwich.
- Read books that expand understanding of language and use language in enjoyable ways.

Note: It is not necessary to read an entire book in one sitting to help children to understand and enjoy the book’s language.

 - ***Dr. Seuss’s ABC An Amazing Alphabet Book!***
 - ***In the Small, Small Pond*** by Denise Fleming
 - ***Hairy Maclary, Scattercat*** by Dodd Lynley
- Have children listen to books on tape. These can be bought or early care provider-made.
- Have children practice a play (based on a book that has been read to them) in the drama center. Encourage the rest of the children to listen as the audience.
- Demonstrate to children the retelling of a story using finger puppets. Place the finger puppets in the drama center for children to retell the story while other children listen.
- Invite story characters and/or storytellers to read to children or take the children to the library to listen to stories.
- Read short story books with repeated sentences, words that rhyme, and pictures that closely correspond to the text to build listening skills for children who have difficulty paying attention.
- Have fun with tongue twisters (e.g., *Peter Piper picked a peck of pickled peppers.*) and nonsense rhymes (e.g., *Hey Diddle, Diddle*) as well as more modern nonsense rhymes.

- Ask children to listen for specific details in a story and have them give a signal (e.g., *clap*, *wave*) when they hear it.
- Read and reread favorite books, pausing to let children fill in words. Read the book ***Brown Bear, Brown Bear, What Do You See?*** by Bill Martin to the children several times so they are familiar with the story pattern. Then read the story again asking children to complete a line or phrase from the story (e.g., “*Brown Bear, Brown Bear, What do you (pause)?*” *Children should answer “see.”*)
 - You may also take photos of each child and print the story line for a classroom book using the names of children in the class. Use different color markers to highlight names and repeated words (e.g., *Write the children’s names in red, write the words see and me in blue.*). Insert the pictures and words into the sleeves of a photo album. See example:

Who Do You See?	(picture of Carl)
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Title page page 1

Carl, Carl, who do you see? I see Pam looking at me.	(picture of Pam)
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page 2 page 3

Pam, Pam, who do you see? I see Nina looking at me.	(picture of Nina)
--	-------------------

page 4 page 5

Nina, Nina, who do you see? I see Jack looking at me.	(picture of Jack)
--	-------------------

page 6 page 7

- Have children predict what they think will happen next in a story. Before reading the book ***The Mitten*** by Jan Brett, demonstrate the sounds that the different animals make in the story. As the story is read, encourage children to make the sound for the animal they predict will next attempt to enter the mitten.
- Read a short story to children. Before reading the end of the story, stop reading and ask children how they would complete the story. Support their answers by asking questions about what happened first, second, and third in the story. You may also:
 - Have the children use flannel pieces after hearing a story to demonstrate that they listened for what happened in the story.
 - Write the children’s predicted endings on a chart as they say them. Finish reading the

story and talk about how the story's ending and the children's predicted endings are different or the same.

- Read a story and ask questions such as the following:
 - “How do you think the little train felt in this story?”
 - “Why was the elephant sad?”
 - “What do you think the silly monkey will do next?”
- Encourage children to talk and relate what has been read to their own lives:
 - “Have you ever done anything like the silly monkey did?”
- Select a familiar story. Tell the children that as you are reading, you will say a word with a loud voice. They are to act out the “loud” word they hear. Choose action words (e.g., *hop*, *jump*), emotion words (e.g., *happy*, *sad*), or nouns (e.g., *dog*, *tree*) to read with a loud voice.
- **Picture Play:** Select a good story with colorful pictures. Cover the pictures on the first page and read the page. Stop reading at the end of the page. Ask children to tell what the page was about. Next ask the children to guess what the picture will show. Show the picture and talk about it. Go to the next page and play again. Reread the story.
- Read literature with the children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles include:
 - *African Animals* by Caroline Arnold
 - *Shockers of the Sea* by Caroline Arnold
 - *Bugs for Lunch* by Margery Facklam
 - *A Truck Goes Rattley-Bumpa* by Jonathan London
 - *Beach Feet* by Lynn Reiser
 - *One Tiger Growls* by Ginger Wadsworth
- Read poetry to the children individually, in small group, or with a large group daily. Some suggested enjoyable rhymes are:
 - *Finger Rhymes* by Marc Brown
 - *Hand Rhymes* by Marc Brown
 - *Bow Wow Meow Meow: It's Rhyming Cats and Dogs* by Douglas Florian
 - *The Frogs Wore Red Suspenders* by Jack Prelutsky

<i>Competency</i>	<i>Objective</i>
<p>1 Exhibits developmentally appropriate receptive language</p>	<p>1.3 The child recognizes environmental sounds.</p>

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Discuss listening with the children. Teach them how to listen. Talk in a soothing and calming voice. Have them sit very still (inside or outside) and listen for sounds around them. Discuss the sounds you hear.
- After reading the book *The Listening Walk* by Paul Showers, take the children on a *listening walk*. Walk through different areas inside and outside stopping to listen and talk about sounds heard. Invite the children to draw a picture of what they heard on their *listening walk*.
- Introduce a discussion about the part of the body used for listening. Use the following silly song:

Do Your Ears Hang Low?

Do your ears hang low?
 Do they wobble to and fro?
 Can you tie them in a knot?
 Can you tie them in a bow?
 Can you throw them o'er your shoulder
 Like a Continental Soldier?
 Do your ears hang low?

- Have the children cover their eyes while you hide an object that makes some sort of noise in the classroom (e.g., a timer that ticks loudly or a wind-up toy that plays music). Allow the children to uncover their eyes and then try to listen to find the hidden object.
- Give the children some toy animals or photographs of animals. Make animal noises or use a tape recording of animal sounds. Invite the children to identify the animal that makes each sound. Allow each child to make one animal sound (e.g., roar for lion, oink for pig) and encourage the remaining children to guess what animal makes that sound.
- Place ear muffs over the ears of children and have them listen to part of a book being read. Discuss the absence of sound for someone who cannot hear. Have them to move about the room with the ear muffs on. Discuss how they felt when they moved around with their ears covered.

- Make a tape of the voices of the early care providers and children in the class. The children can listen to the tape in the listening center and match the voices to photographs of early care providers and classmates.
- **Sound Canisters:** This activity can be an individual or partner activity in the learning center. Put matching objects and quantities of objects into sealed film canisters (e.g., *rice, beans, coins, small rocks*). Have the child shake one canister and listen to the sound. The child can find the matching sound by shaking the remaining canisters. As the matching canisters are found the child will set them aside as a matched set.
- Play listening bingo. You may purchase a game or make your own. To make your own, record familiar sounds (e.g., *the Sesame Street song, a bouncing ball, a beeping horn, a crying baby*) on an audiocassette. Play the tape. Ask the children to match the sound with a picture on their bingo card that corresponds with the object that makes the sound.
- Sing this song with the children to play a listening game:

Are You Listening?
(Tune: Are You Sleeping?)

Are you listening? Are you listening?
My friend (*child's name*)? My friend (*child's name*)?
Hearing is a sense, That's magnificent!
Don't you agree? Don't you agree?

(As child's name is called, the child stands.)

- Play a circle listening game. One child stands blindfolded in the center of a circle formed by the other the children. The blindfolded child listens and points in the direction of (or guesses the name of) the person who has called his/her name.
- Make a tape of familiar sounds from home (e.g., *telephone ringing, vacuum cleaner running, alarm clock ringing, baby crying, water running*) for children to identify or match to pictures.
- Read literature with children individually, in small groups, or with a large group daily. Some suggested titles related to sounds in our environment include:
 - ***Polar Bear, Polar Bear, What Do You Hear?*** by Bill Martin, Jr.
 - ***City Sounds*** by Rebecca Emberly
 - ***Noisy Book*** by Margaret Wise Brown
 - ***Horton Hears a Who?*** by Dr. Seuss
 - ***Hear Your Heart*** by Paul Showers
 - ***Hear That?*** By Tracy Arah

<i>Competency</i>	<i>Objects</i>
<p>1 Exhibits developmentally appropriate receptive language</p>	<p>1.4 The child listens to music.</p>

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Read books about music. Discuss the type of music that children hear at home. Ask them questions such as the following:
 - “What is your favorite music?”
 - “Why is that your favorite music?”
 - “How does it make you feel when you hear it?”
- Play several pieces of music. Let children listen and move their bodies to it. Discuss how each piece of music made them feel as they listened.
- Allow children to draw while listening to different types of music (e.g., *classical, jazz, rock, reggae, country*).
- Encourage children to feel rhythm of the music. Dance, clap, twirl scarves, or sway to the sounds. Move together with the children to rhythm of the music.
- Watch a video such as *Young Children’s Concert with Raffi*.
- Include songs in the daily routine (e.g., *lining up, preparing for mealtime, cleaning up*). Teach the children to connect a specific song to a specific task.

Let’s Clean Up

(Tune: Farmer in the Dell)

Let’s clean up today.
 Let’s clean up today.
 We’ve had our fun,
 Our day is done.
 So, let’s clean up today.

It’s Time to Sit on the Rug

(Tune: Farmer in the Dell)

It’s time to sit on the rug.
 It’s time to sit on the rug.
 Sit on the rug, place your hands in your lap.

It's time to sit on the rug.
It's time to clap like this; etc...

- Look at illustrated versions of songs. After reading the story, children can act out parts of it.
 - ***Knick Knack Paddywhack!*** by Paul Zelinsky
 - ***The Wheels on the Bus*** by Paul Zelinsky
 - ***The Eensy Weensy Spider*** illustrated by Jane Manning
 - ***If You're Happy and You Know It, Clap your Hands*** by David Carter
 - ***Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name*** by Tedd Arnold
 - ***Rhinoceros Tap: 15 Silly Songs*** by Sandra Boynton
 - ***Philadelphia Chickens*** by Sandra Boynton
 - ***Hey, Little Ant*** by Phillip M. Hoose
 - ***Don't Laugh at Me*** by Steve Seskin
- Compare "***The Eensy Weensy Spider***" and "***The Itsy Bitsy Spider***" after hearing both songs. Guide the children to discover if the songs are alike, different, or the same.
- During the day, play soft, calming baroque music or instrumental music for children to enjoy while they work. A good selection of music will encourage the children to work, play, and visit with friends quietly.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles of books about musical theme include:
 - ***Charlie Parker Played Bebop*** by Chris Raschka
 - ***Hip Cat*** by Jonathan London
 - ***Music, Music for Everyone*** by Vera Williams
 - ***I See the Rhythm*** by Toyomi Igus
 - ***Dumpy La Rue*** by Elizabeth Winthrop
 - ***Lizard's Song*** by George Shannon
 - ***Jazz ABZ: An A to Z Collection of Jazz Portraits*** by Wynton Marsalis
 - ***The Jazz Fly*** by Matthew Gollub
 - ***Mole Music*** by David M. McPhail
 - ***Bongo Larry*** by Daniel Manus Pinkwater

<i>Competency</i>	<i>Objective</i>
<p>1 Exhibits developmentally appropriate receptive language</p>	<p>1.5 The child listens to the sounds produced by musical instruments.</p>

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Before introducing children to different musical instruments, read literature about a particular instrument as a part of the introduction.
- Play different musical instruments. Discuss the sounds the instruments make (e.g., *high, low, soft, loud*).
- Have the children listen to the sounds of different instruments as they listen to stories about *JimJAZZ Mouse, Toby Trumpet, Thomas Tuba, Sylvester Saxophone*, and *Olivia Oboe* on the *JimJAZZ Mouse website*. www.jimjazzmouse.com/woodwindandbrass.htm
- Before introducing children to different musical instruments, read literature about a particular instrument as a part of the introduction.
- Play and dramatize the musical story of *Peter and the Wolf* composed by Sergei Prokofieff. The book and audio tape can be found at your local library.
- Make musical instruments with children. Form a band, have a parade, and play the instruments. You may also invite the children to pretend to play their instruments as they hear them in music. Help the children to identify the different instruments they hear.
 - **Tambourine:** Fill tin-foil pie pans with seeds or beans and staple or glue the pans together. Use heavy-duty paper plates instead of pans for a softer sound.
 - **Simple Rain Stick:** Fold plastic 6-pack holders lengthwise and insert several into a tall potato chip can. Pour in a handful of corn kernels or dried beans. You may adjust the amounts until you get the desired sound. Seal the lid to the can. Decorate the can with contact paper or construction paper. Tie cords, leather bootlace, or yarn around the top.
 - **Drum:** The children can pat their hands on a plastic bucket, dishpan, metal pot, empty margarine bowl, or other common object.
 - **Maracas:** Fill plastic drink bottles decorated with brightly colored paint with small objects (e.g., *beans, rice, pebbles*). Screw the lids on the bottles. Another option is to fill some film canisters with small objects (e.g., *rice, beans, pebbles*). Tape them securely with clear mailing tape.
 - **Rubber-Band Banjo:** Use the lid of a shoe box, an empty tissue box, or other available box or container. Stretch four or five rubber bands of different widths over the opening of the box. To play the banjo, pluck the rubber bands.

- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles of books about musical instruments include:
 - *Zin! Zin! Zin!: A Violin* by Lloyd Moss
 - *Mr. Putter & Tabby Toot the Horn* by Cynthia Rylant
 - *David Gets His Drum* by Panama Francis and Bob Reiser

<i>Competence</i>	<i>Objective</i>
<p>1 Exhibits developmentally appropriate receptive language</p>	<p>1.6 The child understands and follows two or three-step oral directions.</p>

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Develop and display a word picture chart for appropriate techniques for washing hands. Demonstrate the procedure and post the chart above the sink where the children wash their hands. Have the children sing the following song three times while washing their hands to sufficiently clean them:

Hand Washing Song
(Tune: Row, Row Your Boat)

Wash, wash, wash, your hands,
Play our handy game.
Rub and scrub, scrub and rub,
Germs go down the drain. HEY!

- Use short, clear sentences to tell children what you want them to do (e.g., “Give me your hand, please.” You may also say, “Please take off your mittens and put them on the table.”).
- Give oral directions by playing *Simon Says* using action words. Children listen and follow Simon’s directions. Use props to vary the activity (e.g., *hula hoops, balls*).
 - Simon says, “Hop on one foot” or “Hop like a rabbit.”
 - Simon says, “Run around the hoop” or “Gallop like a horse.”
 - Simon says, “Jump into the hoop.”
 - Simon says, “Throw the ball up high.”
- Sing songs with simple directions that children can perform as they are singing.

Open Them Shut Them

Open them, shut them (hold hands out and open/shut them)
Open them, shut them (same action)
Give a little clap (clap hands)
Open them, shut them (hold hands out and open/shut them)
Open them, shut them (same action)
Fold them in your lap (fold hands in lap)

- It is also lots of fun to change the last line after you have recited it several times. Tell the children to put their hands on their head, knees, or nose. This is a great activity to use to quiet a group or to get them ready for snack.
- Have children give simple directions to each other.
 - Say, “*Jan, please go get the ball and bounce it three times*”.
 - Say, “*Jamal, please pick up the book and place it on the table*”.
- Demonstrate listening using positional words (e.g., *behind, in front, beside, under over, through, above, below*) by using children and/or other objects. The following are some examples:
 - Tanya is *first* in line.
 - Marquis is *behind* Tanya and he is *second* in line.
 - Alisha is *last* in line.
 - Shane is *in front of* Alisha.

<i>Competency</i>	<i>Objective</i>
<p>2 Exhibits developmentally appropriate oral language for communication purposes</p>	<p>2.1 The child shows an increase in vocabulary by using specialized vocabulary when communicating with others.</p>

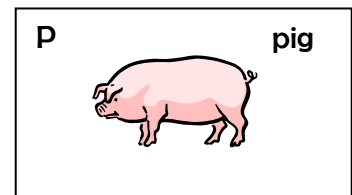
Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Expand children’s vocabulary. Do not oversimplify language or use “baby talk.” Use adult words-such as *cut*, *scratch*, or *wound* instead of “boo-boo.”
- Select books for reading aloud about different topics to increase knowledge and vocabulary. Books about nature *Growing Vegetable Soup* by Lois Ehlert, values *Fish is Fish* by Leo Lionni, life issues *The Kissing Hand* by Audrey Penn, and multicultural books *Mama, Do You Love Me?* by Barbara Joosse are excellent choices for introducing new vocabulary. Use questions to extend conversations with children (e.g., *after reading The Kissing Hand*, ask, “How did you feel on your first day of school?”).
- When reading to children, draw attention to interesting or unusual words and discuss what they mean (e.g., *when reading Click, Clack, Moo Cows That Type* by Doreen Cronin, *discuss what it means when the author says “Farmer Brown was furious” or when Farmer Brown wrote, “I demand milk and eggs.”*)
- Use questions to enhance discussions of classroom activities (e.g., *How were you able to put that puzzle together so quickly? Why did you choose to build a bridge with the blocks today?*)
- Post discussion questions in each center to remind the early care provider to ask questions that will encourage and expand language development. (Refer to the sample discussion questions provided in the Language, Vocabulary and Early Literacy Development Resources section in Appendix C).
- Plan for play that will enhance language development. Provide children with background knowledge by reading books related to specific themes or by taking a field trip (e.g., *post office, doctor’s office, store*). Allow the children to generate ideas for a theme-based dramatic play area. List roles and describe what each person would do (e.g., *for a restaurant, have a hostess to seat the customers, a waiter to take the orders, and a cook or chef to prepare the food*).
- Provide materials that encourage language between children and early care providers (e.g., *puppets, a telephone, hats, dress-up clothes, an aquarium*).
- Songs, chants, nursery rhymes, and poems can increase vocabulary. Read or recite a rhyme many times and have the children repeat each line after the early care provider to help them learn it.

<i>Competency</i>	<i>Objective</i>
<p>2 Exhibits developmentally appropriate oral language for communication purposes</p>	<p>2.2 The child identifies common objects and interprets pictures.</p>

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Share wordless picture books with children. Demonstrate making up a story to go with the pictures. Retell the story more than once changing the story or adding more detail with each reading. Allow children to make up their own story to go with the book. *(If you are unable to locate wordless picture books you can make books using some pictures from a book that has been torn. Cut around the pictures and glue them onto paper to make a book.)*
- Read wordless picture books with children individually, in small groups or with a large group. Books may be checked out from the local public library. Suggested titles include:
 - **Window** by Jeannie Baker (This story depicts the passage of time with scenes observed through the window of a child's room.)
 - **Changes, Changes** by Pat Hutchins (From a house, to a fire truck, to a boat, the blocks in these pictures become whatever you can imagine.)
 - **Tuba Lessons** by T.C. Bartlett (While walking through the forest, a young boy meets up with a bear and uses his tuba to make friends.)
 - **A Boy, a Dog, and a Frog** by Mercer Mayer (A little boy and his dog try to catch an uncooperative frog.)
- Display a picture from a book, a photograph, a calendar, a colorful chart, or a copy of a famous painting and have the children tell about it. Use questioning to expand descriptions. Model the use of colorful adjectives and specific vocabulary. (e.g., *“Look at those brilliant yellow daffodils; they look like they are standing at attention.”*).
- Have the children bring an object from home to tell about it for Show-and-Tell. This could be part of a *Person of the Week* activity. Allow the other children to ask questions and make comments.
- Make a classroom pictionary (e.g., *a picture book with the word written under each picture*). Place the pictionary in the library center or another center. Use the pictionary by asking the child to name the pictures found on various pages. Make a pictionary related to the current class theme and place it in the language or writing center.



- During small or large group, use a basket of objects representing animals, food, clothes, or kitchen items to develop the children’s vocabulary. Place 3-5 objects on the table. Name and discuss each object with the children. At first you may say, “*This is a horse. A horse lives on a farm.*” Later you may say, “*This is a black stallion.*”
- Display photographs of classroom activities on the board. Have the child choose a picture to tell a story through oral story telling. Help the child extend the story by asking questions (e.g., “*Tell me about this picture. What is happening? What else is happening? What do you think would happen if ...?*”).
- Tape pictures on the back of children. Have them find another child to identify the object in the picture on their back and then find the child with a picture that matches their own. First the children will match identical pictures of common objects (e.g., *Match a brown dog to a brown dog.*). Make the activity more challenging by having them match variations of common objects (e.g., *Match a brown dog to a spotted dog.*). Use theme related pictures or add color concepts.
- Have children bring photographs to share personal experiences. The early care provider supports the child by asking questions to extend the child’s narrative. Demonstrate this activity by sharing one of your photographs and telling a story about the picture.
- Attach pictures representing vocabulary words related to a specific theme (e.g., *animals, transportation, weather*) to a cube. Have a child roll the cube and identify the picture on top. Ask questions to expand discussion of the picture. After children take turns identifying pictures in a small group, the cube may be placed in a learning center to be used independently or with a partner.

<i>Competency</i>	<i>Objective</i>
<p>2 Exhibits developmentally appropriate oral language for communication purposes</p>	<p>2.3 The child uses language to express actions.</p>

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Play *Simon Says* using action words. Children listen to and then follow simple directions. You may use props to vary the activity (e.g., *hula hoops, balls*). An example is as follows:
 - Simon says, “Hop on one foot” or “Hop like a rabbit.”
 - Simon says, “Run around the hoop” or “Gallop like a horse.”
 - Simon says, “Jump into the hoop.”
 - Simon says, “Throw the ball up high.”
- Describe your own actions as you carry them out (e.g., “*I am reaching up very high, stretching my arms up, and standing on the tips of my toes to hang the bird feeder in the tree.*” “*I am writing a list of the ingredients we will need to make ants on a log.*”).
- Describe the children’s actions for them as they are active in centers (e.g., “*You are pouring the sand through the funnel and it is trickling into the measuring cup.*”).
- Use explicit language when you talk about objects or behaviors.
 - “Hand me the small hammer so I can pound this wooden peg into the hole.”
 - “When you are listening to a story, your body is very still and quiet and does not wiggle.
 - “Your eyes are looking at the pictures and you are thinking about what is happening in the story.”
- When a child talks to you, respond to what they say and then expand their idea.
 - The child says, “Look at the bird!”
 - The early care provider responds by saying, “Oh, I see it, it’s a blue bird and it’s perched on the branch of that big oak tree.”
- Ask questions that encourage the child to expand their ideas.
 - What happened after you caught the frog?
 - Tell me more about your trip to the park.
 - How did you make this?
- Rather than deliberately correcting a child’s inaccurate pronunciation, grammar, or translation, you should respond to the meaning of a child’s speech. Model correct speech in your response. (e.g., If a child says, “*Ain’t that funny?*” You should respond by saying, “*Yes! It is funny, isn’t it?*”).

<i>Competency</i>	<i>Objective</i>
<p>2 Exhibits developmentally appropriate oral language for communication purposes</p>	<p>2.4 The child uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation.</p>

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Model language for the child by orally describing actions and objects encountered during the day using new vocabulary in a familiar situation (e.g., “*You took an enormous gulp of your orange juice, you must be parched!*”). Use noun phrases and specific language to build vocabulary (e.g., *the red ball; the large rectangular block; the shortest chair*).
- Provide children opportunities to share stories, experiences, or ideas during Show-and-Tell.
- Provide opportunities for children to draw pictures and then provide children with an opportunity to tell a story about the event depicted. The early care provider may write down the child’s story as an extension activity.
- Assist the child in expressing needs appropriately by responding to the child’s requests with complete thoughts. (e.g., If the child says, “*Gimme some water!*”, the early care provider answers by saying, “*Another way to ask is, may I please get a drink of water?*” If the child says, “*I need to use it.*”, the early care provider can respond by asking, “*Do you need to go to the bathroom?*”).
- Encourage children to talk during meals, while working in centers, small groups, and recess. Give children opportunities to interact freely throughout the day.
- Select books for reading aloud that address feelings. After reading, the early care provider can lead children in a discussion that encourages them to share feelings. Some suggested titles include:
 - *I Was So Mad* by Mercer Mayer
 - *When Sophie Gets Angry – Really, Really Angry* by Molly Bang
 - *Giraffes Can’t Dance* by Giles Andreae
- After reading the stories, encourage the children to write or draw about their feelings in the writing or art center.
- Create a book using photos taken on a field trip or during a class activity. Allow children to take the book home to share with family members and return the book the next day.

<i>Competency</i>	<i>Objective</i>
<p>2 Exhibits developmentally appropriate oral language for communication purposes</p>	<p>2.5 The child uses language to recall sequence of events or retell a familiar story.</p>

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Have children retell a favorite story. The early care provider can turn through a favorite book and show the pictures to help the child recall the sequence of the events ***Go Away Big Green Monster*** by Ed Emberly. As the child becomes more skilled, he/she will be able to retell a story without pictures.
- Ask children to draw pictures of daily events and dictate the sequence of events to early care provider (e.g., *getting ready for preschool, making a sandwich, fixing a bowl of cereal, brushing teeth, getting ready for bed*).
- Sequence the events of the day using photos. Include routines (e.g., *arrival by car, bus, or walkers; breakfast, circle time, center time, lunch, playground/recess, nap, snack, and departure*).
- Use rebus picture cards in the cooking center to allow children to order steps followed in preparing a snack or food dish.
- After reading a story to the children, the early care provider models a retelling using props (e.g., *felt board, puppets, or dress-up clothes*). Encourage the children as they retell the story using props. Materials can then be placed in a center for children to retell the story independently.
- After a field trip, a classroom visitor, a school program, a class activity, or any special event, encourage the children to retell the events. You may write the children's words on a chart or poster to make a class story. This can be a whole group or small group activity.
- Chart the proper sequence of events, stories, or familiar routines using pictures and words. Illustrate sequencing with felt boards, story cards, or story maps. Help the children recall familiar routines and experiences and express them using actions, words, role-playing, or puppets.
- Create a take home book using photographs taken on a field trip or during a classroom activity. Children will share the book with parents and return the book on the following day.

<i>Competency</i>	<i>Objective</i>
<p>2 Exhibits developmentally appropriate oral language for communication purposes</p>	<p>2.6 The child becomes aware of language structure; uses simple sentences, new vocabulary, and positional words in proper context.</p>

Suggested Teaching Strategies/Language, Vocabulary and Early Literacy Development

- Encourage children to use new words. After reading a book, begin a sentence and pause to have children finish the sentence using new vocabulary (e.g., after reading *The Kissing Hand* by Audrey Penn, say, “She kissed Chester right in the middle of his ...” Pause to allow children time to say, “palm.” Then kiss your own palm and encourage children to kiss their own palm and press their kiss against their cheek like Chester did in the story).
- Read books that contain interesting and varied vocabulary. Point out unfamiliar words and discuss the meaning of those words with the children.
 - *Mice Speak, We Speak* by Tomie dePaola
 - *In the Small, Small Pond* by Denise Fleming
 - *A Cache of Jewels and Other Collective Nouns* by Ruth Heller
- Demonstrate the use of new vocabulary with correct grammar when talking with the children. Rather than using *nice* all the time, use words more expressive words (e.g., *kind, caring, polite, gentle, pleasant, courteous, respectful, thoughtful, lovely, friendly*). Avoid the use of slang words (e.g., *ain’t*).
- Play *Simon Says* using positional words (e.g., *behind, in front, beside, under, over, through, above, below*). Some suggested example are:
 - Simon says, “Put your hands behind your head.”
 - Simon says, “Wiggle your fingers in front of your face.”
 - Simon says, “Put your hands over your ears.”
- Demonstrate the use of positional words by using children and/or other objects.
 - Tanya is *first* in line.
 - Marquis is *behind* Tanya, he is *second* in line.
 - Put that puzzle piece *beside* the red one.
- When reading and talking about pictures in a book, use positional words. When reading a page of a book, have children point to the part of the picture that the words are describing.
 - *Bears in the Night* by Stan & Jan Berenstain
 - *Rosie’s Walk* by Pat Hutchins
 - *Birthday Surprise* by Eric Carle

- Encourage the children to talk about a drawing or painting using complex sentences. Collect pictures from various calendars with different themes to use in this activity.
- Provide opportunities for children to answer questions in phrases or simple sentences. When talking with children keep your responses brief and give them extra time to respond.
- Model using *nouns* that show ownership during the daily routine (e.g., “*Where is John’s coat?*” Ask the children to identify possessions by the owner’s name. The child may say, “*This is Mary’s picture.*”).
- Demonstrate the use of regular and irregular plurals during conversations with children. Model correct *plural forms* (e.g., when the child says, “*I brushed my tooth.*” restate, “*I can see you brushed your teeth.*”).
- Use correct tense when speaking to children (e.g., when the child says, “*He hitted me.*” restate, “*He hit you? Show me where he hit you.*”).
- Routinely read aloud to children and provide opportunities for the child to “read” books in the library center. Reading the same book several times during the week will help the child to model the sentences read when he/she pretends to read in the library center.
- Use a wordless picture book with children individually, in a small group or with a large group. Encourage the children tell the story using phrases and simple sentences. Related books can be checked out from the local public library. Some suggested titles include:
 - ***Abstract Alphabet*** Illus. by Paul Cox
 - ***Changes, Changes*** Illus. by Pat Hutchins
 - ***Clementina’s Cactus*** Illus. by Ezra Jack Keats
 - ***Clown*** Illus. by Quentin Blake
 - ***Dinosaur!*** Illus. by Peter Sís
 - ***Do You Want to be My Friend?*** Illus. by Eric Carle
 - ***Four Hungry Kittens*** Illus. by Emily Arnold McCully
 - ***Mouse Letters: A Very First Alphabet Book*** Illus. by Jim Arnosky
 - ***Pancakes for Breakfast*** Illus. by Tomie de Paola
 - ***Tabby: A Story in Pictures*** Illus. by Alike

<i>Competency</i>	<i>Objective</i>
<p>3 Demonstrates Phonological and Phonemic Awareness</p>	<p>3.1 The child distinguishes words in a sentence (identifies whole words – sentence to word segmentation).</p>

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- When reading a big book or large print chart (e.g., *Hey, Diddle, Diddle*) to the class, point out small, medium, or big words. Frame the word by placing a finger at each end of the word and say, “Cow is a little word, it only has three letters in it. Dish is a medium word; it just has four letters in it like your name, Toya.”
- Model saying the words in a sentence. Demonstrate clapping the words in a sentence. Encourage the children to clap the words in a sentence with you (e.g., *I.....like.....cats.*).
- **Be the Word:** Select a familiar nursery rhyme and say the first line (e.g., “*Mary had a little lamb*”). Write each word on a card and give each card to a child. Invite the children to line up from left to right and have them hold up their word as you repeat the rhyme.
- **One at a Time:** Slowly say a sentence (e.g., “*We are on our way to lunch.*”). The children take one step, hop, or skip for each word in the sentence. *Variation: Children step on one tile square for each word in the sentence.*
- **One at a Time II:** Slowly say a sentence (e.g., “*The boy jumped down the stairs.*”). Invite the children to repeat the sentence and tap the table for each word in a given sentence.
 - Example: I.....like...cats. Example: She....likes....dogs.
 tap...tap.....tap tap.....tap.....tap

<i>Competency</i>	<i>Objective</i>
<p>3 Demonstrates Phonological and Phonemic Awareness</p>	<p>3.2 The child begins to recognize rhyming words.</p>

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Allow children to listen to stories that rhyme and pick out rhyming words when prompted
- Engage children in poems and finger-plays and identify the rhyming words
- Sing songs together that have rhyming words
- **Think Pink:** Early care provider and children recite a familiar Nursery Rhyme or poem. Children hold up a pink card if they hear a rhyming word. In the beginning, the early care provider should also hold up a card to indicate the correct response. As the children understand rhyming word, the early care provider does not have to lead the response.
- **Rhyme-a-Word:** Children stand up in their group. They listen for words that have the same rime ending. Early care provider says two words, and they are to decide if they rhyme or not. If they rhyme, then they are to bow. If they do not rhyme, they are to raise their arms over their heads. Give some examples first. Try boy – toy. They rhyme, so the children should all bow. Try hit – sack. They do not rhyme, so the children should raise their arms.
- **Rhyming Sentences:** Early care provider reads a sentence and the children fill in the final word with a rhyming word. Example: The green frog sits on a _____. (log)
- **Rhyme-a-Card:** Place all of one suit from a deck of cards on the table face down. Ask child to pick a card. Once he/she has picked one, tell him/her to think of a word that rhymes with the number or picture on the card. Once the child says a rhyming word, he/she keeps card until game is over. If the child cannot think of a real word that rhymes, he/she may say a nonsense word.
- Provide objects or pictures representing rhyming words for children. After listening to two rhyming words (e.g., boy-toy), the child will match objects or pictures.

<i>Competency</i>	<i>Objective</i>
3 Demonstrates Phonological and Phonemic Awareness	3.3 The child distinguishes sound units/syllables (clapping/stomping/finger tapping).

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Children and early care provider clap, stomp, or finger tap to songs as they are sung.
- Children and early care provider clap, stomp, or finger tap out the children's names.
- **Syllable Sort:** Place masking tape on the floor in two to four columns to make a graph. Tape a picture of a one syllable fruit/vegetable, a two syllable fruit/vegetable, or a three syllable fruit/vegetable at the top of each column. Give children plastic or real fruits/vegetables. Have them sort the items on the floor graph by the number of syllables in each word. (Use just one and two syllable words if the child is unsuccessful.) Variation: Use cards with children's pictures and sort the names by syllable count.
- **Syllable Hop:** Have the children sit in a circle. Place an assortment of fruits and vegetables in the center. As each child chooses an item and says its name, the other children repeat the word and clap the syllables in the word. (e.g., *car-rot*). The child who picks the item then hops two times and stops behind a child who then is "IT" and chooses the next item.
- **Pass the Pail:** Fill a bucket with items related to your current theme. Have the children sit in a circle and pass around the bucket. When it is his or her turn, have each child hold up an item. Next, have the class say the word and clap the syllables in the word. As an extension, invite children to sort the items into groups based on the number of syllables.
- Say a word (e.g., *bas-ket*, *fan-tas-tic*, *hel-i-cop-ter*) and the child will repeat or echo the word and move a chip for each syllable.

<i>Competency</i>	<i>Objective</i>
3 Demonstrates Phonological and Phonemic Awareness	3.4 The child orally segments, blends, and deletes syllables.

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- **Syllable segmentation:** Children and early care provider clap the syllables in children’s names (e.g., *Alisha*, clap 3 times **A-li-sha**; *Jamar*, clap 2 times **Ja-mar**; *Joe*, clap 1 time **Joe**; *early care provider*, clap 2 times **tea-cher**).
- Children and early care provider clap the word parts in words related to the class theme (e.g., if the class is learning about zoo animals, say *tiger* and clap 2 times **ti-ger**, say *elephant* and clap three times **el-e-phant**, say *bear* and clap 1 time **bear**, say *alligator* and clap 4 times **al-li-ga-tor**).
- **Blending syllables:** Display pictures of children and say their names divided into syllables. Have the children say the child’s name. The early care provider says, **Ja-mar** and the children say, *Jamar*.
- Display pictures related to the class theme. Name with the group the objects and pictures before beginning the activity. The early care provider says the word divided into syllables **but-ter-fly** then children say the word *butterfly*.

<i>Competency</i>	<i>Objective</i>
3 Demonstrates Phonological and Phonemic Awareness	3.5 The child begins to notice beginning phonemes/sounds (no graphemes/letters).

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Display several photographs and name the pictures for the child to repeat the beginning sound (e.g., /b/ for *boy, ball, bug, bucket, banana*).
- Repeat aloud words beginning with target sound (phoneme) emphasizing the first sound (phoneme).
- **Good Ears:** Children make and wear Mickey Mouse ears to emphasize the importance of listening to sounds. Children recite poem with early care provider and identify sound:

Children: Listen, listen, loud and clear, What's the first sound that you hear?

Early care provider: Doggie, dolly, dark, and daddy

Children: Tell me, tell me, what you hear. /D/!

Repeat with new word patterns

- **Thumbs Up!** Select a target sound such as /d/. Instruct the children to give a “thumbs up” each time they hear the target sound at the beginning of the word. Change the target sound or repeat the activity with other words.
- **Bag of Sounds:** Collect pairs of objects that have the same beginning sounds (e.g., *book and ball, pencil and penny*). Place one object from each pair in a bag and the other on a tray. Working with a small group, have children pull objects from the bag and find matching objects on the tray. Say, “This pencil goes with the penny because they both begin with /p/.” Expand the activity by inviting children to find small, matching objects in the classroom to add to the tray and/or bag.
- **Give It the Test:** Say a target sound such as /n/. Pull an object from the bag. Have children “*give it the test*” by repeating the target sound prior to saying the name of the object (/n/ /n/ /n/ nut).
- **Catch the Sound:** Enlarge and laminate picture cards. Punch holes and string yarn through each one to make a necklace. Distribute picture necklaces and have children wear them while sitting in a circle. Designate a target sound (/t/). Give one child a ball, and have him/her roll it to a classmate wearing a picture that fits the pattern. Ask the second child to roll it to a third, and so on.

<i>Competency</i>	<i>Objective</i>
3 Demonstrates Phonological and Phonemic Awareness	3.6 The child begins to match ending phonemes/sounds (no graphemes/letters).

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Children are given a word and asked to tell the ending sound (not letter). Example: Given *tag*, children will respond /g/.
- **Punch It Out:** Focus on target sounds by having children use hand motions as they say words. First, say the word *cat* without hand motions. Repeat the word and add hand motions. Slide your hand (palm down) from left to right as you say the word, and then thrust a fist to “punch out” the last sound (/t/). Have children repeat the word and hand motions. Repeat with other words.
- **Head, Waist, Toes:** Have children stand as they listen to you say a three-phoneme word. Say each phoneme of the word separately and ask the children to place their hands on their heads, waist, or toes to indicate whether the sound is at the beginning, middle, or end of the word. (e.g., *cat* – /c/ on head, /a/ on waist, and /t/ on toes. Ask children, “What sound was on the toes?” /t/).

<i>Competency</i>	<i>Objective</i>
3 Demonstrates Phonological and Phonemic Awareness	3.7 The child begins to blend onset and rime.

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- **Name Chant:** Say the following chant to the children:
 It begins with /t/
 And it ends with /im/.
 Put them together,
 And they say _____. (Tim)
- The early care provider gives onset and rime and the children blend to form a word
 Example: What word is /t/ /op/ (top), /b/ /all/ (ball), /p/ /ig/ (pig)
- **What Is It?** Have child pick a picture from a selected group. Demonstrate how to give phonemic “clues” to identify the picture. For example, clues for ‘pail’, it begins with a /p/ sound, and ends in /ail/. Have children answer together. Have children take turns giving phonemic clues for their pictures. Offer assistance when needed, or invite children to work with partners.
- Use the following song to practice onset and rime:

If You’re Happy and You Know It

If you’re happy and you know it, say my name: /c/ /ake/.
 If you’re happy and you know it, say my name: /c/ /ake/.
 If you’re happy and you know it, then your face will surely show it.
 If you’re happy and you know it say my name.
 (Children in unison say “cake”)

- **Can You Guess the Word?** Play a guessing game with the children. For the word *bat*, say, “I’m thinking of a word. It starts with /b/. It ends with /at/. Can you guess the word?” Sample onsets and rimes to use include:
 - /t/ /ack/ (tack)
 - /c/ /ash/ (cash)
 - /t/ /an/ (tan)
 - /p/ /each/ (peach)
 - /m/ /eat/ (meat)
 - /pl/ /ay/ (play)

<i>Competency</i>	<i>Objective</i>
4 Demonstrates an Awareness of Print	4.1 The child recognizes local environmental print.

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Display and discuss familiar logos (e.g., *Fast-food restaurants, cereal boxes, candy bars, toy labels*).
 - What does this tell about?
 - What does it say _____?
- Create a lotto game using environmental logos (similar to Bingo)
- Create a board game using familiar locations as destinations (e.g., *Service stations, banks, grocery stores, hotels*)
- Use environmental print to graph favorite foods, restaurants, candy bars, stores, etc.
- Create environmental logo matching games
- Take front panel of a large cereal box and cut apart to create an environmental print puzzle.
- Categorize environmental logos by foods: cereals, soups, crackers, etc.
- Make a class environmental print notebook and place in the reading center
- Introduce books that have road signs or show appropriate signs to the class (e.g., *stop sign, exit sign, railroad crossing sign, yield sign, men and women’s restrooms*). If these signs are unavailable to you, take pictures of these signs for classroom viewing.
- Create a bulletin board with a variety of environmental print items and let the children use a pointer to find certain items by playing the “*I Spy*” game.
 - Say, “I Spy a McDonald’s sign”. Invite a child to use the pointer and point to the McDonald’s sign on the board.
 - Say, “I Spy a Pizza Hut sign. Who can locate the Pizza Hut sign on the board?”
 - Say, “I Spy a Wendy’s sign. Invite a child to locate the Wendy’s sign.

Note: An assortment of environmental print can be found and printed at <http://www.hubbardscupboard.org/index.html> for making games.

<i>Competency</i>	<i>Objective</i>
<p>4 Demonstrates an Awareness of Print</p>	<p>4.2 The child understands that print conveys meaning.</p>

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Label objects in the classroom (e.g., *clock, door, desk, blocks, ceiling, window, books, centers*). Add a few labels at a time and refer to them throughout the day.
- Write language experience stories – use large chart paper to record children’s comments (word for word) about a specific field trip, favorite story, or fun activity.
- Use journals for the early care provider to write the children’s words when dictating stories
- Have children draw self-portraits and then sign their creation. *Extension: The early care provider can label the body parts.*
- Make a class telephone book with children’s photos and names
- Display a large group roster at the children’s height. Also post a ‘daily helper’ chart.
- Reproduce a recipe card on large poster paper. Discuss ingredients needed, measurement tools, cooking utensils, preparation procedures, and cooking apparatus and time. Review step by step procedures. Place poster in the home living center for children to recreate activity.
- Songs, chants, nursery rhymes, and poems can build an awareness of print. Read or recite a rhyme many times and have the children repeat each line after you. Once the children have learned the words, write each phrase, line, or sentence on a chart or sentence strips. Next, repeat each part with the children while pointing to the print. Place the strips in a pocket chart one at a time until the whole selection is in the chart. The children can repeat the rhyme throughout the day.

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream

<i>Competency</i>	<i>Objective</i>
<p>4 Demonstrates an Awareness of Print</p>	<p>4.3 The child holds a book correctly and begins to understand directionality.</p>

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Ask the child, “What do you do with a book?” (e.g., *Look at the pictures; Read it*). Demonstrate holding the book correctly and describe the correct way to turn the pages as you demonstrate. Say, “Gently lift the page at the top corner and carefully turn to the next page so you can read the next page.” Hand the book to the child and help them hold and manipulate the book correctly. Extension: The early care provider can deliberately hold the book incorrectly and ask a child if this is the correct way to hold a book. Then, hand the book back to the child and let him/her show you the correct way to hold the book and turn the pages.
- Use child-appropriate books to identify parts of a book (e.g., *front cover, back cover, spine, title, author, illustrator, illustrations, text, top, bottom, pages, left, right, beginning, end*).
- Demonstrate using the cover of a book to choose which book to read. Role play going to the book center and deciding between two books. Talk about the pictures on the cover and talk about the illustrations. Verbalize your reasons for selecting one book over another. (e.g., *I think this book has lots of animals in it. The girl on the cover of this book looks happy about something.*)
- Model carefully handing the book to another child.
- Model returning the book to the classroom library correctly. Explain to the children that you are placing it on the shelf with the front cover facing out so it will be easy to find.
- Demonstrate top to bottom progression as the class shares a big book using a wand or some sort of pointer.
- Demonstrate top to bottom progression with other appropriate materials: Nursery rhyme poems, maps pertaining to our community, state and center site, calendar.
- Use big bookstands, easels and pocket charts to display appropriate materials for easy visibility when tracking top to bottom progression.
- Utilize picture cards on the wall to follow a category of items from top to bottom.
- When reading big books with children, use green colored dots where print or pictures begin and red dots where it ends to demonstrate left to right progression.

- Demonstrate left to right movement while tracking the words in print (pointing to each word spoken) as the class shares a big book. The early care provider may use a pointer to keep the children on track.
- Use big books stands, easels, or pocket charts to display appropriate materials for easy visibility and use a pointer to demonstrate left to right progression.

<i>Competency</i>	<i>Objective</i>
<p>4 Demonstrates an Awareness of Print</p>	<p>4.4 The child recognizes first name in print.</p>

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Provide each child with a card that has their name written on it and give them many opportunities to write their name. *Extension: Give the child magnetic or foam letters to make his/her name using the card as a model.*
- Create name tags for each child and allow the child to pick a shape for the name tag. Have the child observe as the early care provider writes his/her name.
- Label children’s spaces in the room (e.g., *chair, cubby*) with his/her name.
- Make name blocks using blocks or wood scraps (all the same size). On one side place the child’s picture and on the other side, place the child’s name. These can be used throughout the year for name recognition, etc.
- **Name Bingo:** Give a child a card with his or her name on it and a set of plastic letters that spell out the child’s name. Tell the child, “I will call out the name of a letter and then I want you to put the letter on top of that letter on your name card. When all the letters in your name are covered hold up your hand and say, “HURRAY!” (Adaptation: When children can recognize all letters in their first name easily, include the last name.)
- **Name Scramble:** Write a child’s name on a card. Cut the letters apart and scramble the letters. Show the child how to unscramble the letters and put them in order to make their name. Adaptation: Make an envelope with the child’s name written on it for the child to use as a guide if needed.
- Place several children’s names in the pocket chart and have them select their name card. Begin this activity with different first name letters and increase difficulty with several children whose names begin with the same beginning letter.
- On a large poster board write each child’s name. Have the children locate their name with a pointer or highlighter. For a daily check-in procedure, have each child use a clothespin and clip it beside their name on a class chart.
- Take a large beach ball and write every child’s name on it. Have the class form a circle and toss the ball to a child. Have them find their name on the ball and then toss it back to you. This can be done in a small group or large group.

<i>Competency</i>	<i>Objective</i>
4 Demonstrates an Awareness of Print	4.5 The child begins to recognize the letters of the alphabet.

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Use clay to shape specific letters. Provide a plastic or foam letter as a model.
- Circle specific letters on a magazine page or newspaper page.
- Hide a specific letter in several places in the classroom and have children find them throughout the day (e.g., *hide several plastic or foam 'M's*).
- Place specific letters on the floor and vary the story ***Brown Bear, Brown Bear, what do you see?*** I see the letter G looking at me! A child will find that letter on the floor and hold it up for verification.
- Place pairs of pre-selected magnetic letters representing either uppercase OR lowercase letters on tray. Have child match same letters. Initially start this activity with only two or three letters that occur in the child's name. Increase the number of letters used as the child's ability advances.
- Place letter cards on a pocket chart and let children match the letters.
- Place large letter cards on the carpet and have children match letters.
- Give several children pre-selected letters (e.g., *written, magnetic, foam, block*) and have them find the child who is holding the matching letter.
- Show large alphabet cards that represent upper and lowercase letters and help children pick out the letters that represent their name.
- Place magnetic letters on a cookie sheet and let children pick out and place at the top of the sheet the letters in order of their name.
- Place uppercase letters representing a familiar word in a pocket chart and let them place lower case letters under the corresponding uppercase letters of a color word or newly introduced word.

- Set up an A-B-C center in your classroom. Have a variety of materials and activities ready for the children. Have several different alphabet books, alphabet charts, magnetic letters, alphabet clay or cookie cutters, name cards of classmates, alphabet puzzles, etc.
- Make books featuring each letter of the alphabet. Have children bring in pictures of things that begin with a specific letter and glue each object on a page (e.g., for a **B** book have a page with a baby, a ball, a balloon, a baboon, a bridge)
- Use multi-sensory experiences for children to learn letters. Have them write in whipped cream, pudding, sand, finger paint. Have them make letters from play dough, yarn, or pipe cleaners. Have them write with chalk, markers, pens, or pencils. When teaching letters describe letter formation to the children (e.g., when writing a lower case ‘b’ say, “Make a straight line down, come back up, and go around.”) Caution: Many early care providers choose to use shaving cream. Supervise closely to prevent children from putting it in their mouth.
- **Letter Sort:** Provide opportunities for children to focus on letter formation.
Materials:
 - Alphabet chart
 - Paper
 - MarkersProcedure:
 - Discuss and have children draw straight lines (e.g., *vertical l, horizontal -*) in the air and on paper
 - Looking at the ABC chart, point out a few letters with only horizontal and vertical lines (E, F, H, I, L, l, T, t)
 - Allow children an opportunity to write lines and or attempt writing letters with only straight lines
 - Discuss and have children draw slanted lines (*/*) in the air and on paper
 - Looking at the ABC chart, point out letters with horizontal, vertical, and slanted lines (A, K, k, M, N, V, v, W, w, X, x, Y, y, Z, z)
 - Introduce curved lines (C, S, O)
 - Discuss letters with curved and straight lines (B, D, G, J, P, Q, R)Extension:
 - Use magnetic letters to sort letters (e.g., *straight lines, slanted lines, curved lines*)
- Make letters (with straight lines) out of plastic straws that have been cut into long & short pieces (e.g., A, T, V).

<i>Competency</i>	<i>Objective</i>
<p>4 Demonstrates an Awareness of Print</p>	<p>4.8 The child attempts writing (scribble/drawing) to communicate.</p>

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Encourage all attempts that children make to write. Their first efforts will include scribbling, drawing, and some letter-like figures. Praise their efforts and respond to their ‘reading’ of their work.
- Many children will need to develop fine motor skills. Provide activities that build these skills, such as sand and water play, play dough, stringing beads, lacing cards, using tweezers, tongs, clothespins, eye droppers, pegboards, finger puppets, finger plays, finger painting, and sorting objects.
- Create a writing center in your room. Provide children with a variety of writing materials like colored pencils, chalk, pens, crayons, paint, white boards, and washable markers.
- Children can draw a picture about a sentence or story that is read to them.
- Children can be shown how to use basic shapes and lines (e.g., *circle, square, oval, rectangle, triangle, ball & stick formation*) to create pictures, letters, words and sentences. Provide opportunities for writing or drawing.
- **Cruising Clipboards:** Give several children a clipboard with paper on it and a pencil, pen, or marker. Encourage them to walk around the room and write down words they see displayed in the room.
- Hang a piece of newsprint or chart paper on the wall and allow children to write or draw sequence of events in a story, time line mural, zoo scenes or about a recent activity.
- Create dramatic play centers for students to attempt different writing forms:
 - Post Office – stationery, various styled envelopes, small boxes
 - Restaurant Center- order pads, receipts, create menus on white boards
 - Telephone message pads
 - Traffic tickets
 - Shopping lists
- Children can write notes or letters to each other and place them in a class mailbox.

<i>Competency</i>	<i>Objective</i>
<p>4 Demonstrates an Awareness of Print</p>	<p>4.7 The child understands that different text forms are used for different purposes.</p>

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Place various writing materials in different classroom centers (e.g., *place newspapers, phone books, recipe books, grocery store flyers, television guides, junk mail, and magazines in housekeeping*). In the block center, use maps, road signs, and travel brochures. Place menus and note pads in the dramatic play area.
- Read books to support your classroom theme and place the books in the appropriate center. If your theme is transportation, read a book about trucks and place it in the block center. Make the word *truck* on the floor in large letters using masking tape and let the children drive toy trucks over it.
- Use a calendar during circle time to discuss days, weeks, months, and years.
- Have a sign in sheet or chart that children use daily to indicate they are present.
- Make and read a rules chart with the children.
- Have computers available for children's use. Use the screen saver marquee to display children's names.
- Bring in books on a topic of interest. During an ocean unit bring in a variety of books about fish, crabs, sharks, etc.
- Provide the opportunity for the children to observe you writing for meaningful purposes. Encourage the children to help create a list of items needed for a field trip. Model writing the list on chart paper.
- Introduce writing for different purposes during thematic units. For the transportation unit, place a small pad for writing traffic tickets in a center.

<i>Competency</i>	<i>Objective</i>
5 Constructs meaning when responding to a story or a picture	5.1 The child shows an interest in books and reading.

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Cultivate an interest in books and reading by reading a variety of books to children. Read and reread favorite stories like *Brown Bear, Brown Bear* by Bill Martin, Jr., *I Went Walking* by Sue Williams, and *My Friends* by Taro Gomi. Also read nonfiction books to children and place them in centers. For example, place the book *I Love Trains* by Philemon Sturges in the block center or use the book *Mouse Paint* by Ellen Stoll Walsh in the art center. Include classics like *Little Red Hen*, *Goldilocks and the Three Bears*, and *The Three Little Pigs* in your read aloud selections. Read different versions of these old favorites and discuss how they are alike and different.
- Read storybooks and big books together several times daily. During this shared reading time point out features of words, letters, and illustrations.
- Create an inviting place for reading in your classroom. Display a variety of interesting and favorite books that are easily accessible so children can choose a book to read. Furnish the reading place with soft furnishings.
- Ask children to bring a favorite book from home or choose a favorite book from the class library for the early care provider to read.
- Use puppets and a puppet theater to give children an opportunity to act out their favorite books. Let the children make pictures of their favorite characters from the story and glue them onto craft sticks or tongue depressors to make stick puppets. Make a theater from a cardboard box by cutting a hole in one side of the box and decorating the box to create a setting for puppets. Cut smaller holes in the other side of the box for children to put their puppets through. Puppet sets and theater sets can also be found in school supply catalogs to go with many favorite books.
- In the dramatic play area, use role play, props, and costumes to encourage children to participate in retelling a story.
- After reading or telling a flannel board story, place the flannel board and pieces in a center so the children can retell or make up their own version of the story.

<i>Competency</i>	<i>Objective</i>
<p>5 Constructs meaning when responding to a story or a picture</p>	<p>5.2 The child joins in reading of familiar/predictable/ pattern books.</p>

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Encourage children to join in the reading of predictable/pattern books by rereading favorite books many times.
- Read and reread favorite books, pausing to let children finish the words. Read the book *I Went Walking* by Sue Williams to the children several times so they are familiar with the story pattern. After reading the book numerous times, pause and let the children fill in the words (e.g., read, “*I went walking, what did you see? I saw a ...*” then pause to let the children say, “*black cat looking at me.*”).
- Have children create a class predictable book based on a familiar text. For example, make a class book based on the pattern of *I Went Walking* by Sue Williams using pictures of the children and the children’s names instead of animals.
- Read predictable books with children individually, in small group and in large group. Encourage the children to predicate what will happen next.
 - *A House Is A House For Me* by Mary Ann Hoberman
 - *Chicka Chicka Boom Boom* by Bill Martin, Jr.
 - *Chicken Soup With Rice* by Maurice Sendak
 - *Each Peach Pear Plum* by Janet and Allan Ahlberg
 - *Mr. Brown Can Moo! Can You?* By Dr. Seuss
 - *The Napping House* by Audrey Wood
 - *One Hundred Hungry Ants* by Elinor J. Pinczes
 - *Polar Bear, Polar Bear, What Do You Hear?* By Eric Carle
 - *Sheep in a Jeep* by Nancy Shaw
 - *Silly Sally* by Audrey Wood
 - *There Was an Old Lady Who Swallowed A Fly* by Simms Taback
 - *The Wheels on the Bus* by Maryann Kovalski
 - *Who took the Farmer’s Hat?* By Joan L. Nodset
- Select books that are related to songs (e.g., “*Old McDonald Had a Farm*”, “*I Know An Old Woman Who Swallowed a Fly*”, “*B-I-N-G-O*”, and “*This Old Man*”). Encourage the children to sing the songs with you daily.

<i>Competency</i>	<i>Objective</i>
<p>5 Constructs meaning when responding to a story or a picture</p>	<p>5.3 The child demonstrates understanding of literal meaning of story through questions and comments.</p>

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Read books and ask the children questions about the characters and events. Utilize props to maintain children’s interest (e.g., *story boards, flannel boards, story aprons*). Place props in centers so children can retell the story on their own.
- Provide puppets (e.g., *finger puppets, stick puppets*) and a ‘theater’ and allow children to act out their favorite stories in drama center.
- Read *We Are Best Friends* by Aliko and have children draw a picture about their favorite part of the story.
- Read *Angus and the Cat* by Marjorie Flack. Discuss the sequence of events in the story, how Angus was curious about cats at the beginning, found the cat in the house, and then they became friends.
- When reading *Owl Moon* by Jane Yolen, read in a soft, quiet voice. Slowly turn the pages and show the pictures. Discuss the calmness and beauty of nature. Have children tell about places they have been that are similar. (e.g., *forest, park, farm*)
- Read two or three stories from a book series featuring the same character(s). Afterwards, talk with the children about the different things that happened to the character and the different things the character did. Some book series featuring the same character(s) include:
 - *Curious George* series by Margaret Rey
 - *Arthur* series by Marc Brown
 - *Clifford* series by Norman Birdwell
 - *Little Critter* series by Mercer Mayer
- After reading *Are You My Mother?* By P. D. Eastman, ask,
 - “What was the little bird’s problem in the story?”
 - “How did he try to solve his problem?”
 - “What happened at the end of the story?”

<i>Competency</i>	<i>Objective</i>
5 Constructs meaning when responding to a story or a picture	5.4 The child begins to predict an outcome.

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Show the cover of a book. Ask children to predict what happens in the story. The early care provider can record the children’s responses on a chart.
- Select a story with colorful pictures. Tell the children you are going to play a game called “Picture Play.” Say, “I am going to read the words of the story without showing you the picture. After I finish reading the words on this page, I will ask you to tell me what you think you will see in the picture.” Read the first page without showing the pictures. Stop reading at the end of the page. Ask the children to tell what that page was about. Then ask the children to guess what the picture will show. Show the picture and talk about it. Then go to the next page and play “Picture Play” again. *Note: Only select a few pages in a book that has a direct correlation between the story and the picture.*
- Have children predict what they think will happen next in a story. For example, read the book *The Mitten* by Jan Brett to the children. Show them the pictures and let them use picture clues to predict the next animal that wants to enter the mitten.
- Read *The Doorbell Rang* by Pat Hutchins and let the children predict what they think will happen each time the doorbell rings. Extension: Invite the children make pretend cookies in the art center and place them on paper plates in the dramatic play center. Allow the children to act out the story.
- Read a story to the children. When close to the end of the story, stop reading and ask children what they think will happen at the end of the story. Write children’s responses on a chart as they say them. Then, finish reading the story and talk about how the story’s ending and the children’s predicted endings are different and the same.

<i>Competency</i>	<i>Objective</i>
5 Constructs meaning when responding to a story or a picture	5.5 The child begins to develop an awareness of cause and effect.

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Present real life experiences for the child to determine cause and effect.
For example:

<u>Cause</u>	<u>Effect</u>
cold outside	put on a coat
thirsty	get something to drink
- Read stories and ask why things happen. Read the book *Animals Should Definitely Not Wear Clothing* by Judi Barrett. As you show the pictures, ask why the animal pictured should not wear clothes. While reading *Julius the Baby of the World* by Kevin Henkes. Ask the children, “what causes Lilly’s parents to send her to time out?”
- Sing songs or nursery rhymes and ask why things happen or what caused it to happen (e.g., “*Humpty Dumpty*” – *Why did he break into pieces? After reading, “Mary Had a Little Lamb”, ask what happened to cause the early care provider to be mad?*)
- Read literature with children individually, in a small group and in a large group. Some suggested titles of books where one event causes another are:
 - *If You Give a Moose a Muffin* by Laura Numeroff
 - *If You Give a Mouse a Cookie* by Laura Numeroff
 - *Why the Sun Was Late* by Benjamin Elkins
 - *Why Mosquitoes Buzz in People’s Ears* by Verna Aardema
 - *Bremen Town Musicians* by Brothers Grimm
 - *The Cat Sat On the Mat* by Brian Wildsmith
 - *The Gingerbread Man* by Jean Richards
 - *The Great Big Enormous Turnip* by Alexei Tolstoy
 - *The House That Jack Built* by Rodney Peppe
 - *The Napping House* by Audrey Wood

<i>Competency</i>	<i>Objective</i>
5 Constructs meaning when responding to a story or a picture	5.6 The child begins to differentiate reality from fantasy.

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- When reading traditional stories such as *Little Red Riding Hood*, *The Three Little Pigs*, *The Three Billy Goats Gruff*, ask the children questions (e.g., “*Could this really happen?*” “*Is this story real or make-believe?*” “*Can animals really talk?*”).
- Show a picture from a book and ask, “Is this real or make-believe?” Discuss what makes it real or make-believe.
- When hiding or decorating eggs, boil, decorate, hide, and eat some real eggs and decorate and hide some plastic eggs. Talk about what makes an egg real and what makes a pretend egg.
- Have children sort pictures of people and animals into the categories of realistic and fantasy.
- Read *Cloudy with a Chance of Meatballs* by Judi Barrett and ask the children if food could really rain from the sky. Ask them what would happen if certain items rained from the sky. (e.g., *eggs, pudding, guacamole, grits, soda, syrup*)
- Read books with animals as the main character featured in ‘real-life’ situations, dealing with problems or life issues. (e.g., *Bread and Jam for Frances* by Russell Hoban, *Just Me and My Dad* by Mercer Mayer, *Swimmy* by Leo Lionni) Discuss the realistic characteristics of the situation of the animals, but point out that the use of animals that talk in a story makes it fantasy.

<i>Competency</i>	<i>Objective</i>
5 Constructs meaning when responding to a story or a picture	5.7 The child begins to connect information from a story to life experiences.

Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development

- Read *Mouse Paint* by Ellen Stoll Walsh. In small groups, invite the children to mix colors (e.g., *red and blue to make purple; red and yellow to make orange; blue and yellow to make green.*)
- Read a story to children and lead a discussion to help them relate it to a real-life experience. Read *Julius the Baby of the World* by Kevin Henkes and discuss feelings of jealousy and pride in siblings. Read *Chrysanthemum* by Kevin Henkes and discuss how names are unique and special. Read *Just Me and My Puppy*, *Just Grandma and Me*, *Just for You*, or *When I Get Bigger* by Mercer Mayer and lead discussions about pets, special family relationships, or trying to do new things.
- After reading a book, demonstrate how to link books to real life experiences. After reading *There Were Ten in the Bed* by Annie Kubler, say, “When I was a little girl I used to share a twin-sized bed with my sister and we would pull the covers away from each other. Sometimes we would even try to push each other out of the bed.”
- When reading a story, ask a question about the story and then link the events in the story to the child’s life. Some sample questions could be:
 - How do you think the little boy felt in this story? How did you feel when that happened to you?
 - Why was the elephant sad? Would that make you feel sad?
 - What do you think the silly monkey will do next? Do you ever act silly when you are playing with your friends?
- When reading books, encourage children to talk about and relate what has been read to their own lives. For example, “Have you ever done anything like what the silly monkey did?”

Assessment Guidelines

- Observation will be the primary method of assessing a four-year-old child.
- Assessments will help the early care provider plan future learning experiences.
- Portfolios and anecdotal notes are suggested procedures for collecting information and work samples.
- Developmental checklists may be used to record progress toward the accomplishment of the competencies. A sample developmental checklist for Language, Vocabulary, and Early Literacy Development follows.

Language, Vocabulary, and Early Literacy Developmental Checklist

Child's Name: _____ Teacher's Name: _____

School/Center Name: _____ Year: _____

Code: 1 = Needs Development 2 = Developing as Expected 3 = Advanced Development

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Exhibits developmentally appropriate receptive language			
1.1 Listens to others with understanding			
1.2 The child listens attentively to stories			
1.3 The child recognizes environmental sounds			
1.4 The child listens to the sounds produced by musical instruments			
1.5 The child listens to music			
1.6 The child understands and follows simple two or three-step directions			
2. Exhibits developmentally appropriate oral language for communication			
2.1 Shows increasing complexity in vocabulary development			
2.2 Identifies common objects and interprets pictures			
2.3 Uses language to express actions			
2.4 Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation			
2.5 Uses language to recall a sequence of events or retell a familiar story			
2.6 Shows awareness of the structure of language by using simple sentences, new vocabulary, and positional words in proper context			
3. Demonstrates phonological and phonemic awareness			
3.1 Distinguishes words in a sentence			
3.2 Recognizes rhyming words			
3.3 Distinguishes syllables (units of sound) by clapping, stomping, or finger tapping			
3.4 Orally segments, blends, and deletes syllables			
3.5 Begins to notice beginning phonemes (sounds)			
3.6 Begins to notice ending phonemes (sounds)			
3.7 Begins to blend onset and rime			

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
4. Demonstrates an awareness of print			
4.1 Recognizes local environmental print			
4.2 Understands that print conveys meaning			
4.3 Holds a book correctly and begins to understand directionality			
4.4 Recognizes first name in print			
4.5 Begins to recognize letters			
4.6 Attempts writing (scribble/drawing)			
4.7 Understands that different text forms are used for purposes			
5. Constructs meaning when responding to a story or a picture			
5.1 Shows an interest in books and reading			
5.2 Joins in reading of familiar/predictable/ pattern books			
5.3 Demonstrates understanding of literal meaning of story through questions and comments			
5.4 Begins to predict an outcome			
5.5 Develops an awareness of cause and effect			
5.6 Begins to differentiate reality from fantasy			
5.7 Connects information from a story to life experiences			

**Mississippi Early Learning Guidelines
for
Four Year Old Children**

Mathematical Concepts Development

Developing a solid mathematical foundation is essential for every child. Young children experience mathematics naturally and spontaneously as they inquire, explore, interact and try to make sense of their world. Throughout the day, children are introduced to and are actively engaged in developing key mathematical language, concepts, and processes.

In an early childhood learning environment, mathematical concepts are built on and extend the child's intuitive, informal, and formal mathematical knowledge. Children extend and use mathematics in their everyday activities, from puzzles, to building blocks, to art, to songs, and to language development. All children will flourish in a learning environment that models mathematical concepts presented in a manner that respects both the mathematics and the nature of the child.

Strategies to Support an Inclusive Learning Environment

- Simplify a complicated task by breaking it into smaller parts or reducing the number of steps
- Use shorter, but more frequent, activities and routines
- Use special or adaptive devices to increase a child's level of participation
- Encourage hands-on and sensory experiences such as touching, holding, exploring, tasting, smelling, and manipulating
- Provide physical guidance/support in using materials when needed
- Structure the environment so that materials are easily accessible to encourage participation
- Adapt the environment to promote participation, engagement, and learning using a variety of textures
- Add new activities and specific activities as needed to meet individual needs
- Simplify directions/instructions; have the child repeat the directions

**Mississippi Early Learning Guidelines
for
Four Year Old Children**

Competencies and Objectives

Mathematical Concepts Development

The competencies are printed in bold and numbered. The objectives are numbered to match the competencies. The numbers are provided for clarity and do not reflect the order in which the competencies should be taught.

- 1. Develops an awareness of and uses number sense, numbers, and operations**
 - 1.1 Develops number sense and awareness of numbers in the environment
 - 1.2 Applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25
 - 1.3 Matches quantities and numerals for 1-5, then 6-9
 - 1.4 Counts with understanding and recognizes *how many* in sets of objects
 - 1.5 Begins to compare numbers of concrete objects using language (e.g., *same, more than, less than*)
 - 1.6 Begins to identify concepts of a fraction *whole and half* by using real objects
 - 1.7 Begins to identify the position of objects in a series (e.g., *first, second, third, middle, next, last*)
 - 1.8 Begins to develop the ability to combine, separate, and name *how many* objects

- 2. Develops an awareness of relations and patterns**
 - 2.1 Begins to recognize, describe, reproduce, and extend simple patterns
 - 2.2 Matches, sorts, and classifies objects based on their similarities and differences.

- 3. Develops an awareness of and uses geometry and spatial reasoning**
 - 3.1 Recognizes, names, describes, and compares two-dimensional shapes (e.g., *circle, square, rectangle, triangle*)
 - 3.2 Begins to recognize, name and compare three-dimensional shapes (e.g., *cylinder, cube, cone, sphere*)
 - 3.3 Identifies positions of objects in space using language (e.g., *under, over, beside, behind, inside*) to describe and compare their relative positions

4. Develops an awareness of and uses measurement

- 4.1 Sorts and compares objects by size, length, weight, area, and temperature (e.g., *bigger/smaller, hotter/colder, longer/shorter, more than/less than*).
- 4.2 Uses nonstandard measurement units (e.g., *unit blocks, paper clips, hand span*)
- 4.3 Uses common measuring instruments (e.g., *measuring cups, simple balance scales*)
- 4.4 Begins to use time related words (e.g., *day/night, yesterday/today/tomorrow*)

5. Begins to analyze and interpret data

- 5.1 Creates graphs using concrete objects or pictures
- 5.2 Represents ideas or experiences using graphs
- 5.3 Uses graphs to answer questions

<i>Competency</i>	<i>Objectives</i>
<p>1 Develops an awareness of and uses number sense, numbers, and operations</p>	<p>1.1 The child develops number sense and awareness of numbers in the environment.</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- Provide daily opportunities for the child to count and recount objects as opportunities naturally arise. Point to the object and recite each number while counting (e.g., *use calendar activities daily to reinforce counting skills*).
- Count real things to help the child use personal experiences with objects to better understand numbers (e.g., *count snacks and napkins, count children in line, count boys and girls in daily attendance, count chairs, count using various manipulatives*). Remember to use numbers in meaningful everyday activities.
- Provide opportunities for children to use objects with naturally accruing numbers and number words (e.g., *clocks, timers, calendars, thermometers, computers, calculators, measuring cups*).
- Encourage the children to sing and dance to number songs or counting songs daily. Refer to the ***Counting Cadence*** songs located in the *Mathematical Concepts Development Resources* section in *Appendix C* for words to the songs.

Counting Cadence
(Tune: Sound Off)

We are going to count to four
As we march across the floor!
It's as easy as can be!
It's the number after three!
Count out one, two.
Count out three, four.
Count it out:
One, two, three, four,
One, two, three, four!

- Read counting books to large group, small groups, and individual children. Model counting and touching objects in the books as you read.
- Provide opportunities for children to count sets of objects (e.g., *trees, lunchboxes, children walking in line, colors of clothes, counting different color of eyes, counting different types of shoes, counters, swings, chairs*).

- Encourage the children to count in rhymes, finger plays, and poems. (e.g., “*Three Green and Speckled Frogs*” or “*Five Little Monkeys*”). Refer to the finger plays located in the *Mathematical Concepts Development Resources* section in *Appendix C* for the words to the rhymes.
- Provide materials and books that promote number exploration (e.g., *number puzzles, counting books, board games*). Make these materials and books accessible to the children.
- Provide the opportunity for the child to demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. Do math problem solving daily as a part of the calendar.
- Have opportunities for the children to discriminate numbers from other symbols in the environment (e.g., *street signs, license plates, room numbers, clocks, calendars*).
- Provide an old telephone to practice dialing various numbers. Make a “pretend” phone book for the children to practice matching numbers.
- **Do You Know Your Numbers?** Select a variety of wooden numbers and letters (e.g., *wooden letters and numbers can be found at a craft store*). Place the numbers and letters in a basket. For the first activity use numbers 1-5 and use eight letters. Invite a child to reach into the basket and select one of the items and state if it is a letter or number. Continue this process until everyone in the group has an opportunity to pull out a number or letter. After the small group lesson, this activity may be placed in the math learning center for the children to use independently. *Note: Increase the level of difficulty by including wooden numbers from 1-9 and including twelve letters.*
- **Sort Letter and Number Cards:** Prepare a set of cards with a letter or number on each card. Prepare ten cards for the children to sort. This sorting activity will provide more opportunities to discriminate between letters and numbers.
- Play movement games that ask children to clap and count, stomp and count (e.g., “*Simon Says, clap two times*”). Increase the quantities, as children are able to follow through successfully.
- Display in the kitchen center several advertisements from the grocery store. Have the children locate and discuss the various letters and numbers found on the advertisements.
- Read literature daily with the children to enhance their awareness of numbers and counting. Some suggested titles are:
 - *Five Little Sharks Swimming in the Sea* by Steve Metzger
 - *Ten Red Apples* by Pat Hutchins
 - *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss
 - *Five Little Monkeys Jumping on the Bed* by Eileen Christelow
 - *Icky Bug Numbers* by Jerry Pallotta
 - *Let’s Count* by Tana Hoban

<i>Competency</i>	<i>Objective</i>
<p>1 Develops an awareness of and uses number sense, numbers, and operations</p>	<p>1.2 The child applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25.</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- Introduce one-to-one correspondence as a large group activity. Arrange five chairs in a line. Invite five children to sit in the five chairs. Explain that each child has a chair. This illustrates one chair to one child. This activity shows the number of chairs and the number of children is the *same*.
- Provide the opportunity for the children to practice setting the table in the kitchen center. Model for the children to use one plate and one napkin for each person sitting at the table. This activity will support the understanding of one-to-one correspondence.
- Foster one-to-one correspondence throughout the day (e.g., *during snack preparation, invite a child to give each child one napkin and one cookie*).
- **Counting Bears:** Use a sentence strip that is 12 inches long. Evenly space six yellow sticker dots on the sentence strip. Place six yellow counting bears in a basket. Invite a child to take one yellow bear and match it to the yellow dot. Model counting each bear as the child places the bear on the yellow dot.
- Model counting using counters. Give each child several counters. Practice saying the number and touching the counter at the same time. It is an important skill to count and match objects to the last number said. The child needs to develop the skill of counting each object only once.
- **Counting Off:** When the children line up to go out of the room, invite them to *Count Off* by saying the following: **1, 2, : 1, 2, : 1, 2, : 1, 2,....**

1, 2, 3, : 1, 2, 3, : 1, 2, 3,

1, 2, 3, 4, : 1, 2, 3, 4, :
- Provide each child with a bag and several pre-cut foam shapes. Each bag will have six to eight matching shapes. Each child participating in the activity will have a bag of different shapes. The shapes could be different colors and types of shapes. Invite the first child to take out the shapes and place them in a row on the table. The next child will place another row of shapes under the first row of shapes. The children will continue to match the different rows of shapes to illustrate one-to-one correspondence.

- **Car in a Garage:** Prepare several toy garages made from a small empty milk carton. Place a small car in each milk carton garage. Have the children match one car to one garage and count each car as it goes inside the garage.
- **Math Nursery Rhyme:** Use the *Three Little Kittens* nursery rhyme to reinforce one-to-one correspondence and counting skills.

Three Little Kittens

Three little kittens lost their mittens,
 And they began to cry.
 “Oh, Mother Dear, we sadly fear
 Our mittens we have lost!”
 “What? Lost your mittens?
 You naughty kittens!
 Then you shall have no pie.”

- You may use the nursery rhyme above to make games for the children to explore one-to-one correspondence. Use the mitten pattern in the *Mathematical Concepts Development Resource* section in *Appendix C* to make several sets of mittens from various colors of felt, wallpaper samples, or construction paper for the following games. *Note: This activity can be easier by matching only one attribute (e.g., matching by color) or it can be more difficult matching using several attributes (e.g., matching size, color, and pattern):*
 - **Mitten Match:** Separate the pairs of mittens by placing one mitten from each pair in a small basket and the remaining mittens in a plastic bag. Have a small group of three to five children take the plastic bag of mittens and spread them out on a table. Taking turns, have each child in the group select one mitten from the basket and find its pair on the table. Continue until all the mittens have been matched. *Note: After working in a small group, the children may use the activity independently in the math center.*
 - **Traveling Mittens:** Separate the pairs of mittens by placing one mitten from each pair in a basket and “hiding” the other mittens around the room. (*Note: Make sure that the mittens are still visible so the children can find them.*) Have each child select a mitten from the basket and find its pair in the classroom. Continue until all of the mitten pairs have been matched. *Variation: To make the task more challenging, “hide” the mittens around the room as before. However, instead of letting the child hold the matching mitten, only show the mitten to the child and have him or her locate the other mitten using their memory.*
- Read literature daily with the children to enhance their awareness of numbers and counting. Some suggested titles are:
 - *Rainbow Fish 1,2,3* by Marcus Pfister
 - *Five Little Bunnies Hopping on a Hill* by Steve Metzger
 - *Counting Sheep* by Mike Wohnoutka
 - *Counting Is For The Birds* by Frank Mazzola, Jr.
 - *Seaweed Soup* by Stuart J. Murphy
 - *Barn Cat* by Carol P. Saul

<i>Competency</i>	<i>Objective</i>
1 Develops an awareness of and uses number sense, numbers, and operations	1.3 The child matches quantities and numerals for 1-5, then 6-9.

Suggested Teaching Strategies/Mathematical Concepts Development

- **Quantities:** Introduce the quantities for numbers (e.g., *one, two, three*) using a Three Part Lesson. *Note: Use the same color manipulatives (e.g., counters, unit blocks, unifix cubes) to represent the quantities.*
- **Part I of a Three Part Lesson: This is...**
 - In a small group lesson, say, “this is *one*, (touch and count one). Can you say one?” Please touch and count the quantity for one. *Note: In Part I of the Three Part Lesson, show one set of quantities in isolation. Take the set of one away and show the next set.*
 - Say, “This is *two*, (touch and count one, two). Can you say two?” Please touch and count the quantity for two. *Note: Only show the set of two and take it away before you show the next set.*
 - Say, “This is *three*, (touch and count one, two, three). Can you say three?” Please touch and count the quantity for three.
- **Part II of a Three Part Lesson: Show me...**
 - *Note: In Part II of the Three Part Lesson, place all of the sets of numbers on the table together.* Say, “Show me *two*. The child should locate the set of two (touch and count one, two).”
 - Say, “Show me *three*. The child should locate the set of three, (touch and count one, two, three).”
 - Say, “Show me *one*. The child should locate the set of one, (touch and count one) *Note: Part II should be repeated two or three times. Move the set around on the table before beginning the activity. If the child is unsuccessful in Part II, give the child support and repeat the lesson on another day*
- **Part III of a Three Part Lesson: What is this?**
 - *Note: In Part III of the Three Part Lesson, show one set of quantities in isolation. Take each set away before showing the next set. Part III is the evaluation for the lesson.*
 - Place a set of *three* on the table and say, “what is this?” The child should name the set, and touch and count the set. Take the set of three away before showing the next set.
 - Place the set of *two* on the table. Say, “What is this?” The child should name the set, and touch and count the set. Take the set of two away before showing the next set.
 - Place the set of *one* on the table. Say, “What is this?” The child should name the set, and touch and count the set. Take the set of one away. *Note: If the child is unsuccessful with this part of the lesson, you should repeat the lesson on another day.*

- **Numerals:** Introduce the numerals (e.g., *one, two, three*) using a Three Part Lesson. *Note: The numerals should be on cards and encourage the children to practice tracing the numeral during the lesson. Say, “This is three.” Model tracing the numeral. Invite the child to trace the numeral and say the name. Continue in the same format as the quantities were taught.*
- **Cards and Counters:** In this activity the children will combine the quantities and numerals. Invite the child to place the numeral cards on the table and match the quantities to the numeral. The numerals and quantities may be placed in order. However, as an assessment the child will need to match the quantities and numerals out of order and then place them in order. *Note: For numbers, four through nine, follow the same steps as used to teach numbers one through three. Return to Part I of the Three Part Lesson and teach three new numbers. Follow all the steps and remember to review and check for understanding each time before progressing to the next number.*
- Provide many different ways for the children to practice matching quantities and numerals to build an understanding for numbers one through nine. The children need to count using concrete materials. These activities may be introduced in small group and placed in the math learning center for additional independent practice.
- Read to the children daily in small groups and in large groups. Some suggested books to read about counting are:
 - *Cucumber Soup* by Vickie Leigh Krudwig
 - *Over in the Garden* by Jennifer Ward
 - *Somewhere in the Ocean* by Jennifer Ward
 - *One Moose, Twenty Mice* by Clare Beaton
 - *Over in the Meadow* by Ezra Jack Keats
 - *Way Out in the Desert* by T. J. Marsh

<i>Competency</i>	<i>Objective</i>
1 Develops an awareness of and uses number sense, numbers, and operations	1.4 The child counts with understanding and recognizes <i>how many</i> in sets of objects.

Suggested Teaching Strategies/Mathematical Concepts Development

- Use foam art precut patterns to match quantities to numerals. The foam art precut patterns can be seasonal to maintain a high interest level in practicing the concept of *sets of objects*.
- **Building Sets:** Have the child count sets of objects (e.g., *counters, pumpkins, unit blocks, unifix cubes, wooden fall leaves*) and match to the numerals. In a small group lesson, ask a child to use the pumpkins to make a *set of three*. Encourage the child to count the quantities in the set. Repeat the process until each child has an opportunity to build various sets of numbers. This activity may be placed in the math learning center for individual practice of the concept of *sets of numbers*.
- **Secret Numbers:** Make very small numbers written on a piece of paper folded as a “secret”. Place the folded paper in a basket. Invite a child to reach into the basket and select a piece of folded paper. Ask the child to open the secret paper and look at the number. Encourage the child to reach into the basket and get the quantities to match the secret number. After everyone has had a turn getting the secret number and quantities, select a child to share the number he chose from the basket. The child should say, “My secret number is 5, and I have 5 objects”. Encourage the child to touch and count each object.
- **Number Draw:** Prepare a set of cards with a numeral written on each card. This activity is designed for a small group or partners. Place the cards on the table with the numeral side facing down. Invite a child to draw a card. Turn the card over and build a set of quantities to match the numeral card from provided set of objects. Continue with the activity until all the cards have been drawn. Number Draw may be placed in the math learning center for the children to continue building sets of objects.
- **Number Treasure Hunt:** Select areas in the classroom to place various colors and quantities of objects. Give verbal directions or clues and let the children find and count the objects. This activity may include using *positional words* as part of the clues. In this activity, the children will practice the skill of following directions (e.g., Say, “*Look for the set of three yellow bears under the small round table.*”).
- Using red and blue blocks that connect, build a tower. Count the number of red blocks and blue blocks in the tower. Discuss *how many* red blocks were used to build the tower. Ask, “*How many blue blocks were used in the tower?*”

<i>Competency</i>	<i>Objective</i>
<p>1 Develops an awareness of and uses number sense, numbers, and operations</p>	<p>1.5 The child begins to compare numbers of concrete objects using language (e.g., <i>same, more than, less than</i>).</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- In a large group, introduce the language of *more than* and *less than*. Invite the children to demonstrate the activity. Ask four boys to stand. Say, “let’s count the boys and see how many boys are standing.” Tell the class to count as you point to each boy. (Count 1,2,3,4) We have four boys. Ask three girls to stand. Tell the class to count as you point to each girl. (Count 1,2,3,) We counted three girls. Say, “Which group has *more*?” Ask, “Which group has *less*?” Say, “Which group has more than the other?”
- In a small group, give each child two sets of counters. Ask the children to compare the sets by counting to see which sets have *more* and which set has *less*. After the children have compared the sets, say, “Show me the set that has *more than* the other. Show me the set that has *less than* the other.” Continue with the activity, by giving a new set of counters to each child at the table. Ask the children to compare the new set and see which set has *more* and which set has *less*. Repeat the activity several times to provide practice using the new language. *Note: Continue this concept throughout the year; however, use different objects, manipulatives and quantities with each lesson.*
- In a small group, give two bags of counters to each child. Have the children take the green counters out of one and place them on the table. Next, take the yellow counters out of the second bag and place the counters on the table. Tell the children to keep the counters in two sets to compare the sets. After the children have compared the sets, ask which set has *more*? Which set has *less*? Continue to practice with different sets.
- **More or Less Card Game:** Prepare several sets of cards. Each set of cards will have one card with *more* stickers and one card with *less* stickers (e.g., a set of cards with stars on the cards will have three stars on one card and five stars on the other card). Make several sets of cards using different stickers on each set. Place the set of cards in an envelope. During a small group give one envelope to each child. Invite the children to open the envelope and compare the cards. See which card has more and which card has less. Ask each child to share which card has *more* and which has *less*. Ask the children to place the cards into the envelope and return the envelope to the center of the table. Invite the children to draw a new envelope and continue the lesson.
- **Handfuls, More or Less:** Invite the children to choose two handfuls of counters and compare the sets. Count each set to find which handful has *more* than the other. After the

children have compared the sets, ask each child to return the counters to the bag. Invite each child to get another handful of counters and compare a new set. Ask, which set has *more*?

- In a large group lesson, introduce the concept of the *same* in each set. Ask five girls to stand. Say, “Let’s count the girls.” Tell the class to count as you point to each girl. (Count 1,2,3,4,5) We have five girls. Ask five more girls to stand. Tell the class to count as you point to each girl. (Count 1,2,3,4,5) We counted five girls in this group. Say, “We counted five girls in this group and five girls in the second group. The groups are the *same*. Each group has five girls.”
- **Top Code:** Prepare code cards in advance. Each code card has a number written on it. Place the code cards face down on the table. Invite each child to draw a code card. Invite the children to look at their chosen card. Select the corresponding number of counters to match the number on the code card. Ask the first child to show the code card and matching counters. The first child is named the *Top Code* until another child in the group has a number that is more. Ask the second child to show the code card and compare to the first child’s code card. Count the counters to see who will be the *Top Code*. Continue comparing each child’s code until everyone has had a turn. Each time, ask these questions (e.g., Which set has *more*? Which set has *less*? Are the sets the *same*?)
- To prepare, make several copies of different cards (e.g., *cats, dogs, fish, birds*). Use a large pocket chart to display the cards. Model for the children how to compare two different sets of cards. Place a set of three cats on the pocket chart and then place a set of dogs below the cats. Point to each card as you match the sets. Explain to the children that the set of dogs contains less cards than the set of cats. Then sing the song together as you create different sets to compare. Repeat the song and activity several times to display sets that show the concepts of more, less, and the same. Have the children give the results. It’s a match or the *same!* It’s *more!* It’s *less!*

Comparing Sets

(Tune: *Yankee Doodle*)

Which has more, and which has less?

Or are these sets the same?

To find the answer really quick,

We’ll play this matching game.

More or less or just the same?

How do these sets compare?

Match the cards up one-to-one

So the answer shows right there

- Read to the children daily in small groups or in a large group. Some suggested books to read about more or less, how many, and counting are:
 - ***Just Enough Carrots*** by Stuart J. Murphy
 - ***More, Fewer, Less*** by Tana Hoban
 - ***How Many*** by Debbie Mackinnon
 - ***Over in the Grasslands*** by Anna Wilson
 - ***Leaping Lizards*** by Stuart J. Murphy

<i>Competency</i>	<i>Objective</i>
<p>1 Develops an awareness of and uses number sense, numbers, and operations</p>	<p>1.6 The child begins to identify concepts of a fraction <i>whole</i> and <i>half</i> by using real objects.</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- **Apple Fraction:** In a small group, introduce the concept of a fraction whole and half. Use an apple to represent a fraction for one *whole*. Say, “**This is** a whole apple.” Cut the apple in half. Say, “I have two equal parts of an apple. These two equal parts are called a *half*.” Ask the question, “How many equal parts do you see?” Say, “Let’s count the equal parts.” Say, “**This is** one equal part and it is called one *half*. **This is** another equal part and it is called one *half*. If I put this *half* together with another *half*, it will make one *whole*.” Let’s review the lesson and count the fraction pieces. “**Show me** one *whole*. **Show me** one *half* of the apple. One *half* and another one *half* will make one *whole*.” Point to the whole apple and ask the question, “**What is** the fraction name for this?” Point to the fractional piece of the apple and say, “**What is** the fraction name for this? How many equal parts are needed to make a whole?” *Note: The apple presentation can be repeated with an orange, cantaloupe, small watermelon, or a banana.*
- In a small group, use a graham cracker to represent a fraction for one whole. The cracker may be divided into two equal parts called one half. Use the same lesson and questions as in the apple fraction to continue the graham cracker activity.
- **Paper Plate Fraction:** In a small group, give each child one whole paper plate and a paper plate cut in half. The whole paper plate represents the fraction one whole. The two halves represent the fraction one half. Say, “*Show me one whole paper plate. Show me one half of the paper plate.*” Invite the children to place the two halves of paper plates on top of the whole plate. Discuss with the children that it takes *two halves* or two parts to cover one whole. “*Ask the children which one is larger, the whole or the half?*”
- **Felt Fractions:** In advance, prepare several felt squares to use as a fraction representation. The whole felt square should be green and be cut 6”x6”. A second felt square should be cut 6”x6” and use red felt. Cut the red felt in half to make two equal parts. During the small group, show the felt squares to the children. Using the green square say, “This is one whole.” Then use the two red felt squares to match the green square. Say, “This is one of two equal parts and it is called one half. Say, “Show me one whole. Show me one half.” Say, “How many halves do you have? How many halves do you need to make one whole?” Ask, the question, “Which is more, one whole or one equal part?” Have the children explore the answer. “Which is less one whole or one equal part?” *Note: you may use construction paper instead of felt squares.*

- **Fractional Shapes:** In advance, pre cut several construction paper squares measuring 6"x6". Also cut several squares in half. The construction paper squares may be the same colors as the felt squares. During the small group, give each child one paper square representing a whole. Next, give the children a second paper square to fold in half. Model how to fold the square in half going from left to right. Checking to make sure that all of the edges are even. As the child folds the paper square, it becomes one half. Invite the children to open the folded square to show two equal parts. Reinforce the concept that two equal parts makes one whole. To increase the level of understanding, the children can take the two precut halves and match to the whole square. Say, "Show me one whole and one half."
- Provide the opportunity for children to fold various geometric shapes (e.g., *circle, square, rectangle*) into halves. This activity will illustrate the fractional part of half and also continue to show symmetry.
- Read to the children daily in small groups, or in a large group. A suggested title about half and whole is ***Give Me Half*** by Stuart J. Murphy.

<i>Competency</i>	<i>Objective</i>
<p>1 Develops an awareness of and uses number sense, numbers, and operations</p>	<p>1.7 The child begins to identify the position of objects in a series (e.g., <i>first, second, third, middle, next, last</i>).</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- Introduce the concept of position of objects in a series in a large group. Invite three children to stand. Say, “Kendrik, you will line up *first*. Pedro, please stand behind Kendrik and you will be *second*. Janna, will you stand behind Pedro? You will be *last*.” Invite the other children in the class the following questions:
 - “Who is *first*?”
 - “Who is *second*?”
 - “Who is *last*?”
- Demonstrate *first* and *last* as the children line up to leave for lunch or to go outside. Have the *first* child and *last* child call out *first* and *last* to signal that the group is in line and ready to proceed.
- Model the concept of middle by using children to demonstrate the lesson. Have three children to stand. Say, “Degio, please line up *first*. Amy, you may line up after Degio. Garrett please stand *between* Degio and Amy. Garrett you are in the *middle* and Amy you are *last*.” Invite the other children in the classroom the following questions:
 - “Who is first?”
 - “Who is last?”
 - “Who is in the middle?”
- In a small group, give the children several objects to use when following directions for placement in a series. Ensure that the children place the objects in a left to right progression.
 - Say, “The dog will be *first*.”
 - Say, “The horse will be *second*.”
 - Say, “The man will be *third*.”
 - Say, “The van will be next after *third*.”
 - Say, “The vase will be *last*.”
 Continue the lesson by reviewing and checking for accuracy.
- In a small group give the children four shapes. Say, “The circle will be *first*. The square will be *second*. Place the triangle in the *middle* between the circle and the square. The rectangle will be *last*.” Continue the lesson by reviewing and checking for accuracy.
 - Say, “Show me the *first* shape. Show me the *second* shape.”
 - Say, “Which shape is in the *middle*? Show me the *last* shape.”

- In a small group, give the children five counters (e.g., *one red, blue, yellow, green, purple*). Tell the children to listen carefully to the directions for the position of the counters. Say, “Place the red counter *first*. In the *second* place, use the blue counter. Place the yellow counter *third*. *Next* use the green counter. In the *last* position use the purple counter.” To review the directions and check for accuracy, say the following:
 - “Show me the *first* counter. What color is the counter?”
 - “Show me the *second* counter. What color is the counter?”
 - “Show me the *third* counter. What color is the counter?”
 - “Which color is *next* after the third counter?”
 - “Show me the *last* counter. What color is the counter?”

Note: Encourage the children to place the counters on the table in a left to right progression.
- In a small group, give the children several colored blocks to use for this activity. Invite the children to arrange the blocks in a series (e.g., *first, second, third, next, middle, last*). Give the children time to arrange the blocks and ask them to indicate their placement.
 - Say, “Show me your first block. Show me the second block. Which block is the third?”
 - Say, “Which block did you use for the middle? Show me the last block.”
- Use the nursery rhyme, Little Bo-Peep to reinforce the skill of sequencing ordinal numbers.

Little Bo-Peep

Little Bo-Peep has lost her sheep.
And doesn't know where to find them.
Leave them alone, and they will come home.
Wagging their tails behind them.

- Prepare in advance. Using different colors, make five felt sheep or construction paper sheep. In a small group, ask the children to line up the sheep (e.g., *on the table, flannel board, pocket chart*.) Have the children to count the sheep to make sure all of Little Bo-Peep's sheep are in a line. Using ordinal words and phrases, ask a child to find a specific sheep. Say, “Which sheep is *first*?” “Who can find the *third* sheep?” “Show me the *second* sheep.” “Who can put the red sequin sheep, *next*?” “Which sheep is in the *middle*?” “Who can find the *last* sheep?” Conclude the activity by encouraging the children to count total number of sheep. Ask the children if they have all of little Bo-Peep's sheep? *Extension: Decorate each sheep with a variety of items (e.g., sequins, buttons, ribbons).*
- Read to the children in small groups or in a large group daily. Some suggested titles about ordinal numbers, number order, and sequencing (*beginning, middle, end*) are:
 - *Henry the Fourth* by Stuart J. Murphy
 - *One...Two...Three...Sassafras!* by Stuart J. Murphy
 - *Rabbit's Pajama Party* by Stuart J. Murphy

<i>Competency</i>	<i>Objective</i>
<p>1 Develops an awareness of and uses number sense, numbers, and operations</p>	<p>1.8 The child begins to develop the ability to combine, separate, and name <i>how many</i> objects.</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- Introduce the concept of joining two sets of objects to make one larger set during a whole group lesson. Invite the children to demonstrate the activity. Ask three girls to stand-up. Count the girls. Say, “1,2,3, we have three girls.” Next, invite three more girls to stand-up. Count the new group of girls. Say, “1,2,3, we have three more girls. Let’s put the two groups together and count how many girls we have altogether.” Invite the children to count with you. Say, “1,2,3,4,5,6, we have six girls altogether.” *Note: This activity may be repeated throughout the year; however, use different children, objects, manipulatives and quantities with each lesson.*
- Do story problems daily during the calendar activities. Invite the children to model the story problem. Say, “Jason is having a birthday party.” Have Jason to stand-up. “Jason is going to invite his three friends Diego, Garrett, and Zimal to come to his party.” Ask the three boys to stand-up. Let’s count and see how many boys will be at Jason’s party altogether.” Invite the children to count with you. Have the boys stand together while the children count 1,2,3,4. Say, “Altogether there will be four boys at the party.”
- In a small group work with the children to continue to join two small groups to make a large group. Give two blocks to Maria. Have Maria count her blocks. Give three blocks to Abdulla. Invite him to count the blocks. Ask both children to put their blocks in the middle of the table and count how many blocks altogether.
- In the small group, use colored linking unifix cubes to build set of numbers. Have the children make set of two blue unifix cubes. Ask the children to make another set of three green unifix cubes. Count the cubes to see *how many* cubes altogether. Say, “two blue cubes and three green cubes will make five cubes altogether.”
 - Next have the children to make a set of four green unifix cubes and a set of one blue unifix cube. Ask the children to join the sets and count *how many* cubes altogether. Say, one blue cube and four green cubes will make five cubes altogether.
 - Continue to do problem solving in small groups. Use a variety of objects to practice the concepts of joining two sets to form one large set.
- Show adding one more to a number to change the number. Invite the children to do this activity with you in a small group. Show one pumpkin and add one more pumpkin will make two pumpkins. Model two pumpkins and one more pumpkin will make three pumpkins.

- In a small group explore the concept to distribute equally a set of objects into two or more smaller sets. Use a set of counters (e.g., 10 -12) and give each child in the group a counter. Continue to distribute the counters until all the counters have been given to the children. *Note: This activity may be repeated throughout the year; however, use different objects manipulatives and quantities with each lesson.*
- The concept to equally distribute items may be reinforced during class routines (e.g., *snack time, same number crayons, art materials*).
- Explore the concept of making a collection of items smaller by taking away some of the items. Invite the children to demonstrate the activity. Ask five boys to stand-up. Count the boys. Say, “1,2,3,4,5, we have five boys.” Next, invite two boys to sit down. Count the new group of boys. Say, “1,2,3, we now have three boys left.” *Note: This activity may be repeated throughout the year; however, use different children, objects, manipulatives and quantities with each lesson.*
- In a small group, give each child five fish-shaped crackers in a paper cup. Tell the following story and encourage the children to act it out. *Example:* “Once upon a time there was a great big fish that loved to swim in the ocean looking for little fish to eat. Along came the great big fish. He was very hungry and ate ONE of your fish.” Have the children eat one fish-shaped cracker. Then say, “How many fish did the big fish eat?” The children should respond, “One.” Continue the story. “The great big fish was still hungry so it decided to eat another fish.” Continue having the children count as all of the fish are eaten. To extend the activity, read *The Little Island* by Golden MacDonald and Leonard Weisgard.
- Explore the idea of having a set of objects and taking away one. Investigate what happens to the original set.
- In a small group, place five red blocks on the table. Say, “I see five red blocks on the table. Let’s count the red blocks together.” (count 1,2,3,4,5). *Note: add five blue blocks to the five red blocks to use in the activity.* Next, say, “I see three red blocks and two blue blocks. Cameron, please put the two blue blocks in the basket.” Let’s count and see how many blocks are left on the table (count 1,2,3). We have three blocks left. *Note: This activity may be repeated throughout the year; however, use different children, objects, manipulatives and quantities with each lesson.*
- Read to the children daily in small groups and in large groups. Some suggested titles for exploring addition and subtraction are:
 - *A Fair Bear Share* by Stuart J. Murphy
 - *Just A Little Bit* by Ann Tompert
 - *Elevator Magic* by Stuart J. Murphy
 - *Monster Musical* Chairs by Stuart J. Murphy

<i>Competency</i>	<i>Objective</i>
<p>2 Develops an awareness of relations and patterns</p>	<p>2.1 The child begins to recognize, describe, reproduce, and extend simple patterns.</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- In a large group, introduce the concept of patterns using the daily calendar. The simple A-B pattern (e.g., *red apple-green apple, red apple-green apple; turkey-cornucopia, turkey-cornucopia*) may be changed monthly with seasonal designs and colors. Through the calendar activities, the children begin to predict what pattern will come next.
- Provide opportunities for the children to use patterns in a variety of contexts (e.g., *poetry, art, music, body movement, shape, color, manipulatives, numbers, nursery rhymes, songs, story pattern books*).
- **Nature Walk:** Go for a nature walk, looking for patterns in nature like the number of petals on different flowers or a leaf design. Help the children to discover patterns in their environments outdoors and indoors.
- Provide a variety of materials for the children to use to make patterns (e.g., *attribute blocks, pattern blocks, shapes, lacing beads, unifix cubes, colored blocks, buttons, square tiles*).
- Explore patterns with the children. Help the children to identify pattern, in common objects (e.g., *clothes, environmental patterns, flag, snack kabobs, puzzles*)
- In a large group lesson, invite the children to help you demonstrate various patterns. Have the children to stand-up as you call their name. Demonstrate the following A-B pattern: boy-girl, boy-girl, boy-girl, boy-girl. Verbally repeat the pattern for children to hear.
- In a small group, model an A-B pattern using colored blocks (e.g., *red-yellow, red-yellow, red-yellow*). As you place the blocks on the table, verbally repeat the pattern as you build it. Begin another line of blocks and invite the children to match the first pattern. Ask the children what goes first, next, and last. Use the first line as a model so the children can compare the two lines as a way to check accuracy.
- **Object Patterns:** Model using a variety of objects to build an A-B pattern (e.g., *banana-grapes, banana-grapes, banana-grapes*). Invite the children to match your pattern. Ask the children what objects goes first, then next. Model matching the pattern then extending the pattern. Encourage the children to build the patterns going in a left to right progression. *Note: Model building a pattern using several repetitions.*

- Use rhymes and songs to model patterns. In large group, invite the children to sing this song to practice making patterns.

Starring Patterns

(Tune: The Wheels on the Bus)

The pattern of the stars goes
[Red, yellow, green],
[Red, yellow, green],
[Red, yellow, green].
The pattern of the stars goes
[Red, yellow, green].
Let's sing it all together.

- Make several large red, green, and yellow felt stars to use on the flannelboard. Sing the song as you place the corresponding felt stars on the flannelboard. Invite the children to recite the song and create the corresponding pattern using the felt stars. Encourage the children to change the pattern using different color combinations (e.g., *A-B*, *A-B-B*, *A-A-B*). Then repeat the song using the children's suggestions where indicated.
- **Bead Stringing:** Demonstrate making an A-B pattern using a string of beads (e.g., yellow-blue, yellow-blue, yellow-blue). Invite the children to match your pattern.
- **Animal Patterns:** Model an A-B pattern using some animal objects (e.g., cat-dog, cat-dog) to create a pattern. Encourage the children to match your pattern and begin to extend the pattern. After this activity has been introduced in a small group, the children may practice using the activity independently in the learning center. *Note: Prepare several pattern activities to be used in the learning center. Place each pattern activity in separate containers or baskets. As the children become proficient with the first pattern, introduce a more complex pattern than the first (e.g., A-B-B, A-B-B).*
- **Sound Patterns:** Model sound patterns with hand clapping, finger tapping or foot stomping. Model this activity in a small group. Invite the children to join in with the fun!

Clap, Snap, and Stomp!

(Tune: Twinkle, Twinkle, Little Star)

Patterns, Patterns all around,
We can make them using sound!
Snapping, clapping, fast and slow,
Ready, set, now here we go.
Everybody follow me.
Make this pattern carefully.

- To prepare for this activity, make picture cards to illustrate clap, stomp, snap, slap your legs, and pat your face. Then use the cards to create an A-B pattern on the chalkboard or on a flannel board. Read and model the pattern for the children. Encourage everyone to join in

performing and extending the pattern. Sing the song additional times, challenging the children with new and more complex patterns with each repetition. To extend this activity, have a child create a pattern and place it on the flannel board for the class to follow.

- **Patterns in Music:** Invite the children to listen to a variety of music and explore the different patterns in the music. Create musical patterns by playing on cans, drums or rhythm sticks. Model the pattern and have the children repeat the pattern. To extend the activity, encourage the children to repeat and extend the pattern. Invite a child to create a new pattern for the class to follow.
- In a small group, design a pattern using numbers. Provide concrete numbers (e.g., *wooden numbers, foam numbers, plastic numbers*) for the children to use in this activity. Model the pattern. Invite the children to match the pattern and extend the pattern. Ask the children to describe the pattern.
- During the day, provide the opportunity for children to count using the patterns in numbers. Count by 2's, by 5's, and 10's. In a small group, model the odd and even numbers to ten.
- **Patterns in Letters:** Use the alphabet letters to create some pattern activities. Ask the children to repeat the pattern, describe the pattern, tell what comes next, and extend the pattern. *Note: The letters and numbers should be one color not several colors to avoid confusion for the children.*
- **Letters and Numbers Patterns:** During small group, model a pattern using letters and numbers. Invite the children to repeat the pattern, describe the pattern, tell what comes next, and extend the pattern.
- Read to the children daily in small groups or in a large group. Some suggested books about patterning are:
 - *Beep Beep, Vroom Vroom!* by Stuart J. Murphy
 - *Pattern Bugs* by Trudy Harris
 - *Pattern Fish* by Trudy Harris
 - *The Secret Birthday Message* by Eric Carle

<i>Competency</i>	<i>Objective</i>
<p>2 Develops an awareness of relations and patterns</p>	<p>2.2 The child matches, sorts, and classifies objects based on their similarities and differences.</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- On the Nature Walk observe and discuss the different colors, sizes, shapes. and how things are alike. Using the various nature items such as acorns, leaves, shells, invite the children to sort items according to similar attributes. During the Nature Walk, encourage the children to talk about things in the environment that are different sizes (e.g., *trees, bushes, flowers, leaves*).
- In a small group, have the children distinguish between several shapes to see if the shapes are the same size and the same shape. The children will need to sort, compare and match the shapes. This activity could be expanded to include putting the shapes in a series and regrouping shapes or objects according to one or two attributes (e.g., *color, shape, or size*).
- Prepare a bag of pattern blocks for each child in the small group to sort. The children will need to sort, compare and match the shapes. They may select the attribute they want to use to sort the pattern blocks. After the children have finished sorting the pattern blocks, ask each child to explain how their bags of pattern blocks were sorted. This activity could be expanded to include putting the shapes in a series and regrouping shapes or objects according to one or two attributes (e.g., *color, shape, or size*).
- **Shape Sort:** Prepare in advance. Using construction paper and cut multiple copies of all the various shapes the children have learned. Take several envelopes and glue one shape on the outside of the envelope. Place the construction paper shapes in a small basket. During the small group, place the basket of shapes and envelopes on the small group table. The child will sort the various shapes and place the shape into the corresponding envelope. You may increase the challenge and sort by more than one attribute (e.g., *put all the small, yellow triangles in one envelope*).
- **Sorts Objects by color, size, and shape:** Invite a small group to work with the attribute blocks. Discuss the attribute blocks. Look at the many ways the blocks may be sorted. Organize the attribute blocks based on color, size, and shape. In a small group ask the children to identify the following:
 - the color of the attribute block (e.g., *red, green, yellow, blue*)
 - the size of the attribute block (e.g., *large/small, thick/thin*)
 - the shape of the attribute block (e.g., *circle, square, triangle, rectangle*)

Note: The children will need to sort, compare and match the shapes. This activity could be expanded to include putting the shapes in a series (e.g., largest to smallest) and regrouping shapes or objects according to one or two attributes (e.g., color, shape, or size).

- Place identical pairs of objects inside a shoebox. Remove one item from the box and ask the child to find the object that matches. Say, “Jimmy, I found a long yellow pencil in the box. Do you see anything that looks like the pencil?”
- **Identifies alike and different:** Provide a basket of objects for the children to investigate. Invite the children to tell how their objects are alike (e.g., *they are all yellow, they are all smooth, they are all pencils*).
- Provide a variety of manipulatives to sort by color (e.g., *attributes blocks, pattern blocks, beads, unifix cubes*). *Note: an extension activity can be to place pairs of socks in the dramatic play center, and ask children to sort by color.*
- Provide opportunities and materials for the children to use independently to organize by largest to smallest (e.g., *stacking blocks, nesting dolls, stacking rings, nesting cups, pegs, stacking boxes to arrange in order by size*).
- Use attribute blocks to sort by size, objects to sort by size, and toys to sort by size (e.g., *large truck/small truck; large ball/small ball*). The activity could be expanded to include putting the items in a series from largest to smallest.
- In the dramatic play center, provide an assortment of adult and children clothing. Have the children identify large clothing and small clothing.
- In advance, cut several shapes in various sizes (e.g., *three to five different sizes*). During small group, invite the children to use the activity. Explain to the children that each person has a group of shapes to sort by different sizes. The children will need to sort, compare and match the shapes. This activity could be expanded to include putting the shapes in a series and regrouping shapes or objects according to one or two attributes (e.g., *color, shape*). This sorting activity may be used in the math center for independent practice.
- **Color Bingo, Shape Bingo, or Eye Spy** will provide the opportunity for the children to identify objects by color, size, and/or shape. Provide each child with a bag of shapes. Call out a shape, and the child will pull that shape out of the bag.
- Prepare this activity in advance by utilizing a sentence strip and gluing various shapes made from construction paper on the sentence strip. These paper shapes should match pattern block shapes. Place the matching pattern block shapes in a bag or basket. The child will select a pattern block shape and match it to the paper shape on the sentence strip. This activity may be placed in the math learning center for independent practice.
- **Classifies:** Have the children identify the objects that belong together. Encourage the children to explore how objects are alike. Provide three objects and allow children to select the two that go together. The teacher will give the children two objects and the child will tell how they are alike. *Extension: Use photographs of objects that go together.*
- **Classify Animals:** In this activity, use quality objects representing animals that live in the water, on the land, and in the air. Prepare word/picture labels for each category (e.g., *land,*

air, water). In the small group discuss the animals and where they live. Invite the children to help classify the animals. After small group, this activity may be used in the math learning center for independent practice

- **Related Items:** Place several of related objects on a table (e.g., *a fork and a spoon, a pencil and paper*). Pick up one object and ask the child to find the other object that is related. Say, “Anthony, I am holding a fork. We use a fork when we eat, Look on the table and find something else that is used for eating.”
- Provide opportunities for children to use objects, manipulatives, and picture cards of things that go together (e.g., *toothbrush/toothpaste; brush/comb; fork/spoon*). Have children investigate how things are related or go together.
- Read to the children daily in small groups or in a large group. Some suggested titles for matching, sorting, and color related books are:
 - *A Pair of Socks* by Stuart J. Murphy
 - *The Secret Birthday Message* by Eric Carle
 - *3 Little Firefighters* by Stuart J. Murphy
 - *Ten Black Dots* by Donald Crews
 - *Red Leaf, Yellow Leaf* by Lois Ehlert
 - *My Little Color Library* by Dorling Kindersley
 - *Purple, Green, and Yellow* by Robert Munsch
 - *Color Dance* by Ann Jonas

<i>Competency</i>	<i>Objective</i>
<p>3 Develops an awareness of and uses geometry and spatial reasoning</p>	<p>3.1 The child recognizes, names, describes, and compares two-dimensional shapes (e.g., <i>circle, square, rectangle, triangle</i>).</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- Provide a variety of geometric materials for children to use (e.g., *pattern blocks, unit blocks, puzzles, and stencils*) in the classroom. Provide puzzles and manipulatives that include a variety of geometric shapes including geometric puzzles of increasing complexity (e.g., *puzzles made of only triangle shapes, puzzles with square and triangle shapes*).
- Provide the opportunity for the children to find basic shapes in the classroom and discuss them (e.g., *a door is a rectangle, a table top may be a circle, a window may be a square*).
- Read the book *The Shape of Me and Other Stuff* by Dr. Seuss. Follow-up by discussing the different shapes from the book.
- **Shape Walk:** Invite the children to take a Shape Walk outside. Encourage the children to identify the various shapes found outside. When you return to the classroom, discuss the shapes observed on the walk.
- **Floor Shapes:** Use blue painter’s tape to outline various shapes on the floor. Let the children take turns walking, marching, or hopping around the edge of the shape. Count the sides and corners of each shape. *Variation: Call out the name of a shape and invite a child to go stand in the shape outlined on the floor.*
- **Making Shapes:** Provide materials for children to explore and create representations of shapes by constructing models. The children may use a variety of materials to build the shapes (e.g., *pipe cleaners, wikki stix, play dough, yarn, popsicle sticks, finger paint*). When the children have finished, ask them to name their shape. Discuss the shapes’ attributes.
- **I Spy:** In a small group, describe several shapes being sure to note how many sides and points they have. Then say, *“I spy something that has three (3) sides and three (3) points. What shape do I Spy?”* Once the children have identified the correct shape, invite a child to find the shape in the environment.
- **Shape Scavenger Hunt:** Have the children find a given shape in their environment (e.g., *“Find a circle.” “Find something with three points.” “Find an object that has four sides.”*). Encourage the children to look for shapes in their clothing, books, artwork, signs, and nature.

- **What Shape is Missing?** With a small group of children, spread out the shapes (e.g., *circle, square, rectangle, triangle*) on a table. Review the names of the shapes. Have the children close their eyes. While they have their eyes closed, take away one shape. Hide the shape behind your back. Have the children open their eyes. Encourage them to look carefully and decide which shape is missing. Invite one child to identify the missing shape. Repeat the activity several times; however, rearrange and review the names of the shapes each time before you repeat the activity. *Extension: To increase the level of difficulty, take away two shapes at a time. When the children are successful at remembering two missing shapes, take away three at a time. This activity will help children develop memory, observation, and concentration skills.*
- **Traveling Shapes:** Gather a small group of children at a table. Place shapes that you have introduced around the room from you. Invite a child to go across the room and bring back a shape (e.g., “*Nina, I would like for you to bring a triangle to me.*”). Continue the activity with each child in the group. *Note: You can repeat this activity several times to ensure that each child has an opportunity to find each shape.*
- **Secret Shape Bag:** Place several wood or plastic shapes into a “Secret” Bag that the children cannot see through. (*Note: Only use shapes that you have previously introduced.*) Have a child reach into the bag and select a shape. Before removing the shape from the bag, have the child tell you the name of the shape. Then have the child pullout the shape and see if s/he identified the shape correctly. Continue until each child has had a turn. *Note: Once this activity has been done in a small group, it can become a partner activity in the math center.*
- **Find the Shape:** Take several blank cards and trace around wood or plastic shapes to make a set of shape cards. Place the wood or plastic shapes into a “Secret” Bag that the children cannot see through. (*Note: Only use shapes that you have previously introduced.*) In a small group, have one child select a shape card and identify the shape. Then have the child reach into the Secret Bag with her or his eyes closed and find the matching wood or plastic shape. Then have the child pullout the shape and see if she or he identified the shape correctly. Continue this activity until all the shapes have been matched. *Note: Once this activity has been done in a small group, it can become a partner activity in the math center.*
- Have the children sing the following song using large shape cards:

Shape Hokey Pokey

You put your (*shape name*) in,
You put your (*shape name*) out,
You put your (*shape name*) in,
And you shake it all about,
You do the Hokey Pokey and you turn yourself around,
That’s what it’s all about!

- In small groups, provide the opportunity to investigate and predict the results of putting two or more shapes together (e.g., *two triangles form a square*). Allow the children to put shapes together and form new shapes, pictures, or designs independently.

- Prepare in advance construction paper shape cut-outs. Invite the children to create geometric pictures and designs using the paper shapes. At first, prepare some patterns or designs for them to match. After working with these designs, encourage the children to create their own designs.
- In a small group, use a geoboard to make different shapes. Discuss the fact that the position and orientation of shapes does not change their names (e.g., ▲ and ▼ are both triangles). Allow the children to practice making shapes independently using the geoboards.
- During the day provide an opportunity for the children to sign songs, The following song is excellent to review the basic shapes (e.g., circle, square, triangle, rectangle).

Shapes, Shapes All Around

(Tune: For He's a Jolly Good Fellow)

Oh, I can find a [circle].
I can find a [circle].
I can find a [circle].
It's shaped just like a [pie].

It's shaped just like a [pie].
It's shaped just like a [pie].
Oh, I can find a [circle].
It's shaped just like a [pie].

Shape Up

(Tune: Where Is Thumbkin?)

Where are the [circles]? (*Teacher places hand above eyes*)
Here are the [circles]! (*Children hold up circles*)

Stand up tall! (*Teacher points up*)
Stand up tall! (*Children stand*)

Gather all together (*Teacher rolls hands and points to the correct shape on the wall*)
Gather all together (*Children gather next to the correct shape on the wall*)

One and All! (*Teacher holds up index finger and then claps*)
One and All! (*Children hold up index finger and then claps*)

- Prepare in advance, a class supply of assorted construction paper shapes and create a poster-size version of each shape. Place each poster on the wall in different areas of the classroom. Ask the children to join you sitting in a circle. Introduce the new shape song. Give each child one shape cutout and sing song again. As the children sing the song, encourage all the children with circles to hold them up and then have those children move to the corresponding area of the classroom. Repeat the song, inserting a different shape where indicated, until all the shapes have been sorted.

- Read literature with the children to explore shapes in many contexts. Suggested titles include:
 - *Shapes, Shapes, Shapes* by Tana Hoban
 - *So Many Circles, So Many Squares* by Tana Hoban
 - *Let's Look at Shapes* by Nicola Tuxworth
 - *The Shape of Things* by Dale Ann Dodds
 - *Shapes for Lunch* by Charles Reasoner
 - *Shapes* by Anne Gaddes
 - *Circus Shapes* by Stuart J. Murphy

<i>Competency</i>	<i>Objective</i>
<p>3 Develops an awareness of and uses geometry and spatial reasoning</p>	<p>3.2 The child begins to recognize, name and compare three-dimensional shapes (e.g., <i>cylinder, cube, cone, sphere</i>).</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- In a small group lesson, introduce geometry solids or three-dimensional objects. In the first lesson relate the geometry solids to familiar items using the child’s own vocabulary (e.g., *a can is a cylinder, a box is a cube, a ball is a sphere, an ice cream cone is a cone*). Provide several examples including various sizes and shapes of each three-dimensional objects.
- **Exploring Solids:** In a small group introduce each child to a set of geometry solids (e.g., cylinder, cube, cone, sphere). In this lesson, the child should wear a blindfold or close his/her eyes. It is important to teach the solids using the sense of touch to develop long term memory. The class should have a set of wooden solids or plastic solids in the math learning center. The solids should be at least two-three inches in height.

You should model using the blindfold or closing your eyes during the lesson. Demonstrate how to hold the solid and feel the shape of the solid. Identify the solid and have a child to take it out of your hands and place it on the table. Then the child will give you a second solid to identify.

Invite a child to put the blindfold on. Say, “Kendrik please hold out your hands. I will place a solid in your hands.” Say, “This is a *cylinder*.” Encourage him to feel the solid. Tell him to feel the round smooth sides. Say, “This is a *cylinder* can you say cylinder?” Take the cylinder away and give him the cube. Say, “This is a *cube*. Kendrik feel the side and corners of the cube. Can you say Cube?” Take the cube out of his hands.

Next, Kendrik, I will place one of the solids in your hands and I want **you** to tell me its name. Continue the lesson, by placing the cylinder in his hands. Say, “Kendrik what solid is this?” If Kendrik correctly identifies the first solid, ask him to identify the second solid in the lesson. If he is not successful, finish the lesson and reteach the same lesson another day. Use this same procedure to teach the four solids.

- **Partner Lesson:** When the children have been introduced to the geometry solids, they may use the solids and practice with a friend to identify each of the geometry solids. A basket of geometry solids may be placed in the math learning center.
- **Traveling Solids:** Place the basket of solids on a table or shelf across the room. Invite a small group of children to work with you at the table. Say, “Terrell, Please go to the table across the room and find a *cylinder*. Before you go, tell me what solid you will bring back to

me. Very good you have the cylinder. Please, return it to the basket of solids and return to this table. Repeat the process until each child has had at least one turn with each object to do the *Traveling Solids* activity.

- **Geometry in the Blocks:** Invite the children to explore the block center and look for blocks that resemble the geometry solids. Encourage them to look for the different sizes of the various solids (e.g., *cylinder, cube, cone, sphere*).
- Invite the children to find 3-dimensional objects in the classroom and on the playground. Continue to relate the solids (e.g., *cylinder, cube, cone, sphere*) to familiar objects. You can lead the discussion by giving examples. The children will begin to see solids throughout the learning environment.
- **Solids in Nature:** Go for a nature walk and see if the children can locate solids in nature. Help the children to understand geometry is all around us. We just need to look for it!
- Collect various items, (e.g., *boxes of different sizes and shapes, blocks, balls, a cans*) and other three-dimensional objects. Relate counting activities to geometric activities (e.g., *discover how many faces, edges, or corners a cracker box has*).
- **What is Missing?** This activity can be used in a whole group or a small group. Place the different solids (e.g., *cylinder, cube, cone, sphere*) on the table. Review the names of the geometry solids. Have the children close their eyes. While their eyes are closed, take away one of the solids. Ask the children to open their eyes, and look very carefully at the solids. Decide which solid is missing. Encourage them to raise their hand if they know the name of the missing solid. Invite a child to identify which solid is missing. Repeat the activity several times; however, rearrange the solids and review the names of the solids each time before you repeat the activity
- To increase the level of difficulty, rearrange the solids on the table, review the names, have the children close their eyes and take away two solids. Ask the children to open their eyes, and look very carefully at the solids. Decide which solids are missing. Encourage the children to raise their hand if they know the name of the missing solids. Invite a child to identify which solids are missing.
- Next, take away three solids. Repeat the steps in the activity and have the children to name the missing solids. This activity will help children develop memory skills, observation skills and concentration skills.
- Read to the children daily in small groups and in large groups. Some suggested titles for geometry solids and additional books about shapes are:
 - *Cubes, Cones, Cylinders, and Spheres* by Tana Hoban
 - *A House for Birdie* by Stuart J. Murphy
 - *When a Line Bends...A Shape Begins* by Rhonda Growler Greene
 - *The Wing on a Flea* by Ed Emberley
 - *ToddWorld: The Silly Book of Shapes* by Todd Parr

<i>Competency</i>	<i>Objective</i>
<p>3 Develops an awareness of and uses geometry and spatial reasoning</p>	<p>3.3 The child identifies positions of objects in space using language (e.g., <i>under, over, beside, behind, inside</i>) to describe and compare their relative positions.</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- During a whole group, introduce the concept of positional words. Invite some children to help demonstrate the activity. Say, “Ana, please come stand beside me. Jimmy, will you stand *behind* me. LaTonya, come stand *in front* of me. Terrell, please stand *between* Jimmy and me.”
- Make a small obstacle course in the classroom. During a small group lesson, invite the children to follow your directions using positional words.
 - “Crawl *under* the table.”
 - “Step *over* the small rug.”
 - “Walk *between* these two chairs.”
 - “Step *inside* the circle.”
- In this small group activity, give each child in the group an object (e.g., cat, dog, man) and a small box. As you say the different positional words, the children will demonstrate each word using an object and the box. Say, “show me the following:”
 - “The cat is *in* the box.”
 - “The cat is *under* the box.”
 - “The cat is *beside* the box.”
 - “The cat jumped *over* the box.”
 - “The cat is *behind* the box.”
 - “The cat ran *around* the box.”
 - “The cat is *on* the box.”
 - “The cat is *out* of the box.”
- This activity is designed to demonstrate understanding of positional words (e.g., before, after, over, under, on). Give each child in the small group a counter and a colored index card. Have the children place the counter according to your directions using various positional words. Also you may invite the children to give directions and demonstrate the actions.
 - “Place your counter *before* the card.”
 - “Place the counter *after* the card.”
 - “Place the counter *over* the card.”
 - “Place the counter *under* the card.”
 - “Place the counter *on* the card.”

- Prepare in advance. Draw the following shapes (e.g., circle, square, rectangle, triangle) on a piece of construction paper for each child in the small group. Also give each child four sticker to use with this activity. As you say the positional word (e.g., inside, outside, between under), the children will place the sticker on the different shapes.
 - “Place your sticker *inside* the triangle.”
 - “Place your sticker *outside* the circle.”
 - “Place your sticker *between* the square and the rectangle.”
 - “Place your sticker *under* the square.”
- During a large group, practice positional words. Invite the children to demonstrate each word. This is an excellent transition to use when preparing to leave the room. The children will use the positional words to line-up. This activity may be used as a transition from whole group to small groups.
 - “Jose, please stand *in front* of the line. You will be *first*.”
 - “Tristan, stand *behind* Jose.”
 - “Amy, please stand *beside* Tristan.”
 - “Reyki, please stand *between* Tristan and Amy.”
 - “Brandon, please stand *near* the table.”
 - “Macy, will you stand *next to* Brandon?”
- **Following Clues:** Before the lesson begins, place several objects around the room. Make a note where you placed each object in the classroom and the location of each object (e.g., cat, dog, car, unifix cube, shapes, sorting bears). Give verbal directions to each child. Remember to ask the child to repeat the directions.
 - “Timmerian, look for the red triangle *on* the cubbie shelf.”
 - “Ana, look for the green unifix cube *near* the listening center.”
- Prepare positional cards to illustrate different actions or words. You may take pictures to illustrate the various positions or draw a picture to illustrate the positions. This activity should be modeled for the children and then placed in the math learning center for the children to practice independently.
- Invite the children to work as partners and give positional words to each other to practice the concept of positional words.
- **Bean Bag Game:** Prepare several bean bags to use to reinforce the concept of positional words. In a small group give verbal directions for the children to demonstrate.
 - “Hold the bean bag *over* your head.”
 - “Place the bean bag *on* your knee.”
 - “Take the bean bag *off* your knee.”
 - “Place the bean bag *under* your chair.”
 - “Place the bean bag *between* your hands.”
 - “Place the bean bag *beside* your foot.”
- **Where Are My Mittens?** (*Geometry skill using positional words*) Before beginning this activity, refer to the Math Nursery Rhyme, *Three Little Kittens* located on page **XX**. You

should repeat the rhyme with the children and then do the following activity. This activity is designed to strengthen your children's understanding of positional words. The activity may be used in a large or small group. Before the activity begins, hide one mitten from each three sets in different locations in the classroom (e.g., *hide mittens under a chair, beside a bookcase, in a basket*). During the group time, recite the traditional nursery rhyme with the children. Then invite one child to search for a lost mitten. When the child finds a mitten, encourage him/her to use a positional-word phrase to tell where he/she found the mitten. Repeat the process with the remaining two mittens. Continue the activity by asking three different children to hide one mitten each in a different position around the classroom. Choose another child to search for a lost mitten and describe its position. At this point in the activity, you may continue the process until each child has had a turn hiding or finding a mitten. You may introduce this activity over several days, working with a few children each day, to present the activity then repeat it on succeeding days. *Note: Plan group activities for 15-20 minutes at one time. When the children become disinterested, stop the activity.*

- Read to the children daily in small groups or in a large group. Some suggested titles for positional words and directional words are:
 - ***Over, Under and Through*** by Tana Hoban
 - ***The greatest Gymnast of All*** by Stuart J. Murphy
 - ***Bug Dance*** by Stuart J. Murphy

<i>Competency</i>	<i>Objective</i>
<p>4 Develops an awareness of and uses measurement</p>	<p>4.1 The child sorts and compares objects by size, length, weight, area, and temperature (e.g., <i>bigger/smaller, hotter/colder, longer/ shorter, more than/less than</i>).</p>

Suggested Teaching Strategies/Mathematical Concepts Development

- Provide materials and opportunities for the children to place objects in order from longest to shortest. Model “thinking out loud” as you work beside the child (e.g., *Timmerian, I think the green ribbon is longer than the yellow ribbon. What do you think? I am going to place the ribbons side by side and compare length. Yes, the green ribbon is longer than the yellow ribbon.*)
- During the small group lesson, line up the children and see who is the shortest. Who is the tallest? Put the children in order.
- Use a variety of stacking items (e.g., *stacking blocks, stacking boxes, nesting dolls, nesting cups, stacking rings*) to explore the concept of largest to smallest. Order the sets of objects according to size, weight, or length.
- **Open and Close:** Find things in the room to open and close (e.g., *drawers, boxes, books, water bottles*). Model opening and closing for the children. Example, “To keep the rain and wind outside, we close the window. Allow the children many opportunities to practice opening and closing.
- **Full and Empty:** Demonstrate filling an empty glass with water and say, “*This glass is full.*” Next, pour the water out and say, “*This glass is empty; there is nothing in the glass.*” Place two glasses on the table and help the child fill one with water. Ask the child to tell you which glass is full. Repeat the procedure filling bowls with grapes, cans with rocks, or boxes with beans. Allow the child to pour and empty the bowls.
- In discussing weight, ask the children, “*What does the doctor use to weigh you? To measure how tall you are?*” Show the children the balance scale and tell them it is another type of scale used to weigh things. Demonstrate how to use the scale by placing a stuffed animal on one side and a plastic animal on the other side. Discuss with the children how the scale tips on one end. Say, “*Which animal is on the side that is lower? That object is heavier. Which object is on the side that is higher? That object is lighter.*” Invite the children to weigh the animals and to talk about their findings as they work together. Explain that if the two sides of the scales are even, or balanced, the two objects weigh the same. Challenge the children to find how many plastic animals it takes to balance the weight of a given stuffed animal.

- Provide play dough for the children to make mountains of various sizes. Measure the height and width of each mountain with a ruler and talk about tallest/shortest and biggest/smallest.
- Show the children three different-size shoes and invite them to comment on them. Say, “Which shoe is the longest? Which shoe is the shortest?” Help the children to order the shoes from longest to shortest. Model measuring the length of a shoe using connecting cubes. Encourage the children to count the number of cubes to tell how many cubes long the shoe is. Challenge the children to measure one of their shoes in the same manner. Invite the children to take off a shoe and trace it on construction paper. Give them pre-cut shoe prints, and encourage them to write their name on their shoe print. Laminate the shoe print and put them in the math learning center. Encourage children to find ways to measure, sort, order, and count the shoeprints.
- Gather several items to demonstrate weight and length comparisons (e.g., *a light feather, a heavy dictionary, a long yardstick, a short pencil*). Pick up each item and pass it to all of the children to handle (e.g., *have the children pick up the dictionary*). You may have the children sing a verse of the **Weight and Length Song** that corresponds to a feature of the item (e.g., *heavy, light, long, short*):

Weight and Length Song

(Tune: If You’re Happy and You Know It)

If it’s heavy and you know it, bend down low.
If it’s heavy and you know it, bend down low.
 If it’s heavy and you know it,
 The way it feels will surely show it.
If it’s heavy and you know it, bend down low.

If it’s light and you know it, float away.
If it’s light and you know it, float away.
 If it’s light and you know it,
 The way it feels will surely show it.
If it’s light and you know it, float away.

If it’s long and you know it, stretch your arms.
If it’s long and you know it, stretch your arms.
 If it’s long and you know it,
 The way it looks will surely show it.
If it’s long and you know it, stretch your arms.

If it’s short and you know it, show how small.
If it’s short and you know it, show how small.
 If it’s short and you know it,
 The way it looks will surely show it.
If it’s short and you know it, show how small.

- Measure each child's height. Create a graph by cutting strips of colored paper to accurately represent each measurement. Write the child's name at the top of the strip and the height along the side. Tape the strips on a wall and compare (e.g., "*Maya is taller than Destiny.*") Periodically measure the children and add paper strips to reflect their growth.
- Explain that a giraffe's neck is about 6 feet long. Place a 6 foot strip of masking tape on the floor. Invite the children to find out how many blocks it takes to match the line.
- Make a dinosaur footprint (*approximately 3' x4'*). Invite the children to see how many steps it takes to walk heel to toe across the foot print.
- In a small group lesson begin to use the terms to compare the attribute blocks (e.g., *larger/smaller, thick/thin longer/shorter*). Begin to use the term to compare the attribute of objects. Use some term like (e.g., *hotter/colder, lighter/heavier, bigger/smaller*).
- Read to the children daily in small groups or in a large group. Some suggested titles about compare and contrast by size, length and weights are:
 - ***Big and Little*** by Todd Parr
 - ***Is It Larger? Is It Smaller?*** By Tana Hoban
 - ***The Best Bug Parade*** by Stuart J. Murphy
 - ***Length (Math Counts)*** by Henry Arthur Pluckrose
 - ***Mighty Maddie*** by Stuart J. Murphy
 - ***Super Sand Castle Saturday*** by Stuart J. Murphy

<i>Competency</i>	<i>Objective</i>
4 Develops an awareness of and uses measurement	4.2 The child uses nonstandard measurement units (e.g., <i>blocks, paper clips, hand span</i>).

Suggested Teaching Strategies/Mathematical Concepts Development

- Using their hands, feet, a string, and blocks, the children can measure various objects around the classroom. Show the children that many things can be measured. How many *hand spans* is the table? Encourage the children to measure the table and compare if everyone's hand is the same size and the measurement is the same.
- In small group, using a string the children can measure how tall they are. The strings can be displayed to see who is the tallest and who is the shortest. Arrange the children in order beginning with the tallest.
- In dramatic play encourage measurement by placing a box with paper, pencil, tape measure, and rulers. Include a carpenter's hat or a tool box with plastic tools. The children can pretend to build something, a community center, a playground or a bridge. Encourage the children to measure everything as they pretend to build.
- In a small group give the children some paper clips to see how long a pencil is. Have the children use different size of paper clips and investigate to see if the size of clips will change the measurement of the pencil.
- In small group, use a string to measure the circumference of an object (e.g., *pumpkin, watermelon, cantaloupe, orange, tree*).
- Use a pencil to measure the shelf. Investigate to see if the length of the pencil will change the length of the shelf. Encourage the children to work as partners to measure around the room.
- Measure how many small containers it will take to fill one big container using sand, rice or beans. Invite the children to explore the world of measurement.
- Invite the children to measure the heights or lengths of stuffed animals using interlocking blocks. Investigate which animal is the tallest and which is the shortest.
- Read to the children daily in small groups or in a large group. Some suggested titles about non-standard units and measuring are:
 - ***Bigger, Bigger, Best!*** by Stuart J. Murphy
 - ***How Big Is a Foot*** by Rolf Myller

<i>Competency</i>	<i>Objectives</i>
4 Develops an awareness of and uses measurement	4.3 The child uses common measuring instruments (e.g., <i>measuring cups, simple balance scales</i>).

Suggested Teaching Strategies/Mathematical Concepts Development

- Invite the children to hold and examine measuring cups and spoons. Discuss with the children how to use these measurement instruments. Ask if they have seen these used at home? Model filling the measuring cups and spoons with sand or water. Show the children how two half cups will fill the one cup. Invite the children to count the number of scoops of sand it takes to fill a certain container. Encourage the children to predict how many spoonfuls it will take to fill a certain size container. Invite the children to experiment with different cups and spoons as they fill the various containers.
- Invite the children to investigate weighing different items on the balance scales. Select a group of items for the children to weigh. Ask the children to predict which item will be the heaviest or lightest. The children may use a variety of items (e.g., *counting bears, pattern blocks, unit blocks, pencils, attribute blocks*).
- In a small group begin the lesson by showing different objects and discuss the purpose of each. Provide opportunities for the children to handle the objects as you describe each one. Hold up two objects at the same time and invite the children to predict which is heavier. Allow the children to handle and compare the objects before making their predictions. Then demonstrate use of a balance scale as you weight each pair of objects. Invite the children to continue comparing the objects and using the balance scale. You may add other items to the center for the children to explore, compare, and weigh.
- Gather play food to weigh on a food scale. Invite the children to discuss the names of the different foods. Discuss how and why a scale is used. Choose two foods and pass them around for the children to hold. Ask them to predict which one they think weights more. Then weigh the foods, showing how to tell which weighs more and which weighs less. Invite the children to explore predicting the weights of food and then weighing them. Encourage the children to talk about their predictions.
- In a small group, Show the children a measuring cup and point out the marks on the side for 1 cup and $\frac{1}{2}$ cup. Fill the cup with chopped vegetables to the 1 cup mark. Invite the children to guess how many pieces of chopped vegetables are in 1 cup. Then count the pieces together. Do the same for a $\frac{1}{2}$ cup.

<i>Competency</i>	<i>Objective</i>
4 Develops an awareness of and uses measurement	4.4 The child begins to use time related words (e.g., <i>day/night, yesterday/today/tomorrow</i>)

Suggested Teaching Strategies/Mathematical Concepts Development

- Provide daily opportunities for the children to use words to describe movements and passage of time (e.g., *morning, yesterday, tomorrow, shorter time, longer time*). During the calendar activity, practice the concept of *yesterday, today, and tomorrow*.
 - “*Today is Monday.*”
 - “*Yesterday was Sunday*”
 - “*Tomorrow will be Tuesday*”
- In a small group use sequence cards with simple three-step stories. Invite the children to arrange the cards in order and tell a story about the sequence cards. Encourage the children to retell sequence in events in a story or an activity.
- Provide opportunities for the children to use and arranges pictures of events in order (e.g., *first: a photo of the child eating breakfast; second: a photo of a child getting on the bus; third: photo of the child in the classroom.*)
- In a large group use the days of the week to demonstrate order for the week. Invite seven children to represent the days of the week. Prepare a label of the different day of the week for each child to hold. *Note: To make the label, use a 12-inch sentence strip and write the name of each day of the week. Give a label to each child as he or she lines up.*
 - “*Brandon, you will be Sunday the first day of the week.*”
 - “*Ana, you will be Monday the second day of the week. The day we go to school.*”
 - “*Timmerian, you will be Tuesday the third day of the week.*”
 - “*Taylor, you will be Wednesday. Wednesday is the middle of the week.*”
 - “*Kendrik, you will be Thursday, That is the day we go to the library.*”
 - “*Maya, you will be Friday is last day of the school week.*”
 - “*Nina, you will be Saturday the day we stay at home.*”
- Review by asking the other children in the classroom the following questions. Continue the process until all the days of the week have been reviewed. Throughout the year continue to discuss the days of the week, months of the year during the daily calendar activity.
 - “*Who is the Sunday the first day of the week?*”
 - “*Who is Monday the second day of the week?*”
 - “*Who is Tuesday the Third day of the week?*”

- Provide time to discuss the sequence of the daily routine and demonstrate understanding of basic temporal relations (e.g., “*We will go outside after snack time.*”). Use sounds, songs or movements to signal transitions such as clean-up time.
- **Day and Night:** Make a chart with the things we do at *night* and the things we do during the *day*. Discuss the differences (e.g., *clothes we wear, shoes we wear, activities at night*).
- Make some pictures cards that demonstrate the differences in *day* and *night*. Invite the children to denote day and night by standing or sitting.
- Make pictures cards for children to sort and categorizes into *Day* and *Night*. Prepare work/picture labels for each category.
- Provide and frequently refer to visual representations of the routines of the day (e.g., *post pictures or photos of the children that depict the daily schedule*) and note any changes that may occur.
- Collect pictures of daily activities (e.g., *meals, bath, playtime, bedtime*) that can be described using time words. Show the children each picture. Say, “*Tell me about this picture. What is happening?*” After the child has described each picture, place all the pictures in front of the child, and say, “*Pick out the picture of what happens first each day.*” After the picture is selected, ask, “*What happens next?*” Continue until all the pictures are lined up.
- Recognize that various devices measure time (e.g., *clock, timer, calendar*). Introduce children to the features of clocks and watches and refer to them throughout the day. (e.g., “*When the long hand is on the 1, we will clean up.*”).
- Point out the wall clock to the children. Show them a moveable clock face. Let them move the hands around. Explain how the clock face is made just like the wall clock face. Show them how you can set the hands on the clock face so that they are the same as the ones on the wall clock.
 - Each day set a moveable clock face for the next activity (e.g., *clean up, lunch, time to get up from the nap*). Explain that when the wall clock and the clock face have their hands in the same place, it will be time to do the next activity. Do this throughout the day. Soon the children will learn to compare the two clocks. Instead of needing to ask you, “*When do we go outside to play?*” the children will be able to check for themselves.
- Describe a series of events or directions and provide print to reinforce the concept (e.g., *for a description of painting: (1) child puts on a smock, (2) child fills paint cup, (3) child paints picture, (4) child hangs picture to dry*). You may also describe washing hands properly.
- Read to the children daily in small groups or in a large group. Some suggested titles about time, timelines, calendars, and the growth of time are:
 - ***It’s About Time!*** by Stuart J. Murphy
 - ***Get Up and Go!*** by Stuart J. Murphy
 - ***Pepper’s Journal: A Kitten’s First Year*** by Stuart J. Murphy

<i>Competency</i>	<i>Objective</i>
5 Begins to analyze and interpret data	5.1 The child creates graphs using concrete objects or pictures.

Suggested Teaching Strategies/Mathematical Concepts Development

- **Physical Graph of Blocks:** This graphing activity is designed for a large group. Gather several blocks in two different colors (e.g., *red and green*) and place them in a paper bag. Take two pieces of construction paper that match the colors of the blocks and place them on the floor. Invite each child to reach in the bag and draw out one block. Have each child stack up his or her block on the appropriate color piece of construction paper. When each child has had a turn, explain that they have made a graph of blocks. Show the children an example of a paper bar graph and compare it to the block towers.
- **Apple Graph:** Using an apple template, make several large apples out of construction paper in the three different colors (e.g., *red, green, yellow*). Make a large three-column graph using a shower curtain, plastic tablecloth, or butcher paper. At the top of the graph, put a sample apple of the different colors. Place the remaining red, green, and yellow paper apples in a basket. Invite the children to select a paper apple from the basket and place it on the chart under the appropriate color. *Note: Introduce this activity in a large group using the questions listed on page 116. After the children understand how to make a graph in this manner, you may place laminated photocopies of the graph template and many small paper apples in the math center for the children to make graphs independently or in small groups.*
- **Shape Graph:** Prepare in advance, a copy of a bar graph using a two-column, three-column, or four-column graph for each child. Glue a different foam shape at the top of each column. Give each child a copy of the bar graph and a zip lock bag of foam shapes. Invite the children to place the shapes on the bar graph in the appropriate column. *Note: Foam shapes in various shapes, sizes, and colors may be found at discount or craft stores. Use the questions on page 116 to introduce this activity in a small group; then place it in the math center for the children to use individually. You may also graph:*

 - Sea shells (*may be found at craft stores*)
 - Pattern blocks (*may be found at early care provider supply stores*)
- **Fruit Loops® Graph:** Prepare a copy of a six-column bar graph for each child. Glue one sample cereal piece of each color in the appropriate spot at the top of the graphs. Give each child a copy of the bar graph and a zip lock bag of Fruit Loops®. Invite the children to sort the cereal by color then place them on the graph in the appropriate column. *Note: Introduce this activity using the questions on page 116. This activity will also develop fine motor skills.*

- **Jewel Stone Graph:** This graphing activity is designed for a small group. Prepare in advance, a copy of a four-column graph for each child. In a zip lock bag place several jewel stones of various colors. Give each child a bag of jewel stones and encourage the children to sort the stones by color. When the children have made the various groups by color, invite the children to select four colors to graph. Have the children place a different colored jewel stone at the top of each column. Then encourage the children to place the remaining jewel stones on the bar graph paper under the appropriate column. *Note: The “jewel stones” may be found in a craft store. Select stones that are flat on the bottom and a half inch in length. Half marbles may be substituted. This activity may be placed in the math center for the children to continue to use individually. Also, this activity will be working on fine motor skills.*
- **Leaf Graph:** Take the children on a nature walk to collect samples of leaves. Have the children look for leaves of different sizes, shapes, and colors. When you return to the class, spread the leaves out on a table. As the children look at the leaves, ask them if all of the leaves are the same and if not how are they different. Working as a group, discuss the ways that the leaves are different (e.g., *colors, size, shape, texture, edges*). Select one attribute (e.g., *size*) to use to graph the leaves on a large piece of butcher paper. After all of the leaves have been sorted into different columns by size, ask the children to suggest another way to sort the leaves. Continue to re-sort and graph the leaves using different attributes (e.g., *colors, shape, texture, edges*). *Note: It is best to use leaves that are not broken or damaged as this makes the graphing activity harder. Introduce this activity using the questions on page 117.*
- Read to the children daily in small groups and in large groups. Some suggested titles about data collection, tabulating results, and bar graphs are:
 - ***Lemonade for Sale*** by Stuart J. Murphy
 - ***The Best Vacation Ever*** by Stuart J. Murphy

<i>Competency</i>	<i>Objective</i>
5 Begins to analyze and interpret data	5.2 The child represents ideas or experiences using graphs.

Suggested Teaching Strategies/Mathematical Concepts Development

- When using graphs to represent the children’s preferences, ideas, or experiences, you may use small items for graphing including:
 - Stickers or Post-it notes
 - Paper shapes or figures
 - Children’s names or pictures
 - Tally marks or checkmarks
- **Yes or No Graphs:** Make a large two-column graph out of butcher paper. At the top of the graph, label one column *Yes* and the other *No*. Ask the children one of the following or similar questions and help them indicate their response on the graph in the appropriate column (*Note: Introduce this activity using the questions on page 117*):
 - *Do you have a pet?* (use the children’s names or pictures to indicate their response)
 - *Do you like carrots?* (use the smiley and yucky faces to indicate their response)
 - *Have you been to a zoo?* (use tally marks or checkmarks to indicate their response)
 - *Do you enjoy playing with dolls?* (use stickers to indicate their response)
- **Birthday Photo-graph:** In advance, take a picture of each child and laminate them. Make a large twelve-column graph on poster board or on a bulletin board. At the top of the graph, label each column with the name of one month. Help the children place their picture under the month in which their birthday occurs. *Note: Introduce this activity using the questions on page 117.*
- **Favorite Ice Cream Graph:** In advance, prepare three paper ice cream cones and several ice cream scoops in various “flavors” (e.g., *white for vanilla, brown for chocolate, pink for strawberry*). Have the children place a scoop representing their favorite flavor on the appropriate cone. *Note: Introduce this activity using the questions on page 117.*
- **Weather Graph:** You may purchase a weather chart from an early care provider supply store and laminate it for long-term use. The weather chart will include pictures to represent various types of weather (e.g., *sunny, rainy, windy, cloudy, cold, hot*). Chart the weather daily by asking a child to tell about the weather that day. After the group agrees how to classify the weather, put an X in one of the boxes under the appropriate picture. *Note: Some days may have more than one type of weather. For example, it may be cold and rainy. You may use the questions on page 117 to enhance the children’s graphing skills.*

- **Travel to School:** In advance, prepare paper models for cars, buses/vans, and people walking. Make a large three-column graph out of butcher paper. Place one of the models at the top of each of column of the graph. Ask the children, “How did you come to child care today? Did you walk, ride in a car, or ride on the bus/van?” Invite the children to select one of the three models representing how they traveled to child care. Have the children place their model in the correct column. *Note: Introduce this activity using the questions on page 118.* You may also graph:
 - types of shoes the children are wearing (e.g., *tie or laces, buckle, slip-on, Velcro*)
 - characteristics of the children (e.g., *eye color, hair color, clothes color*)
- **How Many Boys and Girls?** In advance, prepare a paper model of a boy or girl to represent each child in the class. Write her/his name on it and laminate them for long-term use. Make a large four-column graph out of butcher paper. At the top of the graph, label the columns with the following headings: *boys present, girls present, boys absent, and girls absent.* Give children his/her paper model and have them place their model in the appropriate column using blue painters’ tape (i.e., *boys present* or *girls present*). Have the children help you place the absent children in the appropriate column (e.g., “*Tenisha is absent today. Should hers go in the boys’ column or the girls’ column? So where should Marcus’s person go?*”). *Note: Introduce this activity using the questions on page 118.*

<i>Competency</i>	<i>Objective</i>
5 Begins to analyze and interpret data	5.3 The child uses graphs to answer questions.

Suggested Teaching Strategies/Mathematical Concepts Development

- **Apple Graph:** After completing this graph, ask the children the following questions to help them interpret the graph:
 - “How many red apples do we have on the graph? Let’s count the red apples together.” Model touching each apple as you count the number.
 - “Next, let’s count the yellow apples together.” Model touching each apple as you count each number.
 - “Which color apples has more apples on the graph—red or yellow?” Help the children compare the red apples to the yellow apples using one-to-one correspondence (e.g., *Touch one red apple, then one yellow apple alternating. Continue up the columns until one has more than the other*).
 - “Next, let’s count the green apples together.” Model touching each apple as you count each number.
 - “Which color of apples do we have the *most*?” This question can be asked before counting the items for practice estimating or after counting for interpreting the graph.
 - “Which color of apples do we have the *least*?” This question can be asked before counting the items for practice estimating or after counting for interpreting the graph.
 - “How many *more* red apples do we have than green apples?”
- **Shape Graph:** After they complete their graphs, ask the children individually the following or similar questions to help them interpret their graphs (as the children’s graphs will vary according to their beginning materials):
 - “Which graph column has the *most* shapes?”
 - If the first row has green triangles, ask “What is the total number of green triangles?”
 - “Which two columns have the *same* number of shapes?” Compare two columns of shapes.
 - “Which column has the *least* number of shapes?” Count with the children and model touching each shape as you count.
- **Fruit Loops Graph:** After they complete their graphs, ask the children the following or similar questions to help them compare and interpret their graphs:
 - “Does anyone have *more* red pieces than yellow pieces?” You may compare any two of the six colors (e.g., red, orange, yellow, green, blue, purple).
 - “Does anyone have two columns with the *same* number of pieces?”
 - “Which color has the *most* pieces on your graph?”
 - “Which color has the *least* pieces on your graph?”
 - “Does anyone have an *empty* column with no pieces?”
 - “Jason has four purple pieces. Does anyone else have four purple pieces?”

- **Leaf Graph:** After the leaves have been sorted or classified into one of the attributes (e.g., color, size, shape, texture, edges). Ask the children the following or similar questions to help them compare and interpret the graph:
 - “Which graph column has the *largest* leaves?”
 - “Which leaf column has the *smallest* leaves?”
 - “Which leaf column has the *most* leaves?” Count with the children and model touching each leaf as you count.
 - “Which column has the *least* number of leaves?” Count with the children and model touching each leaf as you count.
 - “Do you see two columns with the same number of leaves?” Demonstrate one-to-one correspondence when counting the leaf columns.

- **Yes or No Graphs:** After completing this graph, ask the children the following or similar questions to help them compare and interpret the graph: “*Do you have a pet?*”
 - “How many children in our classroom *have* a pet?”
 - “How many children in our classroom *do not* have a pet?”
 - “How many *more* children have pets than ones who do not have pets?”
 - “Do *most* of the children in our classroom *have* a pet?”
 - “Do *most* of the children in our classroom *not have* a pet?”

- **Birthday Photo-graph:** After completing this graph, ask the children the following or similar questions to help them compare and interpret the graph:
 - “Which month has the *most* birthdays?” Count with the children and model touching each birthday photo as you count.
 - “Which month has the *least* birthdays?”
 - “Which two months have the *same* number of birthdays?”
 - “Do we have *more* birthdays in the spring or summer?”
 - “Do we have *more* birthdays in the fall or winter?”
 - “Which month has only *one* birthday?”
 - “Which month has *no* birthday?”
 - “Which month has *more* girls’ birthdays than boys?”

- **Favorite Ice Cream Graph:** After completing this graph, ask the children the following or similar questions to help them compare and interpret the graph:
 - “What ice cream does our classroom like the *most*?”
 - “Which ice cream does our classroom like the *least*?”
 - “What is our *second* favorite ice cream?”
 - “Do we have two columns that have the same numbers of ice cream?”

- **Weather Graph:** After completing this graph, ask the children the following or similar questions to help them compare and interpret the graph:
 - “How many days this month was it sunny?”
 - “How many days this month was it rainy?”
 - “Which type of weather did we have the most this month?”
 - “Did we have more days that were hot or cold this month?”

- **Travel to Center:** After completing this graph, ask the children the following or similar questions to help them compare and interpret the graph:
 - “How *many* children walked to our center?”
 - “Do you see a column that is *empty*?”
 - “Which column has the *least* number coming to our center?”
 - “How *many* children rode on the bus today?”
 - “How *many* children rode in a car?”
 - “How did *most* of our friends come to class today?”

- **How Many Boys and Girls?** After completing this graph, ask the children the following or similar questions to help them compare and interpret the graph:
 - “How *many* girls are in our room today?”
 - “How *many* boys are in our room today?”
 - “Which group has *more* children in attendance today?”
 - “Which group has the *least* children in attendance today?”
 - “How *many* boys are absent?”
 - “Which boys are absent?”
 - “How *many* girls are absent today?”
 - ”Which girls are absent today?”

Assessment Guidelines

- Observation will be the primary method of assessing a four-year-old child.
- Assessments will help the early care provider plan future learning experiences.
- Portfolios and anecdotal notes are suggested procedures for collecting information and work samples.
- Developmental checklists may be used to record progress toward the accomplishment of the competencies. A sample developmental checklist for Mathematical Concepts Development follows this section.

Mathematical Concepts Developmental Checklist
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Child's Name: _____ Teacher's Name: _____

School/Center Name: _____ Year: _____

Code: 1 = Needs Development 2 = Developing as Expected 3 = Advanced Development

Competencies and Objectives	Observations		
	Fall	Mid-Year	Spring
1. Develops an awareness of and uses number sense, numbers, and operations			
1.1 Develops number sense and awareness of numbers in the environment			
1.2 Applies one-to-one correspondence by counting concrete objects by ones to 10, 20, 25			
1.3 Matches quantities and numerals for 1-5, then 6-9			
1.4 Counts with understanding and recognizes <i>how many</i> in sets of objects			
1.5 Begins to compare numbers of concrete objects using language (e.g., <i>same, more than, less than</i>)			
1.6 Begins to identify concepts of a fraction <i>whole and half</i> by using real objects			
1.7 Begins to identify the position of objects in a series (e.g., <i>first, second, third, middle, next, last</i>)			
1.8 Begins to develop the ability to combine, separate, and name <i>how many</i> objects			
2. Develops an awareness of relations and patterns			
2.1 Begins to recognize, describe, reproduce, and extend simple patterns			
2.2 Matches, sorts, and classifies objects based on their similarities and differences			
3. Develops an awareness of and uses geometry and spatial reasoning			
3.1 Recognizes, names, describes, and compares two-dimensional shapes (e.g., <i>circle, square, rectangle, triangle</i>)			
3.2 Begins to recognize, name, and compare three-dimensional shapes (e.g., <i>cylinder, cube, cone, sphere</i>)			
3.3 Identifies positions of objects in space using language (e.g., <i>under, over, beside, behind, inside</i>) to describe and compare their relative positions			
4. Develops an awareness of and uses measurement			
4.1 Sorts and compares objects by size, length, weight, area, and temperature (e.g., <i>bigger/smaller, hotter/colder, longer/shorter, more than/less than</i>)			
4.2 Uses nonstandard measurement units (e.g., <i>units blocks, paper clips, hand span</i>)			
4.3 Uses common measuring instruments (e.g., <i>measuring cups, simple balance scales</i>)			
4.4 Begins to use time related words (e.g., <i>day/night, yesterday/today/tomorrow</i>)			

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
5. Begins to analyze and interpret data			
5.1 Creates graphs using concrete objects or pictures			
5.2 Represents ideas or experiences using graphs			
5.3 Uses graphs to answer questions			

**Mississippi Early Learning Guidelines
for
Four Year Old Children**

Scientific Investigation

Young children are investigators, wondering how things work, and what will happen next. A young child's natural curiosity about the world in which he or she lives demands a hands-on approach to the study of science. Scientific investigations allow children to take risks and ask numerous questions. A young child's exploration and investigation becomes meaningful when there is a caring and knowledgeable adult present to explain and talk about a concept or principle. Children are encouraged to make predictions and hypothesize, following the scientific method as they explore and use scientific tools to better understand the world they live in.

Strategies to Support an Inclusive Learning Environment

- Simplify a complicated task by breaking it into smaller parts or reducing the number of steps
- Use shorter but more frequent activities and routines
- Use special or adaptive devices to increase a child's level of participation
- Encourage hands-on and sensory experiences such as touching, holding, exploring, tasting, smelling, and manipulating
- Provide physical guidance/support in using materials when needed
- Structure the environment so that materials are easily accessible to encourage participation
- Adapt the environment to promote participation, engagement, and learning using a variety of textures

**Mississippi Early Learning Guidelines
for
Four Year Old Children**

Competencies and Objectives

Scientific Investigation

The competencies are printed in bold and numbered. The objectives are numbered to match the competencies. The numbers are provided for clarity and do not reflect the order in which the competencies should be taught.

- 1. Develops awareness of living and non-living things**
 - 1.1 Names and describes plants, animals, and humans
 - 1.2 Explores plants, animals, and human life cycles
 - 1.3 Recognizes the needs of living things
 - 1.4 Begins to recognize parts of the human body
 - 1.5 Observes and describes characteristics of non-living things

- 2. Develops awareness of the five senses**
 - 2.1 Recognizes the five senses and body parts that utilize the five (5) senses
 - 2.2 Identifies tastes
 - 2.3 Identifies smells
 - 2.4 Identifies sights
 - 2.5 Identifies sounds
 - 2.6 Sorts materials by texture

- 3. Engages in practices to promote routine good health, nutrition, and safety**
 - 3.1 Observes and demonstrates a daily routine of healthy habits
 - 3.2 Recognizes and selects healthy foods
 - 3.3 Demonstrates appropriate safety skills

4. Develops awareness of observable properties of objects and materials

- 4.1 Recognizes properties (e.g., *color, size, shape, states of matter*) and compares weight, texture, and temperature
- 4.2 Recognizes and demonstrates use of positional and motion words

5. Develops awareness and appreciation for the environment

- 5.1 Explores the idea that the earth includes the land, water, and air
- 5.2 Explores caring for the environment
- 5.3 Understands time-related vocabulary
- 5.4 Describes weather

6. Engages in simple investigations using science process

- 6.1 Becomes aware of investigative process
- 6.2 Makes careful observations, using all of the senses
- 6.3 Describes, compares, sorts and classifies, and orders
- 6.4 Uses a variety of simple tools to extend observations
- 6.5 Explores materials, objects, and events and notices cause and effect
- 6.6 Engages in simple investigations
- 6.7 Describes and communicates observations, results, and ideas
- 6.8 Works collaboratively with others

<i>Competency</i>	<i>Objectives</i>
<p>1 Develops awareness of living and non-living things</p>	<p>1.1 The child names and describes plants, animals, and humans.</p>

Suggested Teaching Strategies/Scientific Investigations

- Show pictures of familiar plants (e.g., *vegetables, trees, shrubs, grass*). Ask the child to name and tell about them.
- Show pictures or models of animals. Encourage the child to name and tell about them.
- Sing the song *Old MacDonald Had a Farm*, naming a variety of animals and making their sounds. Discuss the song and encourage the children to make the animals’ sounds when naming the animals.
- Show pictures or models of men, women, boys, and girls for the child to identify. Ask the child to identify himself/herself as a boy or girl and to describe some things about his/her physical appearance and abilities. Observe and discuss the characteristics of people (e.g., *hair color, eye color, skin, height, weight*).
- Lead the child on a nature walk to identify plants and animals (e.g., *grass, trees, shrubs, insects, birds*). Collect objects for display and discussion in the classroom. Create crayon rubbings of leaves and other small objects collected.
- Match animal types by covering (e.g., *scales, feather, fur*). Provide several types of reptiles, birds, or mammals.
- Classify animal types by land, air, or water. Include several examples of birds, fish, and mammals.
- Sort animal types by habitats (i.e., *places where they live*). Include animals from forests, jungles, farms, oceans, and deserts.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles include:
 - *Eggs and Chicks* by Fiona Patchett
 - *From Head to Toe* by Eric Carle
 - *Here Are My Hands* by Bill Martin, Jr.
 - *Two Eyes, a Nose, and a Mouth* by Roberta G. Intrater
 - *What’s Alive?* by Kathleen Weidner Zoehfeld
 - *Where Do Chicks Come From?* by Amy E. Sklansky

<i>Competency</i>	<i>Objectives</i>
1 Develops awareness of living and non-living things	1.2 The child explores plants, animals, and human life cycles.

Suggested Teaching Strategies/Scientific Investigation

- Provide pictures that show life cycles (e.g., *seed/seedling/plant, egg/tadpole/frog, baby/child/adult*) and ask the child to put the pictures in order.
- Observe the life cycles of larvae/butterfly, tadpoles/frogs, or mealworms/beetle with books, models, or live animals.
- **Metamorphosis Glove Puppet:** To create the puppet, find pictures depicting the different life stages of a butterfly (i.e., *egg, caterpillar, chrysalis, and butterfly*). Glue the pictures to a piece of tag board and cut them out. Cover the pictures with clear contact paper or laminate them. Attach Velcro to the fingertips of a work glove and to the backs of the pictures. Use the puppet to tell stories or finger plays about the life of a butterfly.
- Use wooden puzzles or sequence cards depicting the life cycles of plants, animals, or people. Encourage the child to talk about the sequence as she or he arranges the puzzle or cards.
- Match adult animals to their young using picture cards. Make sure to include an adult human with a baby or small child.
- Discuss the life cycle of a tree and its uses (e.g., *lumber, paper, food for other plants or animals*). Read a book about trees such as *The Giving Tree* by Shel Silverstein.
- Plant seeds and watch them grow. Include a variety of specimens (e.g., *flowers, herbs, vegetables*).
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles include:
 - *Animals Born Alive and Well* by Ruth Heller
 - *Baby Animals* by Garth Williams
 - *Baby Farm Animals* by Garth Williams
 - *A Butterfly Is Born* by Melvin Berger
 - *Chickens Aren't the Only Ones* by Ruth Heller
 - *Cows Have Calves* by Lynn M. Stone
 - *From Caterpillar to Butterfly* by Deborah Heiligman
 - *From Egg to Chicken* by Gerald Legg
 - *From Tadpole to Frog* by David Stewart and Wendy Pfeffer
 - *How a Seed Grows* by Helene J. Jordan

<i>Competency</i>	<i>Objectives</i>
1 Develops awareness of living and non-living things	1.3 The child recognizes the needs of living things.

Suggested Teaching Strategies/Scientific Investigation

- Provide examples of a healthy plant and an unhealthy plant (e.g., *a plant with full, green leaves and a plant with yellow, dried leaves*). Explain how important water, sunlight, and nutrients are to the growth and life of the plant.
- Encourage the children to take care of a living plant in the classroom. Discuss the needs of plants (e.g., *water, sunlight, soil*). Ask the children what they think happens to the plants' growth process if they do not get what they need.
- **Growing Corn:** In a clear plastic cup, wrap a wet paper towel around the inside edge of the cup. Place the corn kernels between the cup and the paper towel, making sure to point some of the kernels up and others down. Place the cup in the sunlight. Keep the paper towel moist throughout the growing process. Encourage the children to observe how the corn grows. Discuss how the roots grow down and corn grows up regardless of how the kernels were originally placed. *Note: Butterbeans may be substituted for corn in this activity.*
- Match pictures of animals with the foods they eat (e.g., *birds/seeds, cows/grass, frogs/bugs*).
- Discuss the variety of foods that humans eat (e.g., *fruits, vegetables, breads, cheese, milk, meat*). Consider including a variety of foods from various cultures.
- Discuss the places people live (e.g., *apartments, houses, mobile homes*) and places animals live (e.g., *caves, nests, barns, ponds, burrows*).
- In the dramatic play area, encourage the children to build a "tent" using chairs and a blanket. Share other ways people build shelters.
- In the block area, provide materials for the children to build teepees or houses. Include picture books showing the construction of various shelters.
- Invite a veterinarian to visit the classroom to talk about animals.
- Hang a bird feeder filled with seeds outside the classroom and allow the children to observe the birds coming to eat.
- Provide a small animal (e.g., *guinea pig, gerbil, hamster*) or fish as a class pet. Encourage the children to feed and care for their class pet.

- Build an ant farm for the children to observe. Discuss the how the ants create their shelter and gather their food.
- Take a field trip to a zoo, a farm, an animal shelter, or a pet store.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles include:
 - *A Nest Full of Eggs* by Prissilla Belz Jenkins
 - *Baby Farm Animals* by Garth Williams
 - *The Very Hungry Caterpillar* by Eric Carle

<i>Competency</i>	<i>Objectives</i>
<p>1 Develops awareness of living and non-living things</p>	<p>1.4 The child begins to recognize parts of the human body.</p>

Suggested Teaching Strategies/Scientific Investigations

- Outline each child’s body on butcher paper and allow him/her to draw and color his/her body parts. Discuss parts of the body (e.g., *head, arm, leg, fingers, toes*).
- Trace an outline of the child’s body on a piece of wallpaper and on butcher paper. Cut out the wallpaper outline and then cut the paper body at the natural joints (e.g., *wrists, neck, knee, foot*). Shuffle the wallpaper pieces and ask the child to assemble them onto the butcher paper body outline. As the child assembles the pieces, ask him/her to identify the names of the body parts.
- **Dot Your Buddy:** Have children sit in pairs on the carpet with legs crossed and face each other. Give each child a sheet with a few colored sticker dots. Name several body parts for the children to ‘dot’ on their partner (e.g., “*Put a dot on your friend’s nose.*” “*Put a dot on your friend’s knee.*”) Then, ask the children to name another body part where they could put a dot.
- Show a picture of the skeletal system. Discuss how the bones hold up the body and allow us to move. Sing the following song with the children:

Bone Song
(*Tune: Dem Bones*)

The toe bone is connected to the foot bone,
 The foot bone is connected to the ankle bone,
 The ankle bone is connected to the shin bone,
 The shin bone is connected to the knee bone,
 (*continue up to the skeleton to the head*)

- Discuss the major internal organs of the body (e.g., *heart, lungs, stomach*) and the role they in a healthy body (e.g., *pump our blood, breathe in air, digest our food*).
- Show a picture or a model of the human heart. Discuss the heart with the child and show him pictures of it. Ask the child to make a fist and place it in the center of his chest. Explain to the child that this is about the size and the location of his heart. Encourage the child to tightly clench and unclench his fist, explaining that this is similar to how his heart pumps blood. Recite the following poem with the child:

Your Heart

Your heart pumps your blood to your fingers and your toes.
All through your body, even to your nose!

- Invite a doctor to visit the classroom. Encourage the doctor to provide a stethoscope for the children to listen to their heart.
- In the dramatic play area, create a doctor's office. Have it stocked with appropriate materials (e.g., *magazines, stethoscope, band-aids, nurse/doctor puppets, charts, paper for writing prescriptions, etc.*).
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles include:
 - ***From Head to Toe*** by Eric Carle
 - ***Two Eyes, a Nose, and a Mouth*** by Roberta G. Intrater
 - ***Here Are My Hands*** by Bill Martin, Jr.

<i>Competency</i>	<i>Objectives</i>
1 Develops awareness of living and non-living things	1.5 The child observes and describes characteristics of non-living things.

Suggested Teaching Strategies/Scientific Investigation

- Lead the children on a nature walk to identify living things (e.g., *plants, trees, animals*) and non-living objects (e.g., *rocks, fallen leaves, broken twigs*). Take photographs of several objects you see as you go on the walk. Put the pictures in a box and ask the children to sort them into living and non-living things. Discuss why some of the objects are non-living.
- Discuss the fact that breathing is essential for animals and people to live. Demonstrate during circle time the way we breathe. Say to the children, “Let’s breathe in and out.” Give the children examples of things in their environment and ask the children if they breathe (e.g., *rocks, chairs, fish, gerbils*). Discuss their answers.
- Show pictures or actual non-living materials (e.g., *cup of water, pencil, rock*). Ask simple questions such as, “Does water eat food?” or “Does a pencil breathe?” or “Do rocks grow?”
- Display an assortment of rocks. Have the children observe them with a magnifying glass. Create crayon rubbings of the rocks to examine their textures. Ask the children to sort them by size, color, and texture.
- Point to random objects in the classroom, such as a table, a light, books, paper, a desk, etc. and ask the child if each is living or non-living. Discuss that breathing in living things is needed in order for them to stay alive.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library.

<i>Competency</i>	<i>Objectives</i>
<p>2 Develops awareness of the five senses</p>	<p>2.1 The child recognizes the five senses and body parts that utilize the five senses.</p>

Suggested Teaching Strategies/Scientific Investigation

- Play “Simon Says” and touch your nose, ears, mouth/tongue, eyes, and hands. Ask the function of each body part. For example, children should know that the nose is used for smelling; the ears are used for hearing; the mouth and tongue are used for tasting; the eyes are used for seeing; and the hands are used for touching.
- Prepare five same-size plastic jars, each containing one of the following items: small pretzel (taste); bell (sound); color cubes (sight); cotton balls (touch); and cinnamon sticks (smell). Allow the children to discuss the contents of each jar. For an extension activity, match the jars to pictures of body parts.
- Have children sing the following songs to learn about their senses and related body parts:

If a Bird You Want to Hear

(Tune: Twinkle, Twinkle Little Star)

If a bird you want to hear,
You must listen with your ears.
If you want to dig in sand,
Hold the shovel with your hand.
To see an airplane as it flies,
You must open wide your eyes.
To smell a violet or a rose,
You sniff the fragrance through your nose.
East or West or North or South,
To eat or talk, you use your mouth.

Singing the Senses

(Tune: Bingo)

We use five senses every day
To help us learn and play
Touch, taste, see, smell, hear
Touch, taste, see, smell, hear
Touch, taste, see, smell, hear
We do these every day.

The Senses That I Use
(Tune: Farmer in the Dell)

You will see with your eyes.
You will see with your eyes.
Hi-ho, the derry-o
You see with your eyes.

Repeat using the following verses:

You hear with your ears.
You smell with your nose.
You taste with your mouth.
You feel with your skin.

- Read literature daily with children individually, in small groups, or with a large group. Related books can be checked out from the local public library. Some suggested titles include:
 - *Body Detectives: A Book About the Five Senses* by Rita Golden Gelman
 - *5 Senses* by Aliko
 - *My Five Senses* by Margaret Miller
 - *The Five Senses* by S. Hewitt

<i>Competency</i>	<i>Objectives</i>
2 Develops awareness of the five senses	2.2 The child identifies tastes.

Suggested Teaching Strategies/Scientific Investigation

- Squeeze juice from oranges, pineapples, grapefruits, grapes, or lemons. Have a discussion to determine interesting tastes.
- Host a tasting party and invite parents to send their child’s favorite treat to the classroom. The children can discuss which treats they liked best based on how they tasted. After the discussion, the children can complete a bar graph to display which treats were liked best by the class.
- Read literature daily with children individually, in small groups, or with a large group. Related books can be checked out from the local public library. Some suggested titles include:
 - ***Beginning to Learn About Tasting*** by Richard Allington and Kathleen Cowles
 - ***Eating the Alphabet*** by Lois Ehlert
 - ***The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear*** by Don and Audrey Wood

<i>Competency</i>	<i>Objectives</i>
2 Develops awareness of the five senses	2.3 The child identifies smells.

Suggested Teaching Strategies/Scientific Investigation

- Take a field trip to a restaurant or cafeteria. Discuss the different smells inside and outside the restaurant. Begin by encouraging the children to tell you more about what they smelled at the restaurant. Ask questions: “Were there any unpleasant smells?” and “Can you name all the senses we used?”
- Collect six powder puffs or powder sponges. Scent pairs of puffs with pleasant-smelling extracts, such as peppermint, orange, and vanilla. Challenge the children to match the similarly scented puffs.
- Remove the labels from full-assorted baby food jars. Place the labels with the picture of the food on index cards. Have the children match the scent of the baby food jar by smelling the food and guessing the correct matching card.
- Encourage the children to smell flowers and plants and describe the ones that are sweet, sour, or funny smelling.
- Stress to children that not all smells are pleasant. Invite children to smell some of the following items: mouthwash, onions, vinegar, cheese, dirt (e.g., *mulch, cedar chips, etc.*), and cooked cabbage. Encourage the children to identify and describe each smell.
- Obtain different flavors of Jell-O (e.g., *orange, strawberry, grapes, limes, etc.*). Mix the powdered gelatin with water and put in shallow containers. Put pictures of each fruit on an index card. Allow the children to match the pictures with the fruit and smell.
- Read literature daily with children individually, in small groups, or with large groups. Related books can be checked out from the local public library. Some suggested titles include:
 - *The Nose Book* by Al Perkins
 - *You Can’t Smell a Flower with Your Ear* by Joanna Cole
 - *Where Is Your Nose?* By T. L. Shappie
 - *The Five Senses: Smell* by Maria Rius
 - *Smelling* by Henry Pluckrose
 - *The Nose Book* by Al Perkins
 - *Smell* by Maria Rius, J. M. Parramon, and J. J. Puig

<i>Competency</i>	<i>Objectives</i>
2 Develops awareness of the five senses	2.4 The child identifies sights.

Suggested Teaching Strategies/Scientific Investigation

- Blindfold children, take them outside, and allow them to experience not being able to see their environments. Ask questions, encouraging them to make predictions about their environments by using their other senses. Take the blindfolds off the children and allow them to see where they are. Once inside the classroom, create a story about the children’s thoughts and feelings about losing their sense of sight.
- Tape or glue six or more envelopes to a large piece of cardboard. Cut out squares from six or more colors of construction paper. Cut the squares small enough to fit into the envelopes. Also, make enough so that the child will have plenty to sort.
- Cut out construction paper ice-cream scoops in a variety of colors and the same number of brown construction paper cones. Put colored dots on the cones to match the colors of the ice cream scoops. Encourage the children to match ice-cream scoops to the cones that have the matching color dot.
- Paint to classical music using finger-paint.
- Sort a box of green leaves into as many categories as you can (e.g., big/little, rough edges/smooth edges, and big veins/little veins).
- Read literature daily with children individually, in small groups, or with a large group. Related books can be checked out from the local public library. Some suggested titles include:
 - *It Looked Like Spilt Milk* by Bernard Shaw
 - *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.
 - *The Five Senses: Sight* by Maria Rius
 - *I Spy* by Carol Carson, Walter Wick, and Jean Marzollo
 - *The Color Box* by Dayle Ann Dodds
 - *Little Pink Pig* by Pat Hutchins
 - *Mary Wore a Red Dress, Henry Wore Green Sneakers* by Merle Peek

<i>Competency</i>	<i>Objectives</i>
2 Develops awareness of the five senses	2.5 The child identifies sounds.

Suggested Teaching Strategies/Scientific Investigation

- Put matching objects (e.g., *rice, pennies, beans, sand*) into containers (e.g., *film canisters, medicine bottles, etc.*). Encourage the children to shake one container and listen to the sound. The children can find the matching sound by shaking the remaining containers. Note: Leave one container empty.
- Use classroom musical instruments to make sounds. Discuss high and low sounds.
- Take the children on a listening “walk” outside and inside the building.
- Have the children hold their hands over their ears and listen to part of a book being read. Discuss absence of sound for someone who cannot hear. Have the children cover their ears and move about the group. Discuss how they felt when they covered their ears, moved around, and could not hear familiar sounds.
- Make a tape of some of the voices heard in class. The children can listen to the tape in the listening center and identify the voices.
- Allow the children to play charades, acting out and making the sounds of different animals. Let the remaining children guess which animal makes each sound.
- Take the children on a field trip to a garden. Invite them to draw a picture of what they saw and heard in the garden. Adhere to all safety guidelines. For example, make sure that bees are not present in the garden.
- Create an audio tape of orchestra sounds. Encourage children to identify the sounds heard and match the sounds with pictures of each instrument.
- Sing the following song with the children:

Are You Listening?
(Tune: Are You Sleeping?)

Are you listening, Are you listening,
 My friend (child’s name)?, My friend (child’s name)?
 Hearing is a sense, That’s magnificent!
 Don’t you agree?, Don’t you agree?

- Read literature daily with children individually, in small groups, or with a large group. Related books can be checked out from the local public library. Some suggested titles include:
 - *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin, JR.
 - *City Sounds* by Rebecca Emberly
 - *Noisy Book* by Margaret Wise Brown
 - *Listen to the Rain* by John Archambault

<i>Competency</i>	<i>Objectives</i>
<p>2 Develops awareness of the five senses</p>	<p>2.6 The child sorts materials by texture.</p>

Suggested Teaching Strategies/Scientific Investigation

- Finger paint using various textured materials (e.g., *grits, rice, coffee grounds, sand, oatmeal*).
- Create crayon rubbings with paper held against various textures (e.g., *leaves, concrete*).
- Create texture collages with various materials (e.g., *yarn, cotton, sandpaper, lace*) glued o cardstock.
- Place a collection of materials with a variety of textures in a plastic tub or box. Let the children feel and sort the materials by touch. Add two pieces of the same fabric or texture to allow the children to pair the items together.
- Sort a group of fruits by their texture (e.g., *smooth, rough, prickly, fuzzy, sticky*). Be sure to include pineapples (*prickly*), kiwis and peaches (*fuzzy*), pears and apples (*smooth*), oranges and tangerines (*rough*), and grapes (*sticky*).
- Cut a piece of cardboard into squares. Encourage the children to glue a textured item (e.g., *burlap, sandpaper, cotton balls, fur, leaves, straw, wood chips*) to one side of their cardboard to create a texture stamp. As the glue is drying, pour paint into shallow containers. Allow the children to dip each stamp into paint and press it onto paper to create a texture print.
- Provide a surprise bag of items (e.g., *cotton balls, blocks, slime, feathers*) and allow the children to identify objects by touch.
- Use pattern blocks and allow the children to match the blocks by feel. Put the blocks in a mystery bag for added fun!
- Spread a long roll of paper on top of newspaper on the floor. Pour paints into flat pans. Have the children dip their toes and feet in the paint. Have them paint on the paper with their feet. Discuss with the children how the paint feels on their feet. After completing the activity, children’s feet should be washed with soapy water and thoroughly dried with a towel.
- **Feel Bag:** Have the children match different pieces of fabric (e.g., *corduroy, silk, cotton, leather*). Variation: You may also use different grades of sandpaper from really fine to coarse or different types of shelf paper (e.g., *linen, burlap, rubber, corduroy*). Be sure to cut a pair of each type. Place one in the bag and leave the other outside for the children to match.
- Provide an opportunity for children to make silly putty. Mix two parts white glue and one

part liquid starch. Add more starch until the texture is workable. Allow children to feel and have fun!

- Read literature daily with children individually, in small groups, or with a large group. Related books can be checked out from the local public library. Some suggested titles include:
 - *Is It Rough? Is It Smooth? Is It Shiny?* by Tana Hoban
 - *Feely Bugs: To Touch and Feel* by David A. Carter

<i>Competency</i>	<i>Objectives</i>
<p>3 Engages in practices to promote a routine of good health, nutrition, and safety</p>	<p>3.1 The child observes and demonstrates a daily routine of healthy habits.</p>

Suggested Teaching Strategies/Scientific Investigation

- Develop and display a word picture chart for appropriate techniques for washing hands. Demonstrate the procedure and post chart above the sink where the children wash their hands.
- Invite a dentist to visit the class to model appropriate tooth brushing procedures and to talk with the children about what happens when they go to the dentist.
- Acquire toothbrushes and allow children to brush teeth on a daily basis.
- Explain and demonstrate how to use a tissue when sneezing or when blowing noses. Model appropriate hand washing techniques after using a tissue.
- Rearrange the dramatic play area into a doctor’s or dentist’s office, including books, materials, and toys that children can use that would actually be in each office (e.g., a stethoscope, magazines, chairs, reflex mallet, band-aids, cotton balls, tongue depressors, etc.).
- Children can watch and exercise with fitness videos (e.g., *Exercise with Big Bird*).
- Explore the website, www.DiscoveryHealth.com, to explore further options of helping children with exercise techniques.
- Discuss with the children why it is important to exercise to have a healthy body. Host a fitness fair with children, giving them options to participate in various events. After the children have completed the fair, give each child a ribbon, certificate, or medal for participation. *Note: Mississippi State University’s Extension offices will set-up fitness fairs. Call your local office for more details.*
 - Have two children swing a rope back and forth. Ask the other children to jump over it.
 - Encourage children to bounce a ball and count how many bounces the ball makes.
 - Ask the children to jump from one hula hoop to another.
 - Encourage the children to walk on a line of tape on the floor.
 - Encourage the children to gallop. Introduce skipping to the children.
 - Ask children to stand on one foot, alternating feet for fifteen to thirty seconds.

- Provide props in dramatic play area for role-playing (e.g., *dolls, toothbrushes, empty toothpaste containers, tissue, pretend soap*).
- Provide opportunities to attend to mealtime responsibilities independently (e.g., *washing hands before handling food, feeding self with utensils, opening milk cartons, using a napkin, cleaning up eating area*).
- Guide children in the use of self-care for toileting needs by:
 - Modeling appropriate behaviors in natural situations.
 - Providing specific instructions regarding hygiene and correct use of facilities (e.g., “*Wash your hands after using the toilet.*”).
 - Read books related to toileting (e.g., *My Potty and Me*)
 - Wipe nose with a tissue and wash hands afterward.
 - Cover mouth when sneezing or coughing and wash hands afterward.
- Sing the following songs with the children to stress the importance of healthy habits

This is the Way We Wet Our Hands

(Tune: Mulberry Bush)

This is the way we wet our hands,
Wet our hands, wet our hands.
This is the way we wet our hands,
When we're killing germs.

Repeat, using the following verses:

This is the way we rub with soap
This is the way we rinse our hands
This is the way we dry our hands

Clean Teeth

(Tune: Row, Row, Row Your Boat)

Brush, brush, brush your teeth
Brush them everyday.
We put some toothpaste on our brush
To help stop tooth decay.

- Read literature daily with children individually, in small groups, or with a large group. Related books can be checked out from the local public library. Place books related to health in the book area, science, and home centers. Suggested titles include:
 - *The Berenstain Bears Go to the Doctor* by Stan and Jan Berenstain
 - *The Checkup* by Helen Oxenbury
 - *My First Doctor Visit* by Julia Allen
 - *Big Bear and the Blue House* by Jim Henson
 - *A Trip to the Doctor* by Margot Linn
 - *My Doctor* by Harlow Rockwell

- *Going to the Doctor* by Fred Rogers

<i>Competency</i>	<i>Objectives</i>
<p>3 Engages in practices to promote a routine of good health, nutrition, and safety</p>	<p>3.2 The child recognizes and selects healthy foods.</p>

Suggested Teaching Strategies/Scientific Investigation

- Use the daily menu at mealtime to discuss how eating appropriate foods make children strong and healthy.
- Place empty containers of healthy foods in the dramatic play area (e.g., *oatmeal boxes, milk cartons, raisin boxes, orange juice containers, etc.*). Provide samples of foods that were in the containers for the children to taste. Also, include unhealthy foods (e.g., *potato chip bags, candy wrappers, cupcake boxes, etc.*). Classify the foods into groups using a large chart with the categories “Healthy Foods” and “Unhealthy Foods.”
- Develop a recipe book of healthy snacks that can be prepared in the class by the children. Use rebus recipes to help children with mixing the ingredients. (See recipes in the Appendix.)
- The web site www.kidshealth.org has a variety of kid-friendly, healthy snacks. This site has fun favorites likes *Ants on a Log* and *Awesome Applesauce*; it also has recipes appropriate for children with diabetes, lactose intolerance, cystic fibrosis, and other special needs.
- Invite a nutritionist or dietician to visit the classroom. During circle time, the nutritionist can discuss healthy foods, and why it is important to eat them.
- Discuss nutrition and the food pyramid with the children. Wrap boxes with various colors of paper to represent the food groups (e.g., *use brown paper for the bread and cereal group; use white paper for the dairy group; etc.*) Give the children drawing paper and ask them to draw pictures of food. Help the children cut out the pictures and glue the pictures on the boxes. Help children build a food pyramid, using the boxes. Explore the website, www.myfoodpyramid.com, for additional information about the food pyramid and nutrition tips for each child in the classroom.
- Have the children cut out pictures of foods to represent different food groups from various magazines. Fold a sheet of construction paper in thirds to look like a menu. Have the children open the paper and glue pictures of healthy breakfast food choices in the first panel, healthy lunch food choices in the second panel, and healthy dinner food choices in the third panel. Fold the menu back into thirds and decorate the outside. Cover with clear contact paper.
Extension: Turn the dramatic play area into a restaurant. Include role playing by letting the

children order food (language skills); pay for their food with play money and play credit cards (math skills); and serve foods from around the world (celebrating diversity).

- Remember to wash hands prior to beginning this activity. Discuss the following fruits with children: strawberries, blueberries, green grapes, and pieces of cantaloupe. Discuss their color, taste, texture, etc. Encourage the children to arrange their fruit on paper plates to look like a rainbow. Then, allow the children to eat the rainbows. As an art center activity, make a rainbow, using paint, paper, and glue.
- Read literature daily with children individually, in small groups, or with a large group. Related books can be checked out from the local public library. Some suggested titles include:
 - *Banana Moon* by Janet Marshall
 - *Food Crafts* by Chris Deshpande
 - *Rabbit Food* by Susanna Gretz
 - *Make Cake* by Frank Asch
 - *Strega Nona* by Tommie de Paola
 - *Growing Vegetable Soup* by Lois Ehlert
 - *An Apple a Day* by Melvin Berger
 - *Rain Makes Applesauce* by Julian Scheer
 - *The Very Hungry Caterpillar* by Eric Carle
 - *In the Night Kitchen* by Maurice Sendak
 - *What's Cooking, Jenny Archer?* by Ellen Conford
 - *Bread and Honey* by Frank Asch
 - *Apples and Pumpkins* by Anne Rockwell
 - *The Biggest Pumpkin Ever* by Steven Kroll
 - *It's Pumpkin Time* by Zoe Hall
 - *Stone Soup*, any version
 - *Walter the Baker* by Eric Carle
 - *The Milk Makers* by Gail Gibbons
 - *Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers and Up* by M. Katzen and A. Henderson
 - *Blueberries for Sal* by R. McCloskey
 - *Eat Your Vegetables! Drink Your Milk!* by A. V. and L. Nunn Silverstein
 - *The Dairy Group* by H. Frost
 - *Vegetables, Vegetables* by F. Robinson
 - *Eat Well* by A. Royston
 - *Food ABC* by P. Whitehouse
 - *I Need a Lunch Box* by Jeanette Caines
 - *What a Good Lunch* by Shigeo Watanabe

<i>Competency</i>	<i>Objectives</i>
<p>3 Engages in practices to promote a routine of good health, nutrition, and safety</p>	<p>3.3 The child demonstrates appropriate safety skills.</p>

Suggested Teaching Strategies/Scientific Investigations

- Teach the children to carry scissors and pencils with points down for safety.
- Conduct monthly fire and tornado drills. Demonstrate safety procedures prior to the drills.
- Conduct weekly safety activities:
 - Practicing seatbelt use
 - How to react to the possibility of a fire in a house.
- Play games that practice observation of safety rules:
 - Red Light, Green Light!
 - Stop, Drop, and Roll!
- Discuss appropriate rules for the classroom.
 - We walk.
 - We listen.
 - We take turns.
 - We clean-up.
 - We take care of our classroom.
- Take a field trip to a fire station and/or police station.
- Provide small wooden or plastic safety signs children can use in the block center as they work on their block constructions. Talk with children about the meaning of these different signs. Set up a track outdoors with traffic signs and allow the children to “drive” around the track, adhering to the traffic signs. For added fun, make a steering wheel out of a box or paper plate.
- Add community helper clothes, toys, and books to the dramatic play area. Allow the children to role play experiences of a fire fighter, police officer, etc.
- Provide an assortment of toy emergency vehicles for the children to use to further explore emergency situations.
- Make sure that the children understand the roles that people play in responding to emergencies by role playing some scenarios with them (e.g., *pretend someone has stopped breathing and help the child role play calling 911 for help*). *Note: Be sure to explain to the*

children the importance of only using 911 for emergency situations only.

- Recite the following rhyme with the children, taking turns:

Twinkle, Twinkle Traffic Light
(Tune: Twinkle, Twinkle Little Star)

Twinkle, twinkle traffic light,
On the corner big and bright.
We all know that green means go!
Yellow mean wait, even if you're late.
Red means stop! (Pause)
Twinkle, twinkle traffic light
On the corner big and bright.

- Read literature daily with children individually, in small groups, or with a large group. Related books can be checked out from the local public library. Some suggested titles include:
 - *City Signs* by Zoran Milich
 - *Mr. Pine's Mixed-up Signs* by Leonard Kessler
 - *Signs at School (Signs in My World)* by Mary Hill
 - *Signs on the Road (Signs in My World)* by Mary Hill
 - *Rescue Vehicles* by Andre Stephens and Paula Borton
 - *Stop, Drop, and Roll* by M. Cuyler
 - *Safety on the Playground* by L. Raatma
 - *I Can Be Safe* by P. Thomas
 - *Fire!Fire!* by Gail Gibbons

<i>Competency</i>	<i>Objectives</i>
<p>4 Develops awareness observable properties of objects and materials</p>	<p>4.1 The child recognizes properties such as color, size, shape, state of matter and compares weight, texture, and temperature.</p>

Suggested Teaching Strategies/Scientific Investigation

- Allow each child to roll one finger on an ink blotter and then place his/her finger on a sheet of white paper. Observe the fingerprints, using a magnifying glass to determine the similarities and differences. Encourage the children to describe what they see, reinforcing the concept that no two fingerprints are exactly the same. Explain that small ridges form on a person’s fingers before they are born and do not change for as long as the person lives. This makes each fingerprint unique and special.
- Fill plastic soda bottles with water and allow the children to pour a few drops of food coloring into each bottle. Encourage the children to watch closely as the color diffuses through the water. Discuss what happens. Explain that the water became colored because the food color mixed with the water and spread all around, which is called “diffusion.” Then say, “*The food coloring diffused into the water.*” Repeat the activity using two colors at a time to make a third color (e.g., yellow and blue make green, blue and red make purple). Substitute milk for the water and observe the difference in color. Ask children if you can see best through the colored mild or through the colored water.
- Provide opportunities for children to talk about what happen when ice melts. Use rubber bands to wrap one ice cube in a piece of aluminum foil, another in a piece of paper, and another in a piece of fabric. Place each wrapped ice cube on its own plastic plate and set the plates next to each other for one hour. When the timer rings, look at the plates and compare them. Engage the children in discussion and encourage them to justify their thinking by asking questions requiring explanation (e.g., “*Which has the most water?*” “*Which has the least water?*”). Unwrap each ice cube and compare their size (e.g., “*Which is biggest and which is the smallest?*” “*What do you think happened and why do you think it happened?*”).
- Read literature with children daily. Books may be checked out from the local public library. Suggested titles include:
 - *Circles, Triangles, and Squares* by Tana Hoban
 - *Red Bear’s Fun with Shapes* by Bodel Rikys
 - *Shapes* by Miriam Schlein
 - *What Size?* by Debbie MacKinnon
 - *Big and Little* by Margaret Miller
 - *Colors* by John J. Reiss
 - *Brown Cow, Green Grass, Yellow Mellow Sun* by Ellen Jackson

<i>Competency</i>	<i>Objectives</i>
<p>4 Develops awareness observable properties of objects and materials</p>	<p>4.2 The child recognizes and demonstrates use of positional and motion words.</p>

Suggested Teaching Strategies/Scientific Investigation

- Set up a simple obstacle course that requires children to crawl, walk over, under, and beside items. For example: a sequence involving stepping over a balance beam; skipping to the hula hoops laid out on the floor and jumping in, then out, of each one; galloping to the table and crawling under; and then walking around the tumbling mat to cross a finish line. Sit down as a group and discuss the sequence decided upon for the day and pick a volunteer or two to go through the course with directions from the class. Then, allow the children to take turns going through the course without directions.
- Tape bubble wrap that is used for shipping on the floor or sidewalk. Carpeted floors do not work as well. Let the children run, walk, hop, or even dance on the bubble wrap to pop the bubbles. Put different colors of paper underneath and direct which color to pop by hopping, walking, or dancing.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Suggested titles include:
 - *Bringing the Rain to Kapiti Plain* by Verna Aardema
 - *The Carrot Seed* by Ruth Krauss

<i>Competency</i>	<i>Objectives</i>
<p>5 Develops awareness and appreciation for the environment</p>	<p>5.1 The child explores the idea that the earth includes the land, water, and air.</p>

Suggested Teaching Strategies/Scientific Investigation

- Discuss things that make the earth is made (e.g., *land, air, water*).
- Provide a water table with various items (e.g., *funnels, different size cups, sieves, etc.*) to explore water movement.
- Fly a kite and discuss the location of the kite based on the wind.
- Children will learn about air when they are able to blow bubbles or pinwheels. A small electric fan could be used to show how the air blows objects. Discuss the changes that occur when the wind blows.
- **As the Worm Turns:** Using two clear plastic containers layer each with sand, peat moss, and clay soil. Place a worm in only one container. Cover the container with a top that has small holes in it so the worm will not escape. Allow children to observe what happens and discuss what they see. *Note: Discuss with the children how the worms mix-up (aerates) the soil as the worms work throughout the day.*
- Prepare three poster boards with headings and pictures of land, air, and water. Discuss how the earth is made up of land, air, and water, and the ways we use land, air, and water.
- Provide different types of soil for children to observe, feel, and compare (e.g., *sand, clay*).
- Place small sandstone rocks in a plastic film canister. Shake the canisters daily. Over time, the rocks should break and make sand. Discuss with the children what they think happened. Be sure to save one whole rock to show the children a sample of the original type of rock, and what happened to the rocks in the film canister at the end.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles include:
 - *Air Is All* by Franklyn M. Branley
 - *All Kinds of Rocks* by Molly Bridger
 - *Big Al* by Andrew Clements
 - *Down Comes the Rain* by Franklyn M. Branley
 - *Feel the Wind* by Arthur Dorros
 - *Good Night Moon* by Margaret Wise Brown

- *The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry
- *Happy Birthday Moon* by Frank Asch
- *How We Learned the Earth Is Round* by Patricia Lauber
- *The Night Sky* by Donald M. Silver
- *One Light, One Sun* by Raffi
- *In the Small, Small Pond* by Denise Fleming
- *In the Tall, Tall Grass* by Denise Fleming
- *Swimmy* by Leo Lionni
- *The Tiny Seed* by Eric Carle
- *The Water Cycle* by Jon Adam
- *Water at Work* by Shirley Frederick

<i>Competency</i>	<i>Objectives</i>
<p>5 Develops awareness and appreciation for the environment</p>	<p>5.2 The child explores caring for the environment.</p>

Suggested Teaching Strategies/Scientific Investigation

- Discuss with children the importance of protecting natural resources. Explain that recycling is when an object can be shredded, melted, or otherwise processed and then turned into new raw material (e.g., *aluminum cans, glass, cardboard, paper, and plastics*).
- Label a recycling box and allow children to collect paper and/or cans. Talk about how some people recycle materials. For a classroom activity, have the children participate in recycling efforts and sell the recycled items for money. Demonstrate how newspapers are used and recycled. If possible, visit the recycling center in or near your town.
- Discuss with the children the meaning of “reusing,” which is when you find a use for an existing item
 - Decorate a bag and using it as a gift bag
 - Put leftovers into a clean container from some other food
 - Turn a used box into storage
 - Decorate a can to hold pencils
 - Save packing peanuts and boxes for sending someone a gift.
- Earth Day is recognized on April 22 of each year. The first Earth Day was on April 22, 1970. Share with the children that people make promises to help the environment on Earth Day. Involve the children in special projects on Earth Day. Surf the Internet for activities.
- Involve the children in improving the community by sponsoring a “Clean-up Day.”
- Take the children on a walk and pick up litter. Be sure to take a trash bag and have everyone wear gloves.
- Bring in a selection of recycled products and discuss them.
- Discuss the need for conservation of natural resources (e.g., *sort the contents of a wastebasket, collect water when it rains, use a hose on a dirt bank to show erosion*).
- Discuss with the children what happens to paper plates and Styrofoam plates when they are left outside. *Note: Paper plates are biodegradable; however, Styrofoam plates are not and will be unchanged.*
- Make a habitat for birds, animals, or butterflies.

- Beautify a space near a classroom by creating a flower garden.
- Take a walk and collect items of interest of man-made or natural products found in the environment. Invite visitors to the classroom to discuss water and/or air pollution and other environmental issues.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Suggested titles include:
 - *The Lorax* by Dr. Seuss
 - *Where Does the Garbage Go?* By Paul Showers

<i>Competency</i>	<i>Objectives</i>
5 Develops awareness and appreciation for the environment	5.3 The child understands time-related vocabulary.

Suggested Teaching Strategies/Scientific Investigation

- Ask questions about night and day. “What do we do at night?” (e.g., *eat, sleep, turn on light, etc.*) “What do we do in the daytime?” (e.g., *work, play, etc.*)
- Discuss sunset and sunrise. Show pictures for examples.
- Collect tools used at night, such as flashlights or nightlights and discuss how they allow you to see when it is dark.
- Provide the children with pictures of night and day scenes and ask them to discuss the pictures.
- Observe and identify the four seasons. Help the children understand the terms fall, winter, spring, and summer through artwork, books, bulletin board displays, and calendar “season” pin-ups.
- Have children create nature bracelets. Wrap a piece of tape around each child’s wrist with the sticky side out. Take a walk outside and encourage the children to find small leaves, flowers, weeds, etc., to decorate their bracelet. Allow each child the opportunity during the day to talk about the things they chose to put on their bracelet.
- Hickory Dickory Dock Clock...Draw and cut a large clock from cardboard. Move the hands of the clock and see if the children can identify the numbers. Talk about activities happening during certain times of the day and night.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles include:
 - ***What Makes Day and Night?*** By Franklyn M. Branley

<i>Competency</i>	<i>Objectives</i>
5 Develops awareness and appreciation for the environment	5.4 The child describes weather.

Suggested Teaching Strategies/Scientific Investigation

- Discuss the weather each day. Display a weather chart in the classroom and have a child determine which type of weather day it is and place appropriate pictures on a chart to create a graph.
- Dictate language experience charts about how the weather makes you feel, and how the weather determines the type of clothes you wear. Provide a box of clothing for all seasons. Have the children identify clothes for each season. Stock the dramatic play center with seasonal clothes.
- **Weather Bear Activity:** Obtain a stuffed bear approximately the size of a three-month-old baby and different types of clothing for all types of weather (e.g., *bathing suit, sun suit, shorts, t-shirts, overalls, sweater, coat, hats, shoes*). Store the clothes in a basket. Every day, designate a different child to be the *meteorologist* (weather reporter). Ask a child to check the weather by looking or going outside. Encourage the child to dress the Weather Bear in the appropriate clothes for that day's weather. The child will present the Weather Bear to the class with the weather report.
- Listen to weather reports on the radio and watch the weather on the TV. Allow the children to predict the weather.
- **Ice Painting:** On a sunny day, take the children outside and give each one an ice cube. Encourage the children to use their ice cubes to draw a picture on the cement. Ask the children if they think they will finish their picture before the ice cube begins to disappear. Ask them whether the ice painting disappears faster in a sunny spot or a shady spot.
- Pick and eat seasonal fruits, vegetables, and nuts. Discuss how the items grow as it relates to the season of the year and certain weather conditions.
- Adopt a tree and observe changes in the leaves during each season.
- **Weather Calendar:** Construct a calendar for the month. Record the changes of weather each day by attaching a symbol to the calendar (e.g., *clouds, sun, snow, rain*).
- Keep a weather journal. Draw, write, and/or dictate a message in the journal about what the children see, feel, and do in certain kinds of weather or over a period of time.

- Read a thermometer to determine the temperature. Keep a record of the day's temperature either from the newspaper, home, or outside thermometer.
- Play lotto games about the weather.
- Sing the following song with the children. After singing through one time, repeat the verse five times substituting a clap for another letter each time until the last chorus is all claps:

Rainy
(Tune: Bingo)

There was a day when we got wet
and rainy was the weather
R-A-I-N-Y, R-A-I-N-Y, R-A-I-N-Y
and rainy was the weather.

- Take photos of the children in the classroom dressed appropriately during the four seasons: summer, fall, winter, and spring. Talk about the changes, which may include how the children have grown; how trees have changed, etc..
- **Big and Little Shadows:** Talk to the children about how shadows are made by light shining behind a person or an object. Take the children outside on a sunny morning and ask them to stand so that they can look at their shadows. Encourage the children to make their shadows as big (*or as small, short, tall, wide*) as they can. Encourage the children to continue changing the shapes of their shadows. Then, ask the children to stand near a partner and make shadows together. Give the children time to explore the different shapes that their shadows make. Using chalk, ask the children to trace around each other's shadows. Later in the afternoon, take the children back outside and ask them to find their shadow outlines. Encourage the children to compare their outlines with their current shadows. Ask them why they might be different. Explain that the sun has moved to a different position in the sky and that their shadow changes as the sun moves. On an overcast or cloudy day, take the children outside and ask them what happened to their shadow.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Suggested titles include:
 - *A Snowy Day* by Ezra Jack Keats
 - *A Tree Is Nice* by Janice Mayudry
 - *Animals In Winter* by Henrietta Bancroft
 - *The Hunt for Spring* by Susan O'Halloran
 - *Snow Is Falling* by Franklyn M. Branley
 - *What Makes a Shadow?* by Clyde Robert Bulla
 - *What Will the Weather Be?* by Lynda DeWitt
 - *Why Do Leaves Change Color?* by Betsy Maestro
 - *Weather* by Scholastic
 - *A Sunny Day* by First Avenue Editions
 - *Summer* by First Avenue Editions

<i>Competency</i>	<i>Objectives</i>
<p>6 Engages in simple investigations using science processes</p>	<p>6.1 The child becomes aware of investigative process.</p>

Suggested Teaching Strategies/Scientific Investigation

- Encourage children to observe and predict what will happen during a balloon experiment. Fill one half of a two liter bottle with vinegar. Place as many scoops as you wish of baking soda into the balloon. Stretch the balloon over the bottle. Before flipping the bottle, ask the children what will happen to the balloon. Flip the balloon over so that all the baking soda falls into the bottle and watch the balloon fill with air. Use different sizes of bottles and observe.
- Provide opportunities for small group participation in sink and float activities. Demonstrate drawing a line down the middle sheet of a piece of oaktag. Write the word "sink" at the top of one side and at the top of the other side write the word "float". Cover the entire sheet of oaktag with clear contact paper. Children will use this chart to "record" their predictions and findings during a sink or float experiment as they place the items that float on one side and the items that sink on the other. In the small group give each child several items and ask if the item will sink or float (e.g., *pieces of cork, metal and plastic bottle caps, toy boats, sea shells, small sponges, feathers, paper, pebbles, empty/full containers, etc.*) After each child makes a prediction, ask him/her to place the item in the appropriate column. Next, experiment with each item to discover if the predictions were correct and place them in the proper sink or float category. During the experiment, ask the children why they think the water holds some things up and not others. After observing what happens to the provided items, ask each child to find one additional item in the classroom that will float or sink and repeat the above experiment. If possible, have a scale available for children to weigh items and discover that objects differ in weight and act differently in water.
- Provide opportunities for children to use a tape recorder to record their voices. Play the tape for the children and have them identify themselves and others.
- Talk about balance. Use blocks, a teeter-totter, and weights to allow children to practice balancing.
- Provide opportunities for children to use magnifying glass to examine various materials and objects.
- Equip an outdoor science area with boards, boxes, lever, wheels, axles, pendulums, and pulleys.

- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles include:
 - *What Size?* by Debbie MacKinnon
 - *How Big is a Foot?* by Rolf Myllar
 - *The Very Little Boy* by Phyllis Krasilovsky
 - *What Happens In the Spring?* by Kathleen Costello Beer
 - *Little Blue and Little Yellow* by Leo Lionni
 - *We Read: A To Z* by Donald Crews
 - *Helen Oxenbury's ABC Of Things* by Helen Oxenbury
 - *Alligators All Around* by Maurice Sendak
 - *Curious George Learns the Alphabet* by Rey, H. A.

<i>Competency</i>	<i>Objectives</i>
<p>6 Engages in simple investigations using science processes</p>	<p>6.2 The child makes careful observations using all of the senses.</p>

Suggested Teaching Strategies/Scientific Investigation

- Place a fruit such as a mango or kiwi in a bag. Let the children feel in the bag and describe the texture of the fruit, pull the fruit out of the bag, look at it, and then tell more about the fruit. Cut the fruit and compare the inside/outside. Encourage the children to discuss what they observe. Allow each child to smell and taste samples of the fruit and to talk about the experience. Invite each child to bring an interesting item for other children to see and touch.
- Place small objects (e.g., pennies, marbles, paper clips, etc.) separate boxes with tops. Allow each child to shake the box and try to determine what is inside. Open each box and discuss contents with the children. Ask questions such as, “How did you know that pennies were inside this box?”
- Serve small squares of lime and strawberry gelatin. Encourage children to explore the bounciness of the gelatin and to describe how the jello feels, smells, and tastes. Make a graph of the children’s favorite gelatin.
- Encourage the children to gently place their hand on the side of the piano, guitar, CD player, radio, or television in order to feel vibrations. Have the children feel their own throats vibrate as they speak. A tuning fork can also be a teaching tool when talking about vibrations.
- Wrap a piece of tape around each child’s wrist with the sticky side out. Take a walk outside and encourage the children to find small leaves, weeds, etc. to decorate their bracelets. Allow each child the opportunity during the day to talk about the things they chose to put on their bracelet.
- Read *My Five Senses* by Margaret Miller before engaging the children in the following activity. Punch small holes into the lids of juice cans. Place items (e.g., a cotton ball soaked in perfume, an orange peel, an onion, popcorn, etc.) into each container and place the lid on the container. Encourage the children to take turns choosing a can, smelling the item through the lid, and guessing what is inside. Label the bottom of the can with a picture and the name of the item so the children can check their guess. Ask the children to guess what they are having for lunch or for snack, judging by the smell.

- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Some suggested titles include:
 - *My Five Senses* by Margaret Miller
 - *Noisy Nancy Norris* by LouAnn Gaeddert
 - *I Can Tell By Touching* by Carolyn Otto
 - *What Do You See When You Shut Your Eyes?* by Cynthia Zarin

<i>Competency</i>	<i>Objectives</i>
<p>6 Engages in simple investigations using science processes</p>	<p>6.3 The child describes, compares, sorts and classifies, and orders.</p>

Suggested Teaching Strategies/Scientific Investigation

- Give each child a cup of bite-sized snacks. Call out numbers and encourage the children to count their snacks placing it into stacks. Give simple instructions such as, “Eat the stack that has *less*.” Continue giving instructions until everyone has finished with their snack.
- Gather many different color and sizes of buttons, including two-hole buttons and four-hole buttons. Use small cups or bowls to sort the buttons. Encourage the children to sort by color, size, and the number of holes. If the buttons have different shapes, sort them by shape, also. Ask the children to count each time they sort something different. Make a graph by color, size, etc. Use tally marks to count or draw circles to represent buttons. Ask any kind of question that requires thinking.
- Bring different brands of peanut butter for the children to taste. Make a graph on a large piece of paper, listing each brand of peanut butter and hang it on the wall. Encourage each child to look at the different brands of peanut butter and taste each one, using a spoon. Ask the children to use descriptive words for the tastes of each type of peanut butter (e.g., *smooth, crunchy, sweet, salty, etc.*) and list these characteristics on the chart. Encourage the children to use colored markers to graph the differing tastes of each brand of peanut butter. *Note: Be aware that some of the children may have food allergies.*
- Provide a box of green leaves for children to sort into categories (e.g., *big/little, rough/smooth edges, big veins/little veins, etc.*) During the activity, encourage children to talk about why they are placing leaves into a category.
- Provide a box of “white” items (e.g., *tissue, Styrofoam chips, cotton balls, pieces of paper, buttons, a scarf, string, crayons, and feathers*). Invite the children to experiment with the items to see which one floats in the air when they are dropped, and which ones drop to the ground. Encourage the children to talk about what is happening.
- Fill two small cans with ten pennies inside one can and twenty pennies inside the other. Encourage the children to lift each can and determine which is heavier or lighter. Verify the results using a balance scale.
- Provide an opportunity for children to stir small spoonfuls of salt and sand in plastic cups of water. Ask questions such as , “Did different things happen?” “What words can we use to describe how each mixture looks, sounds, and feels?”

- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Suggested titles include:
 - *Big and Little* by Margaret Miller
 - *Colors of the Day* by Ruth Brag
 - *Shapes to Show* by Karen Gundersheimer
 - *Red Bear's Fun With Shapes* by Bodel Rikys

<i>Competency</i>	<i>Objectives</i>
<p>6 Engages in simple investigations using science processes</p>	<p>6.4 The child uses a variety of simple tools to extend observations.</p>

Suggested Teaching Strategies/Scientific Investigation

- Bury peanuts in shells in a sandbox before children arrive. When the children arrive, explain that peanuts grow underneath the ground, and that farmers must dig up the roots to get the peanuts out. Give the children shovels and encourage them to dig up the peanuts in the sandbox. Ask the children to count how many peanuts they found. Help the children crack the peanuts and separate the peanut from the shells into two different bowls and then measure how many cups of peanuts the children found. Ask the children to tell how they think peanut butter is made. After a short discussion, put the peanuts into a blender, add a little salt and oil, and turn the blender on to grind the peanuts until they are the desired texture (crunchy or smooth). Spread the peanut butter on crackers and encourage the children to taste it. Encourage the children to write or dictate a story about how to make peanut butter. Peanut shells may be used for an art project, if desired. *Note: Be aware that some of the children may have food allergies.*
- Shine a flashlight on a mirror. Tilt the mirror so the light bounces onto the ceiling, wall, or floor. Wiggle and tilt the mirror to move the light. Shine the light from one mirror to another and onto the ceiling or wall. Explain to the children that light bounces off most objects that it hits and into our eyes. That is how we see. Allow each child to experiment with the flashlight and the mirrors during the day.
- Give each child a glass of water and a straw. Ask the children to place their straws into the water, covering the top of it with their index fingers. Show the children how to raise the straw just above the glass and lift their finger from the straw so that the water rolls out into the glass. Ask the children why they think the water stays in the straw when their finger is covering the top. Explain how their finger keeps the air out and forms suction. When they lift their finger from the straw, the air flows in and releases water.
- Provide opportunities for children to measure the heights of plants, using small blocks or paper clips as measuring units.
- Demonstrate how to use a balance scale to compare the mass of objects (e.g., *blocks and crayons; a leaf and a twig; etc.*).
- Use simple, factual software, Internet sources, reference books, and literature to supplement hands-on experiences related to science.

- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Suggested titles include:
 - *How Far Is Far?* by Alvin Tresselt
 - *Inside, Outside, Upside Down* by Stan and Jan Berenstain
 - *In a Spring Garden* by Richard Lewis
 - *What Happens In the Spring?* by Kathleen Costello Beer

<i>Competency</i>	<i>Objectives</i>
<p>6 Engages in simple investigations using science processes</p>	<p>6.5 The child explores materials, objects, and events and notices cause and effect.</p>

Suggested Teaching Strategies/Scientific Investigation

- Pour water into ice cube trays and let children drop small pieces of fruit into each compartment. Put the trays in the freezer until the ice cubes are frozen solid. At snack time, serve the cubes in glasses of water or juice. Talk about what happened to the water when it was placed in the freezer. Ask the children to predict what will happen to the ice cubes in the glasses and to the fruit inside the ice cubes.
- Facilitate play in the block area by helping the children explore ways to build high towers (not taller than the child), wide-span bridges, and other structures. Guide discussion and help children use higher-level thinking skills.
- Provide clay and craft sticks in the art area for the children to use and design and create structures that hold together or balance. Encourage each child to tell you about their creation.
- Provide flexible materials, such as rubber bands and play dough in the art area for children to explore. Encourage the children to discuss how the materials bend and stretch.
- Provide opportunities for the children to plant seeds in paper cups. Place some cups in an area that does not receive a lot of sunlight and place other cups in a sunny area of the room. Water the seeds in the sunny area and do not water the seeds in the dark area. Encourage the children to predict what will happen. Then, have students draw conclusions at the end of a two to three week period.
- Provide opportunities for children to place ice cubes in various locations (indoors and outdoors). Observe and discuss what happens.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Suggested titles include:
 - *What Makes Day and Night* by Franklyn Branley
 - *What Happens In The Spring?* by Kathleen Costello Beer
 - *A Hole Is To Dig* by Ruth Krauss
 - *Bread and Jam For Frances* by Russell Hoban

<i>Competency</i>	<i>Objectives</i>
<p>6 Engages in simple investigations using science processes</p>	<p>6.6 The child engages in simple investigations.</p>

Suggested Teaching Strategies/Scientific Investigation

- Provide many opportunities for the children to use higher level thinking skills when asking and answering questions or making predictions. Ask the children open-ended questions:
 - What will happen if we mix soil and water and let the mixture stand for a while?
 - What objects can we use that will stick to or attract a magnet?
 - Do ants crawl in straight lines, curvy paths, or both?
 - Do gerbils like to eat lettuce, cereal, or both?
 - What are some different ways we can sort our rocks?
 - What might happen if we clang the triangle and then put our hands on it?
 - What might happen if we beat the drum very softly and then harder?
 - Why did this toy sink? Why did this toy float?
- Fill a small plastic bottle half-full of water. Add a few drops of food coloring if desired. Add baby oil or mineral oil to completely fill the jar. Secure the bottle tightly and slowly tilt the bottle from side to side. The liquid in the jar will resemble waves when it is tilted from side to side. Bubbles can be created by shaking the bottle. Encourage the children to talk about their observations.
- Prepare a bubble solution using $\frac{1}{4}$ cup liquid dish soap, $\frac{1}{2}$ cup water and 1 teaspoon sugar. Encourage the children to make bubbles using the following tools:
 - plastic berry basket
 - pipe cleaner or thin electrical wire shaped into wands
 - six-pack drink holders
 - egg poacher tray
 - funnels
 - tin can opened at both ends
 - plastic straw
- Place two or three raisins in a small bottle of sparkling mineral water. Secure the cap and watch the bubbles form as the raisins sink and float. Encourage the children to describe what is happening.
- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Suggested titles include:
 - *Can You Guess?* by Margaret Miller
 - *How Far Is Far?* by Alvin Tresselt

- *What Do You See When You Shut Your Eyes?* by Cynthia Zarin
- *Chicken Soup With Rice* by Maurice Sendak
- *Find Out By Touching* by Paul Showers
- *What Do You See When You Shut Your Eyes?* by Cynthia Zarin
- *12 Ways To Get To 11* by Eve Merriam
- *Seashore* by Julie Lacome
- *Is a Blue Whale the Biggest Thing There Is?* by Robert E. Wells

<i>Competency</i>	<i>Objectives</i>
<p>6 Engages in simple investigations using science processes</p>	<p>6.7 The child describes and communicates observations, results, and ideas.</p>

Suggested Teaching Strategies/Scientific Investigation

- Encourage the children to discuss what is happening during a hands-on investigation with adults and peers taking part in the activity. Invite the children to express their findings verbally and in sequential order. Include descriptions of the children’s questions, investigations, and findings in parent newsletters.
- List examples on a chart as children discuss the following topics:
 - Familiar plants
 - Outdoor animals
 - Green foods
 - Things that float in water
- Model describing objects and calling objects by name as you facilitate daily activities. Encourage the children to use descriptive words as they talk with adults and peers. Always ask open-ended questions to stimulate higher-level thinking skills. Example: “What happened when we added the blue color to the water?” “What can you tell me about how the outside of the orange feels?” “What more can you say about the rock sinking to the bottom of the bottle?”
- Model recording results and findings of experiments on notepad, chalk paper, etc. Encourage the children to discuss findings as you record.
- Discuss the color, size, and shape of an apple. Then, discuss the skin, stem, and core of the apple. Encourage the children to call the parts of the apple by the correct name. Cut the apples into sections. Dip half the apple into lemon juice and place it on a plate. Place the remaining sections of the apple on another plate. Ask the children to look at what happens next. Discuss the effects of the lemon juice coating, which keeps oxygen from the apples. As a result, they do not discolor as rapidly. Encourage children to tell you about what happened in sequence.
- Provide various kinds of clothing and fabric on the science table along with a large tub of water. Encourage the children to experiment with the different types of clothing to see which will sink, and which will float. Tell the children that some clothing articles will sink while other clothing articles float until they become saturated with water. After the experiment, hang the clothes out to dry. Allow the children to discuss findings.

- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Suggested titles include:
 - *The Very Busy Spider* by Eric Carle
 - *The Things That Are Most In the World* by Judi Barrett
 - *It's a Blue Whale the Biggest Thing There Is?* by Robert E. Wells

<i>Competency</i>	<i>Objectives</i>
<p>6 Engages in simple investigations using science processes</p>	<p>6.8 The child works collaboratively with others.</p>

Suggested Teaching Strategies/Scientific Investigation

- Have the children sit in a large circle and suggest that they try to spin a web like a spider. Explain that you will begin spinning the web by holding the end of the white yarn ball tightly in your lap and then picking a friend to catch the ball of yarn (e.g., “*I pick John to help spin our web.*”). When the next child catches the ball of yarn, share something you like about him (e.g., “*I like how John shares with his friends.*”). Remind the children to hold the yarn tightly in their laps as they toss the ball of yarn to another child. The activity proceeds until all of the yarn is used; this will allow each child a number of turns. It's fun to see how huge the life size web has become. Next, see if the group can stand up together without getting tangled in the web.
- Transform your room into an imaginary frozen pond or skating rink. Give the children two pieces of pre-cut wax paper to stand on. Remind the children that the paper is slippery, and the magical skates will work better if they glide, keeping their feet firmly planted on the wax paper. Play some waltzing music and have the children “feel” the music and skate around. The wax paper works well on carpet and tile flooring. Remind the children to skate slowly.
- Encourages children to participate in a name recognition activity by letting each other know who is at circle time. You will need a bare tree limb. The size of the tree depends upon how much room you have, or how much room you want to use. Use seasonal cutouts (e.g., *apples, leaves, turkeys, snowflakes, hearts, shamrocks*) corresponding in size to your tree. Write each child's name on one of the cutouts. At the beginning of circle time, have each child take a turn finding his or her name and hanging it on the tree.
- Provide real hats for the children to use with the song below. The children may sing the song while five children at a time wearing hats of their choice and act out the melting at end. Repeat the song using different numbers until all of your “snowmen” have melted.

Five Little Snowmen

Five little snowmen fat, (five children stand)
 Each with a funny hat (point to head)
 Out came the sun and melted one.
 What a sad thing was that!
 DOWN, DOWN, DOWN! (One child melts to the floor.)

- Read literature with children individually, in small groups, or with a large group daily. Related books can be checked out from the local public library. Suggested titles include:
 - *The Best Friends Club* by E. Winthrop
 - *One of Each* by M. Hoberman
 - *The Rainbow Fish* by M. Pfister
 - *This Is Our House* by M. Rosen
 - *The Ant and the Elephant* by B. Peet

Assessment Guidelines

- Observation will be the primary method of assessing a four year old child.
- Assessments will help the early care provider plan future learning experiences.
- Portfolios and anecdotal notes are suggested procedures for collecting information and work samples.
- Developmental checklists may be used to record progress toward the accomplishment of the competencies. A sample checklist for Scientific Investigations follows this section.

Scientific Investigations Developmental Checklist

Child's Name: _____ Teacher's Name: _____

School/Center Name: _____ Year: _____

Code: 1 = Needs Development 2 = Developing as Expected 3 = Advanced Development

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Develops awareness of living and non-living things			
1.1 Names and describes plants, animals, and humans			
1.2 Explores plants, animals, and human life cycles			
1.3 Recognizes the needs of living things			
1.4 Begins to recognize parts of the human body			
1.5 Observes and describes characteristics of non-living things			
2. Develops awareness of the five senses			
2.1 Recognizes the five senses and body parts that utilize the five (5) senses			
2.2 Identifies tastes			
2.3 Identifies smells			
2.4 Identifies sights			
2.5 Identifies sounds			
2.6 Sorts materials by texture			
3. Engages in practices to promote routine good health, nutrition, and safety			
3.1 Observes and demonstrates a daily routine of healthy habits			
3.2 Recognizes and selects healthy foods			
3.3 Demonstrates appropriate safety skills			
4. Develops awareness of observable properties of objects and materials			
4.1 Recognizes properties (e.g., <i>color, size, shape, state of matter</i>) and compares characteristics (e.g., <i>weight, texture, temperature</i>)			
4.2 Recognizes and demonstrates use of positional and motion words			

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
5. Develops awareness and appreciation for the environment			
5.1 Explores the idea that the earth includes the land, water, and air			
5.2 Explores caring for the environment			
5.3 Understands time-related vocabulary			
5.4 Describes weather			
6. Engages in simple investigations using science process			
6.1 Becomes aware of investigative process			
6.2 Makes careful observations, using all of the senses			
6.3 Describes, compares, sorts and classifies, and orders			
6.4 Uses a variety of simple tools to extend observations			
6.5 Explores materials, objects and events and notices cause and effect			
6.6 Engages in simple investigations			
6.7 Describes and communicates observations, results, and ideas			
6.8 Works collaboratively with others			

**Mississippi Early Learning Guidelines
for
Four Year Old Children**

Social and Emotional Development

Caring relationships with responsive adults (e.g., *parents, educators, caregivers*) help young children develop emotional security and social competence. These attachments serve as a model for later interactions with peers and support the children's participation in learning environments. Young children who fail to develop social and emotional competence are more likely to struggle later in their achievement; however, the development of pro-social practices and self-controlled approaches help protect children from negative effects of exposure to life hazards that all to many of them face, even allowing them to thrive in dangerous environments.

The following competencies and objectives were developed based on the findings of research on the key skills for the development of social and emotional competence. The teaching strategies presented were aligned with research on the characteristics of classrooms that promote the development of resiliency in children. These findings indicate that in order to be successful children need to develop both intrapersonal skills (e.g., *positive self-concepts and the ability to regulate their emotions and behavior*) and interpersonal skills (e.g., *ability to develop positive and supportive relationships with others*). Additionally, children need to develop personal characteristics that will allow them to positively engage in a learning environment in order that they may profit from their experiences.

Strategies to Support an Inclusive Learning Environment

- Use appropriate verbal, visual, and physical cues in interactions and activities to meet the special needs of individual children
- Use vocabulary and phrases in the child's native language when introducing new ideas and concepts
- Provide opportunities for interaction with typically developing peers
- Separate skills and behaviors into smaller steps
- Teach and model specific appropriate social skill behaviors
- Carefully observe social interactions and provide opportunities that will promote positive interactions
- Provide opportunities for social interactions with typically developing peers
- Provide choices so children have more control over their environment

**Mississippi Early Learning Guidelines
for
Four Year Old Children**

Competencies and Objectives

Social and Emotional Development

The competencies are printed in bold and numbered. The objectives are numbered to match the competencies. The numbers are provided for clarity and do not reflect the order in which the competencies should be taught.

1. Demonstrates a positive self-concept

- 1.1 Accepts attention, affection, and appreciation
- 1.2 Expresses needs and preferences clearly and appropriately
- 1.3 Describes feelings and thoughts using words, pictures, and stories
- 1.4 Makes positive statements about self and takes pride in accomplishments

2. Demonstrates control over emotions and behavior in various settings

- 2.1 Transitions attention from one activity to another with ease
- 2.2 Accepts not being first and begins to wait his/her turn in activities
- 2.3 Begins to cope effectively with disappointment
- 2.4 Begins to express frustration and anger appropriately (e.g., *without harming self, others, or property*)
- 2.5 Begins to accept the consequences of her/his actions

3. Develops positive engagement in the learning environment

- 3.1 Shows interest in and actively participates in various classroom activities
- 3.2 Begins to understand the concept of personal property versus classroom property or the property of others
- 3.3 Demonstrates appropriate use and care of classroom and personal materials
- 3.4 Shows an awareness of and care for living things such as a classroom pet or plant
- 3.5 Follows established classroom rules and simple (*two- or three-step*) directions
- 3.6 Selects tasks and begins to complete them independently

4. Develops positive relationships with adults and children

- 4.1 Approaches others positively and shows pleasure in being with others
- 4.2 Shows interest in others by exchanging information with them
- 4.3 Listens attentively to others when interacting with them
- 4.4 Begins to develop an awareness of others' feelings and begins to show empathy
- 4.5 Shows acceptance of individuals different from herself or himself through positive interactions
- 4.6 Begins to use positive language or demonstrate affection toward others
- 4.7 Uses acceptable ways of joining in an on-going activity or group
- 4.8 Plays in a small group of two to five children
- 4.9 Begins give and take cooperative play
- 4.10 Seeks help from others with difficult tasks
- 4.11 Begins to negotiate solutions and develop compromises appropriately

<i>Competency</i>	<i>Objective</i>
<p>1 Demonstrates a positive self-concept</p>	<p>1.1 The child accepts attention, affection, and appreciation.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Find opportunities to provide positive attention to each child throughout the day, especially for children who have difficulties in the area of social and emotional development. Positive attention may include words of appreciation or nonverbal attention such as smiles and affectionate touches like pats on the back or hugs.
- When offering words of appreciation, be specific. Although offering general praise such as “Good Job!” can be positive, it is better to say “Good Job! I really like the way you used the color green in your painting.”
- Model good communication skills when giving attention to or getting attention from the children. Be sure to move to the child’s eye level, use positive facial expressions, and allow for multiple turns for each person in the conversation as time permits.
- When each child arrives, welcome him or her to the classroom. Try to make the greeting special by asking the child how she or he is, telling the child about a fun activity planned for the day, or giving the child an affection touch like a hug or hand shake.
- Provide a time early in the day for the children to welcome each other. There are several simple songs that can be used to greet each child individually at large group or circle time:

Good Morning to You

(tune: Happy Birthday)

Good morning to you,
 Good morning to you,
 Good morning, dear (child’s name)
 Good morning to you!

Welcome to Our Class Today

(tune: London Bridge)

Welcome to our class today,
 Welcome, Welcome,
 Welcome to our class today,
 Welcome, (child’s name)!

- **Circle of Applause:** During large group or circle time, allow each child a time to stand in the center and receive a round of applause for an accomplishment (e.g., *tied her or his own shoe, wrote his or her own name*) or positive characteristic (e.g., *great smile, great helper*).
- Offer fun stickers to the children to wear or place them on their work samples. An alternate idea is to allow the children to create a sticker booklet where they collect the stickers they receive. Be sure to be fair in your distribution of stickers. Focus on even small successes to ensure that you are “catching them being good.”
- Consider different ways of displaying the children’s art work. Create mini-art shows by displaying several different works by one child in a cluster. Small individual displays may be scattered around the room so that each child has her or his own mini-art show.
- In the dramatic play area, set up a raised platform stage or a puppet show screen for the children to perform for each other. Help them rotate in the roles of performer and audience members, demonstrating how to give and accept appreciation.
- In the outside play area, set up a miniature obstacle course for the children to complete. Assist the children as needed to ensure their safe completion of the course. Be sure to offer a hearty cheer for the children when they reach the finish line.
- Ask family members or volunteers from the community to assist in the center occasionally to provide more individualized attention and affection for the children. For example, family members could come to share lunch or community members could work with the children individually or in small groups teaching them a new craft or activity.
- Read literature with the children to explore appropriate ways to seek and to show acceptance of attention or affection. Suggested titles include:
 - *A Book of Hugs* by Thomas Y. Cromewll
 - *A Hug for You* by Margaret Anastas
 - *A Hug Goes Around* by Laura K. Melmed
 - *Full, Full, Full of Love* by Trish Cooke

<i>Competency</i>	<i>Objective</i>
1 Demonstrates a positive self-concept	1.2 The child expresses needs and preferences clearly and appropriately.

Suggested Teaching Strategies/Social and Emotional Development

- Encourage every child to tell you and others about her/his needs or preferences (e.g., “*I need a pencil,*” “*I want a turn.*”) using respectful behavior at the appropriate time (e.g., *speaking without yelling or interrupting*).
- Ensure that the children are able to meet their physical needs when they arise. This will help them be more aware of their bodies so they will be better able to regulate their behavior. It is especially important for young children to learn how their bodies feel when they are getting hungry or thirsty, needing to go to the restroom, or feeling ill. Allow them to express these needs and help them determine the appropriate way to respond to them (e.g., *drink a sip of water, go to the restroom, lie down and rest*).
- When the children share their needs or preferences, model showing respect for their responses to the other children. Do not offer judgments about the children’s ideas (e.g., “*That’s not a good thing to want.*”). Instead, help them evaluate their statements (e.g., “*Do you really need candy or do you just want it?*” “*What would happen if you had all of the toys just for you? What would the other children play with? How do you think they would feel?*”).
- During circle time, allow time for the children to talk about things they enjoy doing incorporated with a Show-and-Tell time or through music and movement as with the following song. *Note: Allow the children to add lines to the song based upon their preferences.*

These Are the Things I Like to Do

(tune: Mulberry Bush)

These are the things I like to do,
 Like to do, like to do.
 These are the things I like to do,
 I know a trick or two.

This is the way I read a book... (pretend to read a book)
 This is the way I paint a picture... (pretend to paint a picture)
 This is the way I work a puzzle... (pretend to work a puzzle)
 This is the way I throw a ball... (pretend to throw a ball)
 This is the way I climb a tree... (pretend to climb a tree)

- **I Like ____, but I Don't Like ____:** For this game use one playground ball (or similar medium-sized ball). Have the children sit in a circle. Model making a statement about something you like and something you don't like (e.g., *I like ice cream, but I don't like being cold.*). Then roll the ball to a child in the circle. Encourage that child to make a personal statement about his/her likes and dislikes and roll the ball to another child. Continue around the circle until each child has had a turn.
- Read *Aladdin and the Wonderful Lamp* to the children emphasizing how the genie granted Aladdin's wishes. Then play **Three Wishes** using a lamp like the one in the story (or an imaginary one). Have the children sit in a circle and pass the lamp. At their turn, the children can rub the lamp and make three wishes (e.g., *I wish I had a new bike, a baby sister, and some chocolate.*). Continue around the circle until each child has a turn or passes. *Note: This type of activity should not be compulsory. If a child does not want to participate, allow her or him to say "pass."* This will help the children to learn to set personal boundaries.
- Allow the children to create a collage using pictures cut from magazines of things that they need (e.g., *food, clothing, homes*) and things that they like (e.g., *candy, fancy shoes, toys*). Let them share their collages with the group.
- Allow the children to rotate centers based upon their preferences as much as possible (e.g., *using an icon system*). Provide each child with a personal icon (e.g., *their picture laminated on an index card or popsicle stick with their name on it*) that they may place in a container located at each center to identify where they will be. When the children want to change centers, have them collect their icon from their current center and put it in the container for the new center they wish to explore.
- Include materials and activities in your science area to help the children explore what people need to live (e.g., *food, clothing, shelter*). Help the children understand how their needs are met (e.g., *their shelter may be a house, an apartment, or a mobile home*).
- In the dramatic play area, have materials that allow the children to explore their needs and preferences. Play food items provided could include examples of foods that are necessary for good health (e.g., *fruits, vegetables, breads*) as well as examples of foods that are highly preferred (e.g., *cookies, French fries, candy*). Play clothing items provided could include examples of clothing that are necessary for good health (e.g., *hats, overcoats, rain boots*) as well as examples of clothing that are highly preferred (e.g., *fancy clothing, jewelry*).
- Invite a pediatrician to come and talk with the class about what children need to be safe, healthy, and happy.
- Read literature with the children to explore appropriate ways to express their needs and preferences. Suggested titles include:
 - *Green Eggs and Ham* by Dr. Seuss
 - *If You Give a Moose a Muffin* by Laura Joffe Numeroff
 - *If You Give a Mouse a Cookie* by Laura Joffe Numeroff
 - *The Very Hungry Caterpillar* by Eric Carle

<i>Competency</i>	<i>Objective</i>
1 Demonstrates a positive self-concept	1.3 The child describes feelings and thoughts using words, pictures, and stories.

Suggested Teaching Strategies/Social and Emotional Development

- Encourage each child to share with you and others about her or his thoughts and feelings about themselves, others, and the world around him or her. When the children share their thoughts and feelings, model showing respect for them to the other children. Do not offer judgments about the children’s ideas or feelings (e.g., “*You should not feel/think that way.*”) nor tell the children how they should feel in a given situation (e.g., “*You should be happy to have a large party.*”). Rather help the children label their emotions by asking questions and deferring to the labels they use (e.g., “*How do you feel about taking a trip on an airplane?*” “*Oh, I see, having your cousin visit makes you feel mad because he breaks your toys.*”).
- To help the children learn how to label their emotional experiences, explain and model how emotions are experienced in the body. Have the children act out the ways their bodies feel when they experience a specific emotion:
 - Explain that when some people feel **scared** they may feel cold all over their body (*pretend to shiver*) or they may feel “butterflies in their stomach” (*lightly tickle your mid-section with the tips of your fingers*).
 - Explain that when some people are **mad** they may feel hot all over their body (*fan your face*) or stiffen up their jaw (*act out tensing up in anger*).
 - Explain that when some people feel **happy** they may feel warm all over their body (*give yourself a hug*) or may relax their muscles (*take in a deep breath and let it out to relax*).
 - Explain that when some people feel **sad** they may feel tired and heavy (*droop down*) or ache all over their body (*act out rubbing aching muscles*) or may have trouble breathing (*act out labored breathing during sobbing*).
 - Explain that when some people feel **surprised** they may feel tense all over their body (*act out tensing up in surprise*) or cover their face with their hands (*act out*).
 - Explain that when some people feel **excited** they may feel wiggly all over their body (*wiggle all over*) or jump up and down (*act out*).
- Use the feeling faces from clip art or on the web to help the children learn about emotions:
 - Use the feeling faces as props when you describe different feelings to the children.
 - **Today, I Feel:** Have each child point to the face that best describes the way she/he feels.
 - **Spin-a-Feeling:** Make a feeling face spinner by photocopying the feeling face square and glue it on a piece of tag board. Fasten a brad through a large paper clip and the tag board in the center of the square. Have the children spin the paperclip and act out the feeling displayed. *Variation: The children may also tell about a time they felt the emotion or describe a situation that would make them feel that emotion.*

- **Mood Mobile:** Have the children create feeling faces of their own using circles of cardstock. When the children finish drawing, punch a hole in the top of each face and using yarn tie them at varying lengths to the bottom of a coat hanger.
- Allow the children to create objects of self-expression using art materials (e.g., *construction paper, yarn, glue, markers, paint, clay, feathers, popsicle sticks*). After the children have created artwork, have them describe their thoughts and feelings about their pictures and write their descriptions to display with their work. The children may also share their thoughts and feelings about their artwork with the other children.
- In the dramatic play center, provide small mirrors for the children to look at their facial expressions and puppets for them to use to act out different thoughts and feelings.
- During circle time, provide a time for the children to share their feelings. There are several simple songs that can be used:

Feelings

(Tune: Twinkle, Twinkle Little Star)

I have feelings, you do too.
Let's all sing about a few.
I am happy, I am sad, I get scared, I get mad,
I am proud of being me!
That's a feeling too, you see.

If You're Happy and You Know It

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know and you really want to show it.
If you're happy and you know it, clap your hands.

Additional Verses:

If you're sad and you know it, cry Boo-Hoo! (pretend to rub your eyes)
If you're surprised and you know it, shout Oh, My! (pretend to cover your mouth)
If you're mad and you know it, stomp your feet.
If you're scared and you know it, run and hide.

- Read literature with children to learn about different feelings and ways to speak your mind. Suggested titles include:
 - *C is for Curious: An ABC of Feelings* by Woodleigh Hubbard
 - *Curious George's Are You Curious?* by H. A. Rey
 - *Feelings* by Alikei
 - *Oh! The Things You Can Think* by Dr. Seuss
 - *The Feelings Book* by Todd Parr
 - *The Way I Feel* by Janan Cain
 - *Today I Feel Silly: An Other Moods That Make My Day* by Jamie Lee Curtis

<i>Competency</i>	<i>Objective</i>
1 Demonstrates a positive self-concept	1.4 The child makes positive statements about self and takes pride in accomplishments.

Suggested Teaching Strategies/Social and Emotional Development

- Model making positive statements about yourself and your accomplishments as well as making positive statements about the children and their accomplishments. Try to focus compliments on attitudes or behaviors that can be changed (e.g., “*You were very nice to Tom when he was sad.*” “*You worked really hard on your drawing!*”) rather than characteristics that are not under the children’s control (e.g., “*You are so pretty!*” “*You are very tall.*”).
- Create flannel board cutouts using the children’s pictures. Take photographs of the individual children and cover them with clear contact paper. Attach the “hook” side of Velcro to the back of the pictures. During circle time, model using the pictures to make positive statements about the children (e.g., “*I really like the way Toni helps other people.*”). Also, set up the flannel board with the pictures for the children to use as part of their imaginative play.
- Have each child create a portfolio of their work. Label the portfolios with the children’s names and photos. Invite the children to put their own work in their portfolio. Be sure to date the child’s work to demonstrate their accomplishments over time.
- Document the children’s achievements by taking pictures of them working and playing across the year. Place these pictures in their portfolios or in a class photo album. When a child feels frustrated, have him or her look through their pictures of them being successful.
- As young children often think of their accomplishments in terms of physical ability, you may teach them the following song to act out:

I Can, You Can!

By Pam Schiller

I can put my hands up high. Can you?
 I can wink my eye. Can you?
 I can stick out my tongue. Can you?
 I can nod my head. Can you?
 I can kiss my toe. Can you?
 I can pull on my ear. Can you?
 I can wrinkle my nose. Can you?
 I can give myself a great big hug. Can you?
 And if I give my hug to you, will you give yours to me?

- Teach the children songs to encourage positive self-appraisals. One good choice is:

This Little Light of Mine!

This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
Let it shine, let it shine, let it shine.

- During circle time, provide a time for the children to share about their accomplishments. This may occur during a Show-and-Tell time or have them demonstrate a physical skill by playing **My Special Move**. To play, each child demonstrates a physical action (e.g., *jumping, making a funny face, standing on one foot*). Then have the other children copy the action. Continue around the circle until each child has had a turn. *Variation:* To increase the difficulty, you may have the children repeat the actions in order. After the first child demonstrates her/his action, the children will copy the first action. After the second child demonstrates his/her action, the children will copy the first action, then the second action. Continue in this manner around the circle. Remind the children when they forget the order of the actions.
- In the dramatic play area, provide small dumbbells (e.g., *one or two pounds*) for the children to play with and demonstrate their strength.
- In the outside play area, set up a miniature obstacle course for the children to complete. Assist the children as needed to ensure their safe completion of the course. Be sure to offer a hearty cheer for the children when they reach the finish line.
- Read *The Story of Ferdinand* by Munro Leaf, *Willam's Doll* by Charlotte Zolotow, and *Leo the Late Bloomer* by Robert Kraus discuss how people can be proud of themselves even if they are not like other people. You may find a copy of The Story of Ferdinand online at <http://pages.prodigy.net/poss/ferdinand/main.htm> .
- **Me Puppet:** Using paper bags, markers, fabrics, and yarn, have the children create puppets of themselves. After they draw their faces, they can use yarn for hair and fabrics for clothes.
- Read literature with children to explore self-affirmations and appropriate ways to demonstrate pride and confidence. Suggested titles include:
 - *A Color of His Own* by Leo Lionni
 - *Cleversticks* by Bernard Ashley
 - *I Like Myself* by Karen Beaumont
 - *I'm Gonna Like Me: Letting Off a Little Self-Esteem* by Jamie Lee Curtis
 - *Inch by Inch* by Leo Lionni
 - *Just Me* by Marie Hall Ets
 - *Matthew's Dream* by Leo Lionni
 - *The Little Engine that Could*
 - *When I Was Little: A Four-Year-Old's Memoir of Her Youth* by Jamie Lee Curtis

<i>Competency</i>	<i>Objective</i>
<p>2 Demonstrates control over emotions and behavior in various settings</p>	<p>2.1 The child transitions attention from one activity to another with ease.</p>

Suggested Teaching Strategies/Social and Emotional Development

- There are many types of transition that will occur throughout the day. Some are relatively easy for children (e.g., *moving from teacher-directed activities to free choice activities, departure when a parent arrives*) and some are particularly challenging (e.g., *putting away preferred toys, moving from loud physical activity to quiet mental activity*). Be sure to:
 - Think about the activities you have planned throughout the day and consider which will flow well from one to the other. Keep in mind the different uses of your physical space, different groupings needed for the activities, and the different energy levels required for each activity. Arrange your schedule so that the children will move smoothly from one activity to another.
 - Develop routines and use transition strategies that match the type of transition that occurs. Be sure to use interesting transition cues to bring children toward you to move to large groups, use techniques to limit how many children are moving at one time when children move to independent or free choice activities, and use repeated warnings about upcoming transitions from popular activities.
- Develop a pictorial schedule of daily activities using pictures of the children engaging in the activities or drawings to represent activities. This will help all of the children to know what activities will be next so they can learn to expect upcoming transitions.
- For a child who has difficulty transitioning from any activities, you could create a personal picture schedule for this child with moveable pictures for activities that can happen at flexible times (e.g., *may include center activities but may not include lunch or rest time*). Help this child to arrange his or her activities each day. Allowing her or him to choose when activities will occur may support better transitions between activities.
- When giving directions to transition, make sure to get every child's eye contact before giving the instructions. Have a special signal that you use (e.g., *sound a bell or strike a xylophone*) to make announcements or give instructions during free choice activities. Do not get in the habit of raising your voice as the children will just learn to get louder in their activities. Instead use a quieter voice so the children will learn to stop their activities and become quiet to hear what you are saying.
- Give a clear announcement about upcoming transitions from popular activities with several reminders as the time to transition approaches. For example, you might give repeated warnings at 5 minutes, 3 minutes, and 1 minute before transitioning.

- Control how many children transition so that all of the children are not moving all at once. You may use a variety of ways to choose small groups of children to move at a time:
 - Use a personal characteristic (e.g., *hair/eye color, color or type of clothing they are wearing*) to select children to move to a new activity.
 - Print the children's names on index cards or sentence strips. Display one name at a time to the class without talking to signal that that child may move to a new activity. Go through the cards one at a time.
 - Whisper each child's name so that they will have to listen quietly and attentively to hear when he or she may move to another activity.
- Use tones or sounds (e.g., *using a bell, kitchen timer, music box, wind chime, xylophone*) to non-verbally signal times to transition. First demonstrate the sound you want to use and explain how you want the children to move. Have them practice moving when they hear the sound several times, giving verbal reminders only when necessary. After the children have learned the sound, only provide non-verbal gestures to redirect any children as needed.
- For a child who has difficulty transitioning from a particular activity, one option is to allow him or her to assist you in the transition from that activity by ringing a bell or setting a timer.
- To move the children into activities during arrival, have each child move to a new area using a fun physical action (e.g., *tiptoe, hop, creep, pretend to skate, move like an animal such as a cat, caterpillar, or elephant*).
- Use transitions as time for children to practice their daily lessons. Ask the children questions related to what they have been learning during the week:
 - If the class has been learning about counting, ask each child to clap to a different number before moving to another activity.
 - If the class has been working on the /b/ sound, ask each child to say a word that begins with the /b/ sound before moving to another activity.
 - If the class has been working on the human body, ask each child to name a different body part before moving to another activity.
- There are many songs that can be learned to signal specific transitions. Refer to the following general transition song listed below. *Note: You may find more specific songs in several of the resource books or on the internet.*

Please Come
(Tune: On Top of Old Smokey)

Please come (*go*) to the tables (*centers, carpet*),
In the room right now,
Please do so quietly,
I know you know how!

<i>Competency</i>	<i>Objective</i>
<p>2 Demonstrates control over emotions and behavior in various settings</p>	<p>2.2 The child accepts not being first and begins to wait his/her turn in activities.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Establish a system for rotating who will be first for classroom activities (e.g., *lining up, receiving materials, sitting next to the teacher*). Explain that each child will have a turn being first and how the turns will be rotated (e.g., *the names are in alphabetical order, the names will be drawn from a cup one at a time until all of the names are used*).
- Model respectful ways of interacting with others when taking turns during circle activities (e.g., *pausing and looking at the person whose turn is next, waiting for them to begin, being attentive when they are taking their turn, being aware when it is your turn so others do not have to wait on you*):
 - Use songs and fingerplays that encourage turn taking. (e.g., *using call-and-response*).
 - Have the children take turns sharing information (e.g., *Show-and-Tell*).
 - Read stories with repeated text and have the children say the repeated text line while you read the other text to practice the reciprocal nature of turn taking.
- Initially provide opportunities for the children to take turns in small groups or pairs. This will decrease their waiting time and will increase their chances of being successful in waiting patiently. Be sure to acknowledge children when they are waiting successfully.
- Have a system that limits the number of children in the centers. Have the children use name badges to place on the center sign, pocket, or cup to indicate in which center they are engaged. Have the children move their name badge with them when they move to another center. Have the children practice what to do if the center to which they want to move is already full (e.g., *put their name on a waiting list, find another activity to do while they wait, talk with another child who is waiting*).
- Provide opportunities to work in small groups with a limited amount of materials. This will help the children practice waiting for their turn to use specific items:
 - When completing a cut and paste activity, have a small group of two or three children share a glue stick.
 - When manipulating playdough, have a small group of two or three children share a few rolling and cutting tools.
- Have the last child who joins an activity practice saying, *“Thank you, for waiting for me.”* This will reduce negative feelings in the child or the classmates and will help the child to understand how often others wait for him or her.

- **Stop-and-Go:** Tape a large red paper STOP sign to a yardstick. Tape a green GO sign on the opposite side. Allow the children to move when the GO sign is facing them. The children must stop when the STOP sign is facing them. After 15-20 seconds of moving, change the direction of the sign. Play the game outside as the children ride tricycles or inside as they play with cars and trucks or move to music. This game helps the child develop self-control.
- **Freeze Tag:** For this game play in a large space suitable for running without any objects that could be tripped over. Have the children run around or dance. After 10 to 20 seconds call out "*FREEZE!*" to signal that the children should stop exactly as they are. The children are to remain "frozen" until you come around and "thaw" them out by rubbing their arms. When all of the children are "unfrozen" allow them another 10 to 20 seconds of vigorous movement before calling out "*FREEZE!*" again. This game will help the children practice waiting for their turn. *Note: Be sure to vary the order that you "thaw" out the children so that some children are not always the last ones.*
- Play games that allow the children to practice waiting for their turn:
 - **Duck, Duck, Goose:** Have the children sit in a circle to be "Ducks." Invite one child to be the "Fox" and to start by lightly tapping each child on the head saying, "Duck." After a few seconds, the "Fox" should tap one child on the head and say "Goose." The "Goose" must stand as quickly as possible and chase the "Fox" around the circle to try to tag him or her before she or he sits in the "Goose's" spot. If the "Goose" does not catch the "Fox" the old "Fox" becomes a "Duck" and the "Goose" becomes the new "Fox." If the "Goose" catches the "Fox," the "Goose" gets to sit back down and the "Fox" continues as before. Play continues until everyone has been the "Goose" or the group tires of the game.
 - **Pin the Tail on the Donkey:** Place a picture of a donkey on the wall. Make one tail for each child. Have the children take turns wearing a blindfold and trying to place a tail on the correct spot of the donkey. *Variation: To make the game more challenging, after placing the blindfold on the child, spin him or her around a few times then aim her or him at the picture on the wall.*
- **Water Sharing:** After playing vigorously, have the children practice sharing water with each other. Have the children sit in a circle. Using small paper cups slowly pour water into one cup at a time. Give the cup to a child in the circle; this child is not to drink the water, but rather to pass the cup around the circle until the last child receives the cup. Another cup is passed along in a like manner until all of the children receive a cup. When each child receives his or her cup of water, he or she may drink it. While this activity may seem to take a long time, the simple act of carefully passing water and meeting the needs of others first helps the children learn to calm their bodies while waiting.
- For outside play, set up a pretend "drive-thru" window for the children to play with their riding toys. The children may practice giving and taking orders as well as waiting in line.
 - Read literature with children to explore accepting not being first and learning to wait your turn.

<i>Competency</i>	<i>Objective</i>
<p>2 Demonstrates control over emotions and behavior in various settings</p>	<p>2.3 The child begins to cope effectively with disappointment.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Realize that coping with disappointment is a difficulty task for four year old children. Young children may become disappointed about many things that happen throughout a typical day (e.g., *separation from family members at arrival, inability to complete a task, inability to engage in or continue at a desired task*). Instruct the children in appropriate practices to cope with the disappointing situation (e.g., *engage in a comforting practice or ritual to ease separation from family members, continue to try even when not successful at first, use positive self-talk for encouragement, find another fun activity to distract yourself while waiting for a more preferred task*).
- Be careful when giving direct instructions that your phrasing or tone of voice does not lead a child to interpret your direction as a negative comment (e.g., “*Sit down, now!*” vs. “*Let’s sit on the carpet together.*”)
- Create a classroom environment that is not punitive when mistakes are made and recognizes that mistakes are a part of learning. When making products in the classroom, prepare a few extras in case a child needs to start over or correct a mistake. Also encourage the children to view “mistakes” in creative activities as an opportunity to make something completely different from what others are doing or to make their product special and unique.
- Be sure to encourage the children to continue to try to complete tasks even when they do not succeed at their first attempt. Children will learn perseverance from adults who continue to try even when they do not succeed at first and who help them reframe their view of their results not as one of success/failure or right/wrong, but as an ongoing process of improving.
- Help the children cope with their negative feelings of sadness or disappointment when their parents leave them at the beginning of the day:
 - Encourage parents to tell their children who will be picking them up and when. Remind the child of this information throughout the day as needed.
 - Read ***The Kissing Hand*** by Audrey Penn and discuss how the characters dealt with their feelings about separation.
- Use a timer to set a limit on playtime with popular activities or toys. When the children need to transition help them find a similar activity that they will enjoy (e.g., *moving from blocks to puzzles*).

- Occasionally allow the children to play games where they may be temporarily eliminated from play (e.g., *musical chairs*, *tag*). However, do not make these types of games the predominate style of play. When engaging in these games, ensure that multiple rounds are played so that each child will have ample time to engage in active play rather than being sidelined from most of the playtime.
- Provide materials to the children that allow them to make multiple attempts to make a product (e.g., *blocks*) or to redo their product several times (e.g., *clay*). These are also helpful for children who experience frustration easily.
- Invite community volunteers or family members to teach the children a new skill that requires practice (e.g., *painting*, *playing simple tunes on musical instruments*, *cooking*).
- Read literature with children to explore ways to cope with disappointment. Suggested titles include:
 - *A Good Day for Listening* by Mary Ellen King
 - *Hurty Feelings* by Helen Lester
 - *Let's Talk About Feeling Defeated* by Joy W. Berry
 - *Let's Talk About Feeling Disappointed* by Joy W. Berry
 - *Let's Talk About Feeling Embarrassed* by Joy W. Berry
 - *Let's Talk About Feeling Sad* by Joy W. Berry
 - *Let's Talk About Feeling Worried* by Joy W. Berry
 - *The Hurt* by Teddi Doleski
 - *The Last Puppy* by Frank Asch
 - *The Very Lonely Firefly* by Eric Carle
 - *The Very Quiet Cricket* by Eric Carle

<i>Competency</i>	<i>Objective</i>
<p>2 Demonstrates control over emotions and behavior in various settings</p>	<p>2.4 The child begins to express frustrations and anger appropriately (e.g., <i>without harming self, others, property</i>).</p>

Suggested Teaching Strategies/Social and Emotional Development

Note: Explain to the child that feeling angry is natural and that everyone feels angry sometimes (including adults). Explain that although it is okay to feel angry, it is not okay to hurt others or yourself when you are angry. Remember, anger is a developmental problem, not a moral one.

- Ensure that there are a variety of activities at several difficulty levels provided in the centers to prevent the children from becoming too frustrated with overly challenging activities.
- Provide materials that can be used vigorously without harm to allow the children a physical outlet for anger and frustration (e.g., *hammer toys for pounding, drums for beating, stress balls for squeezing*).
- Allow the child to use creative activities to soothe frustration and to express anger (e.g., *painting, coloring, modeling clay*).
- Allow the children to use puppets to express their angry emotions (e.g., *Oscar the Grouch*).
- Talk with the children to tell them that you expect them to use words rather than physical means to solve their problems and express themselves when they are angry. Teach them acceptable words to use to convey their angry emotions (e.g., *“That makes me angry.” “I don’t like it when you take my toy.”*). Plan words for predictable situations:
 - “Tommie, I will give you the truck when I am finished playing with it.”
 - “Shanna, please tell me when you are finished with the frog puppet.”
- Let the child know that you believe in him/her and expect him/her to do well. Separate the misbehavior from the child (e.g., *“Charles, I don’t like it when you throw toys, but I still like you. I know you will do better tomorrow.”*).
- Teach the children the following process to help the children deal with angry feelings:
 - Stop what you are doing.
 - Take two deep breaths.
 - Count to three.
 - Say how you feel and what you need.
 - Listen to others.
 - Try to work it out.

- Assist the children in developing coping strategies to deal with anger by modeling. Teach the children to use the following techniques or others similar to them:
 - Practice deep breathing;
 - Imagine squeezing oranges;
 - Find another activity to enjoy to reduce frustration and anger;
 - Squeeze and pound playdough.
- To reduce resistance to required tasks, use forced-choice to allow the child some measure of control:
 - “Garin, would you rather put away the papers first or pick up the markers?”
 - “Tomika, do you want to sit on the red square or the green square?”
- Use distraction or redirection to prevent outbursts of temper or pouting. When a child is unable to do something that she or he wants (e.g., *play with a specific item that someone else has, play in a center that is already full*), suggest another activity to the child to distract them temporarily from their original intent. You may later redirect the child to that activity or item when it becomes available. Suggested comments include:
 - “Robin, what can you play with in the kitchen area while Leon is playing with the baby?”
 - “Leon, you could build with Legos while Robin is building with the Lincoln Logs.”
 - “Robin, you can play with the baby now that Lisa is finished.”
- Ignore negative behavior as long as no one is likely to be hurt or property significantly damaged. (*Note: This is particularly true for negative behavior that a child engages in to get your attention as they will continue to use this approach whenever they want your focus if you respond.*) When intervention is necessary, use the following steps:
 - Remind the child of the rule being broken and the consequences. Redirect as needed.
 - If the child does not respond to redirection, remain calm, but act promptly. Remove the child from the area and tell them that their behavior is not acceptable (e.g., “*It is not okay to hurt someone with your feet.*”).
 - Have the child stay in a safe area until she or he becomes calm. After four seconds of calm behavior, remind the child of the rule that was broken and encourage her or him to act accordingly (e.g., “*Our class rule says that we keep our feet to ourselves. I know you can do a good job at keeping your feet safe.*”). If another child was hurt, remind the child of the injured child and encourage him or her to repair their relationship (e.g., “*You hurt Megan with your feet. What could you do to make her feel better again?*”).
 - Help the child be successful when he or she returns to the rest of the class. Be sure to notice any positive behavior the child engages in after returning.
 - If the child repeats the same behavior, go through the steps again. After a second intervention, a stronger consequence must be used (e.g., *the area becomes off-limits for the child for the rest of the day*).
- When the children are outside, encourage them to engage in vigorous activity (e.g., *running, tumbling, jumping*) to express their frustrations or anger. They will soon tire and have less intense emotions with which to cope.
- Invite a community counselor to talk with the children about ways to deal with anger.

- Read literature with children to explore appropriate ways to express frustration and anger. Suggested titles include:
 - *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
 - *Benny's Had Enough* by Barbro Lindgren and Olof Landstrom
 - *Feet Are Not for Kicking* by Elizabeth Verdick
 - *Hands Are Not for Hitting* by Martine Agassi
 - *Just Being Me #1: I'm SO Mad!* by Robie Harris
 - *Let's Talk About Accepting "No"* by Joy W. Berry
 - *Let's Talk About Feeling Angry* by Joy W. Berry
 - *Let's Talk About Feeling Frustrated* by Joy W. Berry
 - *Let's Talk About Feeling Jealous* by Joy W. Berry
 - *The Grouchy Ladybug* by Eric Carle
 - *To the Beach!* by Linda Ashman
 - *When Sophie Gets Angry...Really, Really Angry* by Molly Bang
 - *Where the Wild Things Are* by Maurice Sendak

<i>Competency</i>	<i>Objective</i>
<p>2 Demonstrates control over emotions and behavior in various settings</p>	<p>2.5 The child begins to accept the consequences of her/his actions.</p>

Suggested Teaching Strategies/Social and Emotional Development

- When a child makes a mistake, such as spilling paint, model appropriate ways to cope with mistakes without becoming overly emotional. First, remain calm and allow the child the opportunity to clean up independently. Then, remind the child that if he or she needs help, he/she can ask you or other children to assist in the clean up.
- If a child becomes overly emotional after making a mistake, explain to the child that everyone makes mistakes and we can all learn from correcting our mistakes. Teach the child positive statements to remind her or him of this (e.g., *“It’s okay; everyone makes mistakes.” “I can fix my mistakes!”*)
- When you make mistakes throughout the day, model recognizing a mistake, accepting the consequences of the mistake, and using positive self-talk to encourage yourself to correct the mistake (e.g., *“Oops! I made a mistake. Let me correct it.”*)
- Use guidelines found in ***Restitution: Restructuring School Discipline*** by Diane Chelsom Gossen to encourage the children to accept the consequences of his or her actions and find ways to make amends:
 - Restitution allows the child to acknowledge and to repair a mistake.
 - Restitution allows the child to repair his or her self-esteem through personal effort.
 - Restitution benefits the child who is injured or wronged as well as the child who did the injury or wrong.
 - Use the following comments to assist a child in taking responsibility for their actions:
 - *“It’s okay to make a mistake. You’re not the only one. Now you have to do something to fix your mistake.”*
 - *“I know you did not mean for it to turn out this way.”*
 - *“I’m not interested in your mistake—I’m interested in what you are going to do about it.”*
 - *“It’s okay to say you’re sorry, but what are you going to do to fix the mistake?”*
- Read literature with children to explore accepting the consequences of making mistakes and using appropriate coping strategies to prevent emotional outbursts.

<i>Competency</i>	<i>Objective</i>
<p>3 Develops positive engagement in the learning environment</p>	<p>3.1 The child shows interest in and actively participates in various classroom activities.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Provide a variety of materials and experiences for exploration and allow enough time for the children to become engaged in activities.
- Ensure a comfortable atmosphere for the children. Examine the physical environment from the children’s point of view. Provide comfortable furnishing for the children and consider placing loud activities away from quiet activities.
- Arrange a variety of centers that have materials related to a larger theme being explored. These materials should be rotated frequently to stimulate the child’s interest and curiosity.
 - For a theme on *Insects*, a science center could include plastic insects, tapes of bug sounds, and bug collecting items (e.g., *a magnifying glass, a butterfly net, and jars with holes in the lids and grass in the bottom, note pads to draw pictures or write descriptions of insects found*). The reading center could contain books on insects as well as literature with insect characters (e.g., *The Very Hungry Caterpillar and The Grouchy Ladybug by Eric Carle*). The math center could contain insect counters and quantity activities that have children placing different numbers of legs on bugs. The writing center could have a word wall with insect-related words. The art area could have insect stamps.
 - For a theme on *Weather*, a science center could include devices for measuring weather information (e.g., *thermometer, barometer, rain gauge*), charts for recording the weather, and a tape of weather sounds. The reading center could contain books on weather as well as literature with weather-related characters (e.g., *Little Cloud by Eric Carle*). The math center could contain cloud (i.e., *cotton ball*) counters and quantity activities that have children placing different numbers of raindrops on pictures. The writing center could have a word wall with weather-related words. The Art area could have pictures of different types of weather for making collages.
- Help the children get started on activities and then allow them to take over the activity themselves. Provide support if needed.
- Ask children open ended questions encouraging the children to consider new ways of using or combining materials. If children are using materials in a new way, describe what the children are doing to the whole class. This will often bring other children to the activity.

- At the end of the day have the children review what they did. Make positive comments about their engagement with the materials. Ask them to tell you about things they may want to do the next day. Make notes of these activities and remind them about them the next day.
- For a child who moves rapidly from one activity area to another without engaging with the materials, invite her or him to join you in playing a soothing repetitive activity (e.g., *water, sand, playdough*) to encourage sustained engagement with these materials.
- When sharing stories use sounds, faces, or actions to further illustrate the story. Encourage the children to do these actions or faces along with you. You may also use flannel board images that the children can assist with to further illustrate the story.
- **Group Story:** Have the children sit together and listen to you as you share an interesting sentence (e.g., “I met a giant on my way to school this morning.”). Have the children take turns adding sentences to the story until everyone who wants one has had a turn. Write up the story and have the children create illustrations.
- Provide a variety of materials that encourage imagination (e.g., *large, empty boxes, finger puppets*) and props that support curiosity (e.g., *pictures of different cultures and ecosystems, pictures of people and buildings in distant cities, abstract images*).
- Read a variety of books to the children (e.g., *fairy tales, nursery rhymes, fiction, non-fiction, poetry*) throughout the day. Model a positive and curious attitude showing your enjoyment of learning activities and using materials in novel ways.
- Use a picture schedule to increase the children’s awareness of the order of activities in the classroom. Encourage all of the children to participate regularly. Acknowledge the children’s relevant contributions.
- Place the children strategically during group time to facilitate participation (e.g., *spread the talkative children around the area, seat quiet children next to talkative children to encourage dialogue*).
- Read literature with the children about curious or active characters. Suggested titles include:
 - *Curious George* by Hans Augusto Rey
 - *Who Are You, Baby Kangaroo?* by Stella Blackstone

<i>Competency</i>	<i>Objective</i>
<p>3 Develops positive engagement in the learning environment</p>	<p>3.2 The child begins to understand the concept of personal property versus classroom property or the property of others.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Discuss items in the room that belong to everyone (e.g., *toys, books, art supplies*) and then discuss items that belong to individual children (e.g., *coat, blanket from home, extra clothes*). Go around the room and touch several items and have the children guess to whom the items belong (e.g., *the art easel belongs to everyone, one blue lunchbox belongs to Adam*).
- Explain that there are some things in the class for each child to use (e.g., *chair, table, cot*), but that they do not own them and they cannot take them home or damage them. Place the label of the child’s name or picture on these items to help them understand that they are intended for a specific child’s use.
- Provide each child with a space to store his or her personal items (e.g., *cubby*). Label this area with his or her name and picture.
- Provide a shoebox for each child and allow her or him to decorate it. After the box has been decorated, print the child’s name on it so there will not be any confusion about ownership. Use the shoebox to store special things that do not have to be shared. Encourage children talk about what he or she keeps in the box and why the things are important. This helps children define personal boundaries.
- Communicate the need for care of classroom and personal property, as well as the property of others.
- Read literature with the children that illustrate community versus personal property and the property of others. Suggested titles include:
 - *It’s Mine* by Leo Lionni
 - *King of the Playground* by Phyllis Reynolds Naylor
 - *Lilly’s Purple Plastic Purse* by Kevin Henkes

<i>Competency</i>	<i>Objective</i>
3 Develops positive engagement in the learning environment	3.3 The child demonstrates appropriate use and care of classroom and personal materials.

Suggested Teaching Strategies/Social and Emotional Development

- Provide a wide variety of materials in the classroom at the children’s level. Be sure that the children know that the materials are accessible for use. Before using them, explain exactly where, when, and how you intend for the children to use the materials and how they are to be put away after use.
- Place as many of the materials as possible in small containers. Label the containers with pictures or drawings of the items and their names. You may also label the shelves where the containers are to be placed. Orderly shelves demonstrate your care for the materials and make it easier for the children to learn to care for the items.
- Provide an individual cubby space for each child where he or she may place their personal items (e.g., *outerwear, book bags, lunchboxes*). Provide organizational tools to ensure that the children can carefully place their items in their cubbies (e.g., *hooks for outerwear, trays or pouches for protecting paper or artwork to be taken home*).
- Have the children rotate as daily helpers in passing out materials and cleaning up.
- Create picture instruction cards for different activities placed in the centers (e.g., *steps for science experiments, rebus recipe cards for a cooking area, steps for using a tape player and headphones in a listening center*).
- Provide materials to help the children remain clean and keep the centers clean for use with messy activities (e.g., *easels and smocks for art, collection mats under a sand or water table, table mats to use with playdough*). Locate these centers near a sink or cleaning materials.
- When a child breaks or damages materials, do not focus on having her or him confess to the damage or shame him or her (e.g., *“Now no one can play with it because you broke it!” “I’m disappointed in you.”*). Instead calmly and quietly explain while using good eye contact that damaging the materials is not appropriate and that you want the child to make restitution by repairing the damage or spending time to create another toy to replace it.
- Have the children practice using crayons, markers, and pencils using various amounts of pressure. Help the children practice using an appropriate grip that will make a sufficient mark without damaging the writing implements (e.g., *break the crayons or pencil lead, bend the marker tip or push it inside the marker*).

- Create a toy shed for outside riding toys. Be sure to have the children place the toys in the shed after using them to protect them from the weather. Also provide covered containers for other outside play items (e.g., *balls, jump ropes, frisbees, lawn games*).
- Provide toy cleaning tools and materials in the dramatic play or housekeeping area for the children to use during play. Young children often enjoy playing with toy vacuums and using brooms and dustpans. These toys help children develop responsible behavior as well as motor coordination.
- Model caring for materials by cleaning up an area before leaving it making sure to carefully put things in their appropriate place so they will not be damaged (e.g., *placing pencils in a cup or pencil box carefully not to break their points, placing caps securely back on markers, placing books carefully on a shelf after reading so the pages and cover will not be torn*). Make sure the children never see you randomly throwing plastic toys into buckets or tubs or they will think you do not care for the materials either.
- Explain to the children how you expect them to dispose of waste materials. Consider setting aside a space in the art area to collect scrap materials for use in arts and crafts projects (e.g., *scraps of construction paper, empty cardboard boxes in good condition, clean plastic containers, paper towel and toilet paper tubes*). Demonstrate how to properly prepare these materials before placing them in the collection bin (e.g., *rinse out jars and squeeze bottles that have been emptied and dried thoroughly inside and out*).
- Use songs to illustrate how to care for classroom materials:

This is the Way
(Tune: Mulberry Bush)

This is the way we pick up our toys,
Pick up our toys, pick up our toys.
This is the way we pick up our toys,
At clean-up time each day.

A Helper I Will Be
(Tune: Farmer in the Dell)

A helper I will be.
A helper I will be.
I will put the toys away.
A helper I will be.

- Invite a family member or community volunteer to demonstrate to the class how to care for special items (e.g., *musical instruments, tools or small machines, scrapbooks to preserve pictures and mementos*).

<i>Competency</i>	<i>Objective</i>
3 Develops positive engagement in the learning environment	3.4 The child shows an awareness of and care for living things such as a classroom pet or plant.

Suggested Teaching Strategies/Social and Emotional Development

- Provide pretend plants and animals in the dramatic play area for the children to practice caring for by watering, feeding, and grooming.
- Encourage the children to take care of plants and animals outside the center and their home. The children may help by:
 - Watering plants around the early childhood center or their home.
 - Setting up a bird bath for the birds to enjoy splashing in the water.
 - Creating a bird feeder out of recycled materials and put out bird seed.
 - Setting up a hummingbird feeder and filling with a sugar water solution to be changed weekly. *Note: Hummingbirds are only around between March and October.*
 - Hanging dried corn cobs for the squirrels to enjoy.
 - Planting flowers and shrubs that attract butterflies for their food and shelter
- Provide potted plants inside the room that the children can assist in taking care of by watering and fertilizing. Be sure to use plants that are easy for the children to care for (e.g., *ferns, geraniums, pansies, lamb's ear*).
- Plant seeds and watch them grow. Select plants that will be easy for the children to grow. Include flowers (e.g., *cornflower, marigolds, nasturtium*), herbs (e.g., *chives, lavender, rosemary*), and vegetables (e.g., *beans, radishes, lettuce*). Once these seedlings have grown large enough to safely transplant, you may transfer them to a protected area outside.
- Have the children discuss some of the things that they do (or should do) to care for their pet at home. Provide suggestions (e.g., *feeding, exercising, bathing, cleaning the animal's tank, cage, or area*) if needed. This can be part of a larger lesson about caring for animals.
- Bring your pet (or have a volunteer bring a pet) to visit the children as part of a larger lesson about caring for animals. Model for the children how to safely and gently approach the animal and how to gently touch the animal. *Note: Be sure to only bring a gentle animal that has been accustomed to children and do not remove the animal from a leash or container.*
- Have a community pet visit the children as part of a larger lesson about caring for animals or the jobs animals can do to care for people. You might invite a police dog or horse, a seeing-eye dog, or a therapy pet. Also consider farm work animals (e.g., sheepdogs or a workhorse).

- Provide a small class pet that the children can take turns caring for (e.g., *feeding, exercising, bathing, cleaning the animal's tank, cage, or area*). Suggested animals include worms, fish, reptiles or amphibians (e.g., *frog, turtle, snake*), or furry animals (e.g., *hamster, gerbil, guinea pig, or rabbit*). The animals may be kept in a science center.
- Have the children use arts and crafts to care for the class pet (e.g., *create toys for the hamster to play with, decorate food and water bowls for the rabbit*) or beautify an outside garden (e.g., *make a border to protect the plants, make decorative name stakes for each plant*).
- Read literature with the children about caring for living things. Suggested titles include:
 - *A Tiny Seed* by Eric Carle
 - *Clifford, the Big Red Dog* by Norman Bridwell
 - *Emma's Pet* by David McPhail
 - *Growing Vegetable Soup* by Lois Elhart
 - *I Want a Pet* by Lauren Child
 - *Jack's Garden* by Henry Cole
 - *Not Norman: A Goldfish Story* by Kelly Bennett
 - *Planting a Rainbow* by Lois Elhart
 - *The Best Pet of All* by David Larochelle

<i>Competency</i>	<i>Objective</i>
3 Develops positive engagement in the learning environment	3.5 The child follows established classroom rules and simple (two- or three-step) directions.

Suggested Teaching Strategies/Social and Emotional Development

- Provide dependable routines for the children so that they will learn what is expected of them and how to meet those expectations. Ensure that the children know the routines and how to complete their expected tasks.
- Clearly communicate the need for rules (e.g., *to ensure that everyone is safe, to ensure that people are treated fairly*) and involve the children in the making the classroom rules. Keep the number of rules to a minimum and state them positively.
- Use visuals to explain the classroom rules and the daily schedule to the children. This is particularly important to help children who cannot read. It is best to use pictures or drawings of children obeying the rules or engaging in the behavior expected. You may also use some pictures or drawings of materials to represent an activity (e.g., *pictures of books to represent story time, drawings of swings to represent outside play*). *Note: Also display the rules and the schedule written out near the images to support language and literacy development.*
- Some children may fail to complete any steps of directions. For these children, try to determine one-step directions that are easy for them to follow and that they regularly perform correctly (e.g., *“raise your hand” “come here.”*) Use a few of these directions before asking a more difficult direction that usually is not followed (e.g., give the directions in a sequence: *“raise your hands,” “touch your toes,” “clap your hands,” “put the blocks in the bin.”*).
- Some children will complete the first step of a multi-step instruction, but forget to follow through with remaining steps. This technique may be used to help these children remember the number of steps they have been asked to complete. Start by modeling holding up one finger and having the children copy you. Give them a simple one-step direction while touching your raised finger. Model completing the task then lowering the raised finger. Once the children can complete this process successfully have them hold up two fingers and give them two-step directions being sure to touch one finger for each of the steps. You may continue to expand upon this technique to include three step directions using three fingers.
- Provide art experiences that require two- and three-step directions:
 - Have the children (1) make a shape out of clay, then (2) decorate it using toothpicks.
 - Have the children (1) tear strips of different colored construction paper into small squares, (2) put dots of glue on a sheet of white paper, and (3) put the construction paper squares on the dots of glue to make interesting arrangements of color.

- Sing the following songs to encourage the children to follow classroom rules or given directions:

Open Shut Them

Open shut them, open shut them,
Give them a little clap, clap, clap,
Open shut them, open shut them,
Lay them in your lap, lap, lap.

Passing Around

(Tune: Skip to My Lou)

Take a crayon and pass it to Michael,
Take a crayon and pass it to LaKedra,
Take a crayon and pass it to Clay,
Passing around the crayons.

Fill in additional children's names and substitute any object that is to be passed around.

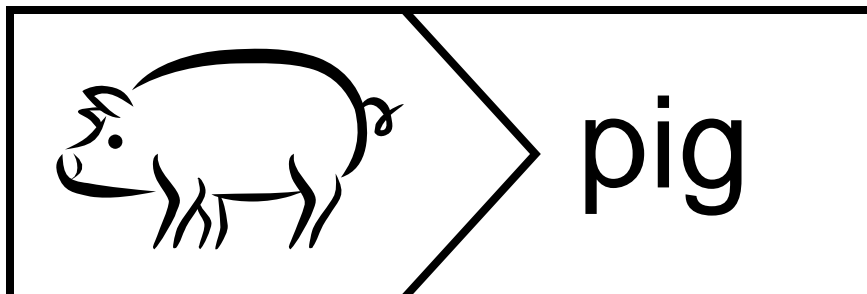
- Play games that allow the children to practice following verbal directions:
 - **Simon Says:** Have the children gather in a group and follow verbal directions only when they are given in the format of "Simon Says,..." (e.g., *the children should comply to "Simon Says touch your nose," but not comply to "Touch your ear."*).
- Review rules daily and use verbal reminders especially at the beginning of the day. Use the classroom rules to help the children evaluate their own (and others') behavior.
- Give the children opportunities to practice following multi-step directions (e.g., during circle time ask one child to "*Pick out a toy you like and bring it back to the circle.*") Be sure to reinforce them for completing the request successfully.
- Read ***Peter Rabbit*** by Beatrix Potter and ask the following questions:
 - "*What were the rules for Peter Rabbit?*"
 - "*What were the consequences of breaking the rules?*"
 - "*What are some of the rules we have at school?*"
- Provide opportunities to dramatize what happens if one doesn't follow the rules.

Read literature with the children about the importance of following directions.

<i>Competency</i>	<i>Objective</i>
<p>3 Develops positive engagement in the learning environment</p>	<p>3.6 The child selects tasks and begins to complete them independently.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Assist children in verbally expressing their choices and actions (e.g., “Which center did you choose?” “What do you plan to do there?”) If necessary, give children the language to support their choices (e.g., “Oh! I see you chose the block center today. Are you going to build another big castle like you did last week).
- Allow the children to make choices as often as possible (e.g., where to sit, what to eat, what to play). Have them describe what they want to do early in the day and share some of the things they accomplished at the end of the day.
- Allow a child to select a book for the teacher to read during one of the daily reading times. Rotate among the children using a system (i.e., this could be part of a daily helper chart).
- Provide a wide assortment of materials that may be used for multiple uses (e.g., construction paper, markers, felt, empty boxes, puppets). Arrange the classroom so that the children can access as many of these learning materials as possible to allow them to accomplish tasks independent of adult assistance.
- Provide opportunities for the children to freely choose among learning centers in which to engage. Also, provide at least two complete activities in each center to allow the child a choice of activities in the centers.
- In the learning centers, provide materials that are self-correcting to allow the children to engage in them independently. Self-correcting materials for items to be matched (e.g., uppercase and lowercase letters, numbers to quantities, pictures to names) could be made as unique puzzle pieces.



- Help the children develop responsibility and encourage them to act independently. Explain that the children will be responsible for themselves and that they can care for their personal belongings. Encourage them to:
 - Hang up their belongings in their cubbies.
 - Throw away their cups and napkins after snack.
 - Put away toys after playing.

- Celebrate the children's successes. Help the children see all of the ways that they are independent in their day. Make a list of all the tasks they can accomplish themselves:
 - Chris can write his name.
 - Maria can button her coat
 - Lela caught a ball today.
 - Marcus tied his shoes this morning.

- Read literature with the children about completing tasks independently. Suggested titles include:
 - *All By Myself* by Aliko Brandenburg
 - *All by Myself* by Mercer Mayer
 - *I Can Do It!* by Jana Novotny Hunter
 - *The Very Busy Spider* by Eric Carle

<i>Competency</i>	<i>Objective</i>
<p>4 Develops positive relationships with adults and children</p>	<p>4.1 The child approaches others positively and shows pleasure in being with others.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Model and role play ways to approach others using:
 - positive facial expressions (e.g., *smiling*),
 - positive non-verbal gestures (e.g., *hand shakes, waves*), and
 - positive words of greeting (e.g., *“hello,” “hi,” “how are you?”*)
- Model communicating non-verbally with the children by using smiles, waves, and nods. Model showing pleasure at being with others through smiles, hugs, and pats on the back.
- Model approaching others positively by greeting children and their families when they arrive. Be sure to smile, call the child by name, and offer words of welcome. *Note: In some cultures, direct eye contact may be considered rude, so you may need to adjust your gaze depending upon the cultural practices of your children and their families.*
- Encourage the children to interact non-verbally with others using smiles, waves, and nods and to respond to non-verbal gestures from others. Teach the children appropriate non-verbal gestures to use (e.g., *“It’s nice to wave to people, but it isn’t nice to point at people.”*)
- Discuss how body language and facial expressions can give a friendly or unfriendly look. Role-play acting out different facial expressions and body postures to help children identify what is friendly.
- Have children move their bodies to gesture messages. Have the other children guess what message they are sending. Here are some ideas to get the children started:
 - Wave to say, *“Hi.”*
 - Put finger on lips to say, *“Please be quiet.”*
 - Lay head on hands to say, *“Time to rest.”*
 - Pinch nose to say, *“Bad smell.”*
 - Wave hand toward you to say, *“Come here.”*
 - Put hand to ear to say, *“Listen.”*
 - Lay hand on heart to say, *“I love you.”*
- Offer opportunities to dramatize ways of communicating non-verbally by having a community volunteer demonstrate using sign language and teach the children several easy signs that they can use to communicate with each other (e.g., *“thank you” “I love you”*).

- **Movement:** Have the children form a circle facing one another. Invite one child to start by making a simple physical movement (e.g., *clap, hop, wave*). Have the rest of the children repeat the movement. Have the next child in the circle make another movement and the rest of the children repeat the movement. Continue around the circle until each child has had a turn. *Variation: Have one child make a movement and the next child repeat it and add another one. Each child in turn should add a movement after repeating the previous ones. If a child forgets a movement or repeats them in the wrong order, let the other children help them complete the movements in order.*
- At the beginning of the year, create a class book about the children in the room that includes pictures, likes, dislikes, and favorite things. Read the book to the class in group time to allow the children to get to know each other.
- Lead a discussion about appropriate ways people show pleasure at being with others. Point out how the children show pleasure at being with others in the class.
- Have the children draw a picture of themselves having fun with friends they know. (*Note: The child's friends do not have to belong to the class.*) Discuss the activities drawn and have each child dictate what activity he or she is doing. Write a description of the activity on drawing if the child wants you to.
- Provide ample time for free play in learning centers throughout day to encourage the children to interact positively with others.
- Encourage the children to make a book of fun things they do together with children in the classroom. Allow the children to draw or paint pictures of activities they do together for the book. Include photos you take of the children engaging in activities together in the classroom.
- Teach the children the following fingerplays about friends:

Five Little Friends

Five little friends playing on the floor, (*hold up five fingers*)
One got tired and then there were four. (*put down one finger*)
Four little friends climbing in a tree, (*hold up four fingers*)
One jumped down and then there were three. (*put down another finger*)
Three little friends skipping to the zoo, (*hold up three fingers*)
One went for lunch and then there were two. (*put down another finger*)
Two little friends swimming in the sun, (*hold up two fingers*)
One went home and then there was one. (*put down another finger*)
One little friend going for a run, (*hold up one fingers*)
Decided to take a nap and then there were none. (*put down the last finger*)

Friends

I like my friends. (*put your hands over your heart*)
So when we play, (*clap twice*)
I try to be very kind and nice in every way. (*open arms wide*)

- Teach the children the following songs about friends:

The More We Get Together

The more we get together, together, together
The more we get together, the happier we we'll be.
For your friends are my friends, and my friends are your friends.
The more we get together the happier we will be.

We're all in class together, together, together,
We're all in class together, and happy we will be.
There's (*name*) and (*name*) and (*name*) and (*name*).
There's (*name*) and (*name*) and (*name*) and (*name*).
We're all in class together and happy we'll be.

Do You Know This Friend of Mine?

(*Tune: Mary Had a Little Lamb*)

Do you know this friend of mine,
This friend of mine, this friend of mine?
Do you know this friend of mine?
His/Her name is (*child's name*).

Yes, we know this friend of yours,
This friend of yours, this friend of yours.
Yes, we know this friend of yours.
His/Her name is (*child's name*).

- Read literature with the children about approaching others positively and enjoying relationships with others. Suggested titles include:
 - ***Best Friends*** by Miriam Cohen
 - ***Do You Want to Be My Friend*** by Eric Carle
 - ***Friends*** by Helme Heine
 - ***How to Be A Friend: A Guide to Making Friends and Keeping Them*** by Laurie Krasny Brown
 - ***Let's Be Friends Again!*** By Hans Wilhem
 - ***My Friend Leslie, The Story of a Handicapped Child*** by Maxine Rosenberg
 - ***We Are Best Friends*** by Aliko
 - ***Will I Have a Friend?*** By Miriam Cohen

<i>Competency</i>	<i>Objective</i>
4 Develops positive relationships with adults and children	4.2 The child shows interest in others by exchanging information with them.

Suggested Teaching Strategies/Social and Emotional Development

- Model showing an interest in the child’s life by asking open-ended questions (e.g., “*Tell me what you had for dinner last night?*” “*Tell me about your pet.*” “*Tell me about your family.*”).
- Encourage the children to draw pictures and tell stories about themselves, their families, and their cultural practices.
- Post photographs of the children and their families and encourage them to talk about their photographs and the people in them.
- Provide informal opportunities throughout the day for children to engage in spontaneous conversations, especially during natural times for social interactions (e.g., lunch, snack).
- **Guess What I Did:** Have the children sit in a circle. Invite one child to act out something he or she did the night before or over the weekend. (*Note: You may have to help the child think of what action to perform to represent the activity.*). Have the remaining children attempt to guess what the child did. Continue around the circle until each child has had a turn.
- **All About Me:** For this game use one playground ball (or similar medium-sized ball). Have the children sit in a circle. Model sharing information about yourself with the children (e.g., “*I have one brother and two sisters.*”). Then roll the ball to a child in the circle. Encourage that child to share information with the other children then roll the ball to another child. Continue around the circle until each child has had a turn. You may need to assist the children in understanding what information is appropriate to share and what might be too personal.
- In the dramatic play or science center, place real or toy telephones to encourage the children to talk with each other. You may also make a telephone by using recycled orange juice concentrate cans connected with a string. When the string is pulled tight, one child will be able to talk into one can while the other listens with his or her ear to the other can.
- In the dramatic play or writing center, arrange a post office with materials for making letters or postcards (e.g., *stationary, blank cards, ink stamps, stickers for pretend postage, envelopes, index cards*). You may also set up a letter sorter with a space for each child to receive a letter. Have the children write or dictate letters that share information about themselves to their classmates.

<i>Competency</i>	<i>Objective</i>
4 Develops positive relationships with adults and children	4.3 The child listens attentively to others when interacting with them.

Suggested Teaching Strategies/Social and Emotional Development

- Model a friendly, positive, courteous manner when listening and responding to children’s comments and suggestions. Remember, when you model listening you should try to position yourself at the same physical level as the children.
- Encourage the children to look at the person who is talking. Also, discuss the importance of keeping your hands and feet still and not talking when others are talking. *Note: In some cultures, direct eye contact may be considered rude, so you may need to adjust your gaze depending upon the cultural practices of your children and their families.*
- Have each child tell the rest of the children what his or her first, middle, and last names are. Then ask the children to share any nicknames that they might have. If a child does not have a nickname ask him or her to make up a silly or funny name for himself or herself.
- Provide opportunities for the children to listen to one another in a large group:
 - Have the children tell or read stories to the group during circle time.
 - **Show-and-Tell:** Allow a time each week for some of the children to bring something special from home to talk about to the class. Support the children who are listening by modeling and soliciting their active engagement through questioning.
- Play listening games with the children:
 - **Simon Says:** Have one child be “Simon.” Have the other children repeat his or her behaviors only when the directions are given as “Simon Says....”
 - **Good Morning, Who?:** During group time, have a child turn his or her back to the group. Invite another child to say, “*Good Morning.*” Have the child turn back around and guess who said it. Continue taking turns until all of the children have had an opportunity to guess.
 - **Whispering Names:** Invite one child to be the “listener” by moving to an edge of the carpet then blindfolding him or her. Have the remaining children whisper their names. Have the “listener” child find a specific child in the room by listening for his or her name. Continue until all of the children have had a turn as the “listener” and the child to be found. *Note: Be sure to clear the area of any hazards that the child might trip over.*
 - **Nonsense:** Recite a familiar nursery rhyme to the children. Then recite it again putting in a mistake by reversing words (e.g., “*Humpty Dumpty wall on a sat*”), substituting words

(e.g., “*twinkle, twinkle, little car*”), or swapping word parts (e.g., “*one, two, shuckle my boo*”). Have them tell you what was wrong with how you said it.

- In pairs, allow the children to use the tape recorder to interview each other. Then play the tapes back to the large group and have them guess which child is talking.
- Read literature with the children about listening to others. Suggested titles include:
 - ***Learning to Get Along: Listen and Learn*** (book series) by Cheri J. Meiners
 - ***Listen, Buddy*** by Helen Lester
 - ***The Best Time to Read*** by Debbie Bertram

<i>Competency</i>	<i>Objective</i>
<p>4 Develops positive relationships with adults and children</p>	<p>4.4 The child begins to develop an awareness of others' feelings and shows empathy.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Read stories with the children where characters display very distinct emotions. When reading ask the children to determine how the character feels and ask them how they know how the character feels. Encourage them to notice the way the character looks, particularly the characters facial expression, and what the character says. In some cases, you may need to provide language for children having difficulty describing feelings. Afterwards have the children draw pictures showing how the character felt at different points in the story.
- **What Am I Feeling?:** Create feeling cards with faces that express particular emotions. Ask the child to demonstrate how they feel by mimicking the faces on the feeling cards. Invite one child to identify the feeling demonstrated by his or her neighbor in the class. Have the neighbor tell what feeling she or he was expressing. Have that child guess the feeling of his or her neighbor. Continue until each child has had a turn to guess a feeling and demonstrate a feeling.
- **Feelings Charades:** Have the children sit in a circle. Invite one child to stand near you. Whisper in the child's ear some feeling that the child can act out (e.g., "You're very happy." "You're very mad.") Have the child use her or his whole body (e.g., *hands, face, feet, arms*) to demonstrate this feeling without using words. The remaining children should attempt to guess what feeling the child is demonstrating.
- Model empathetic behavior and acknowledge the feelings of others. Listen and acknowledge the children's feelings and frustrations and respond with respect. Provide opportunities for discussion of feelings.
- Early in the morning, help the children to make a note of who is present and who is absent. Particularly note who may be ill. Have the children discuss how they could show the child that is absent that he or she is missed. Consider making get-well cards for sick children and planning a way to welcome the absent children when they return.
- Give the children friendship awards for acts of kindness or consideration and friendship in a group time activity.
- Encourage children to be sensitive to the feelings of others and to develop empathy by eliciting responses as to how the child would feel in similar circumstances.

- Discuss with children their thoughts on the following questions (or similar ones):
 - How do you feel when someone asks you to play?
 - How do you feel when someone says, “Come sit by me”?
 - How does it feel when someone shares the blocks with you?
 - How does it feel when someone takes your blocks?
 - How does it feel when someone says, “No, you can’t sit by me?”
 - How does it feel when someone calls you a name?

- Read literature with children to explore the feelings of others. Suggested titles include:
 - *A Chair for My Mother* by Vera B. Williams
 - *Alfie Gives a Hand* by Shirley Hughes
 - *First Day Jitters* by Julie Danneberg
 - *Learning to Get Along: Understand and Care* (book series) by Cheri J. Meiners
 - *Toot and Puddle: You Are My Sunshine* by Holly Hobbie
 - *Walter Was Worried* by Laura Vaccaro Seeger

<i>Competency</i>	<i>Objective</i>
<p>4 Develops positive relationships with adults and children</p>	<p>4.5 The child shows acceptance of individuals from different cultural and/or racial groups through positive interactions.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Provide books, materials, images, and experiences that reflect diverse cultures (e.g., *Provide opportunities for the child to taste and talk about a variety of foods and dishes from other countries.*). Initiate activities and discussions to teach the value of difference.
- Model valuing differences in others by accepting a variety of opinions and preferences among the children (e.g., *“Jen likes broccoli but Kendra doesn’t. That’s okay. We don’t all like the same things.”* rather than *“You should all like broccoli because it’s good for you.”*)
- Invite family members of children to share about their culture, history, language, traditional clothing, and foods with the children and what and how their culture celebrates. *Be sure to include all families, not just families who have recently immigrated. All people have a rich cultural heritage to share.*
- **Family Puzzle:** Collect picture of the children’s families. Enlarge the images and glue the picture cardboard. (*Note: Spray adhesive is excellent for this but must be used carefully in a well-ventilated area.*). When the adhesive is dry, use an x-acto (or other sharp cutting tool) to cut the cardboard into puzzle pieces. Put the puzzle pieces into plastic zippered bags and place the bags in the manipulatives area for the children to use.
- Discuss children of different cultures and how they are the same and different from the children in the class. Discuss similarities and differences in physical characteristics (e.g., *skin color, eye color, hair, height*) and cultural characteristics (e.g., *language, customs, clothes*).
- Learn about the celebrations of various cultures. Invite people to assist you in learning about the holidays and hold a modified form of the celebration. However, be sensitive to the fact that some people are uncomfortable with non-members engaging in their cultural practices. Be sure not to have the children engage in holiday activities that have religious significance to a particular group to which they do not belong or any practices that are intended to denote membership in the group (e.g., *it is as inappropriate to have children dress in eagle feathers and dance as Native Americans as it is to have the children dress as priests or nuns*).
- Create a world scrapbook with the children. Have the children look through magazines and cut out pictures of people from different cultures. Add these items to the scrapbook. Use the

scrapbook for discussion about people around the world and allow the children to look through the scrapbook during free choice times.

- **World of Faces:** Pre-cut oval shapes of paper matching a variety of skin tones to make paper faces. Make enough so that each child can make several faces. Either pre-cut a variety of face pieces (e.g., *ears, noses, eyes, hair*) or provide a variety of art supplies (e.g., *markers, crayons, glue, yarn*) for the children to make them. Encourage the children to arrange or create faces with the paper cutouts and/or art supplies. Provide a variety of pictures of children from different ethnic cultures to use as models. When the faces are completed, display them on a section of butcher block paper or as a border to a bulletin board.
- Talk about the different languages that people speak in your area (e.g., *English, Spanish, Mandarin Chinese, Vietnamese, French*). Sing the following bilingual song:

Hola Todos (Hello Everybody)
(Tune: London Bridge)

Hola todos, si, si, si (*Hello everyone, yes, yes, yes,*)

Si, si, si, si, si, si (*Yes, yes, yes, yes, yes, yes*)

Hola todos, si, si, si (*Hello everyone, yes, yes, yes*)

Si, si, si, amigos! (*Yes, yes, yes, friends!*)

- Have the children recite and act out the following fingerplay:

I am Different

I am different from my head to my toes. (*Point to self and then to head and toes.*)

I am different from my eyes to my nose. (*Point to self and then eyes and nose.*)

I come from a place that is far and wide. (*Point to self and then spread your arms wide open.*)

A place where we all smile instead of cry. (*Act like you are tracing your lips into a smile and bring hands down eyes as if you were crying.*)

I am different as you can see. (*Point to self then at a friend.*)

But I still have a lot of love in me! (*Point to self and place a hand over the heart and then hug yourself.*)

- Read literature with the children to explore diverse characters. Suggested titles include:
 - *A Very Special Critter* by Mercer Mayer
 - *Black is Brown is Tan* by Arnold Adoff
 - *Extraordinary Friends* by Fred Rogers
 - *Hats Off to Hair!* by Virginia Kroll
 - *I Have a Sister, My Sister is Deaf* by Jeanne Peterson
 - *It's Okay to Be Different* by Todd Parr
 - *Learning to Get Along: Accept and Value Each Person* by Cheri J. Meiners
 - *Margaret and Margarita* by Lynn Reiser
 - *We Are a Rainbow* by Nancy Tabor
 - *Whoever You Are* by Mem Fox

<i>Competency</i>	<i>Objective</i>
4 Develops positive relationships with adults and children	4.6 The child begins to use positive language or demonstrates affection toward others.

Suggested Teaching Strategies/Social and Emotional Development

- Maintain a high ratio of positive comments to negative comments (i.e., *aim for eight positive for every one negative*) to ensure an encouraging learning environment which supports the development of positive relationships in the classroom. Be careful when giving direct instructions that your phrasing or tone of voice does not lead a child to interpret your direction as a negative comment (e.g., “*Sit down, now!*” vs. “*Let’s sit on the carpet together.*”)
- Model using polite expressions (e.g., “*please,*” “*thank you*”) and positive social language (e.g., “*I missed you*” “*I like you*”) as you interact with the children daily.
- Avoid using negative language that would serve as a negative model to the children including:
 - Yelling or criticizing the child, especially in front of other people.
 - Negatively labeling the child (e.g., *clumsy, stupid, lazy*).
 - Telling the child that she or he is a failure.
- Comment favorably on the child’s success. Focus on the things the child can do, not on the things he/she cannot do.
- In the writing center, allow the children to dictate a group thank-you letter to one of your community volunteers. Before mailing the letter allow each child to write his or her name on the card.
- During circle time, encourage the children to make positive comments about classmates by saying, “*Who has something nice they want to say to (child’s name)?*” You may need to model giving compliments or provide suggestions to help the child learn how to do this.
- Using various art supplies (e.g., *yarn, plastic cording, beads, foam beads*) allow the children to make friendship bracelets for each other.
- When any child is absent due to illness, have the class make a get-well cards for him or her. Mail it to her or him if the size permits as children really enjoy getting mail from them. When the child returns, help him or her write a thank-you card to the class.
- Allow the children to share a snack with the class as health regulations permit.

- **Circle of Applause:** During large group or circle time, allow each child a time to stand in the center and receive a round of applause for an accomplishment (e.g., *tie her or his own shoe, wrote his or her own name*) or positive characteristic (e.g., *great smile, great helper*).
- Read literature with the children about using positive language and showing affection to others. Suggested titles include:
 - *How to Be A Friend: A Guide to Making Friends and Keeping Them* by Laurie Krasny Brown
 - *Learning to Get Along: Be Polite and Kind* (book series) by Cheri J. Meiners
 - *Learning to Get Along: Reach Out and Give* (book series) by Cheri J. Meiners
 - *Words Are Not for Hurting* by Elizabeth Verdick

<i>Competency</i>	<i>Objective</i>
<p>4 Develops positive relationships with adults and children</p>	<p>4.7 The child uses acceptable ways of joining in an on-going group or activity.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Teach the children the steps to joining in with an on-going activity. Some children will learn how to join a group through observation of you modeling an appropriate approach while others may require more explicit instruction. The steps to joining a group include:
 - Observe a group of children engaged in play.
 - Move near the group.
 - Comment on the play saying, “That looks like fun.”
 - Ask the children if you may join the group, “Can I play with you, too?”
 - If the children agree, play with them. If they say “No,” reply “Okay, I’ll play with someone else,” and find another group of children to join or another activity to play with that you would enjoy.
- Set up a system that allows the children to rotate between activities as they choose (i.e., *compared to making them rotate together as a group*). This will provide the children many opportunities to move in and out of play activities with others ensuring that they practice joining on-going activities. Observe as the children join-in and support them as needed to ensure that they are as successful as possible.
- Encourage the children to play the following games that have several quick rounds. Allow the children to join the games by using a specific phrase such as “I’m in” or “I want to play now” when they feel comfortable. For those who do not want to join in immediately, allow them to observe the game nearby and ask them at each round if they want to join in. Games with quick rounds include:
 - Duck, Duck, Goose
 - Farmer in the Dell
 - Freeze Tag
 - Fruit Basket Turnover
 - Hide and Seek
- If you notice a child often engaged in solitary play, invite him or her with other children to play with you. Engage in activities that do not require adult supervision or assistance to complete (e.g., *art work, building sand castles, boats in a water table*). When the activity has begun and the children are engaged together, slowly work yourself out of the interactions and leave the children to play together independently.

- Make sure to intervene when children are excluded. Usually, this will occur with children who are aggressive or lack good social skills. Provide individualized support to improve this child's social skills.
- Read literature with the children about joining new groups. Suggested titles include:
 - ***Learning to Get Along: Join in and Play*** (book series) by Cheri J. Meiners
 - ***Matthew A. B. C.*** by Peter Catalanotto
 - ***Owen & Mzee: The True Story Of A Remarkable Friendship*** by Craig Hatkoff

<i>Competency</i>	<i>Objective</i>
4 Develops positive relationships with adults and children	4.8 The child plays in a small group of two to five children.

Suggested Teaching Strategies/Social and Emotional Development

- Recognize that young children engage in a variety of types of play that may involve others (e.g., *parallel play, onlooker play, cooperative play*) or not (e.g., *solitary play*). Four year old children typically spend the majority of their time in play involving others, so centers and play areas should be arranged to allow small groups of children to engage in self-directed activities together or near others.
- Provide opportunities for the children to play beside others in the centers (e.g., *arrange a kitchen setup in the dramatic play area, place a large rug in the block area, arrange small seating areas for the manipulatives area*).
- Provide several toys of the same kind to encourage parallel play (e.g., *several pails and shovels for a sand area, several toy cars with a racetrack, a long chalkboard with several pieces of chalk*).
- Allow each child to observe other children as they play. Discuss with the child what she/he sees (e.g., *“Benny, what happened when Janie threw the ball?”*)
- Encourage the children to play together in ways that support their development of social skills (e.g., *encourage shy children to play with outgoing children, encourage girls and boys to play together, encourage children with similar interests to play together*).
- Create a play tent by covering a small table with a sheet. Provide props such as a flashlight and allow the children to pretend they are camping in various locations (e.g., *backyard, jungle, desert, woods*).
- Use a large appliance box to make a place for the children to play inside. Cut a door and windows in the box and let the child decorate the box with paint or markers. Place the box in the dramatic play area and fill with pillows and soft toys.
- Provide a variety of riding toys with a designated pathway or track for the children to share outside. Using wood or plastic, prepare traffic signs directing the children along the track and building fronts for them to play a variety of roles (e.g., *police station, firehouse, gas station*).
- Organize games that encourage the children to play in small groups (e.g., *ring-around the rosey, hopscotch, hot potato*).

- Have a few community volunteers play with small groups of children. Either each volunteer can lead their group in the same activity or each volunteer can do a different activity in their group and the children can rotate to work with the different volunteers.

<i>Competency</i>	<i>Objective</i>
4 Develops positive relationships with adults and children	4.9 The child begins give and take cooperative play.

Suggested Teaching Strategies/Social and Emotional Development

- Have the children divide into pairs and work together throughout the day. You may want to pair children who display poorer social skills with children who display strong social skills. This will allow them to observe other ways of interacting and will increase their opportunities to practice using their social skills. Comment on the cooperation you see when it occurs between the children.
- Arrange the learning centers to encourage cooperative play:
 - In the dramatic play area, arrange scenarios that involve cooperation for the children to act out (e.g., *restaurant, grocery store, doctor's office*).
 - In the reading area, set up a flannel board with story pieces to allow the children to tell stories to each other.
 - In the art area, arrange one easel with a large piece of paper. Invite the children to create a collaborative painting with a friend.
 - In the math center, have the children work together to complete file folder games to match quantities and numerals.
 - In the science center, set up experiments that the children can perform together. Have them compare their predictions and results.
- Introduce different cooperative games to small groups of children. Be sure the games require the children to interact with one another like the following games (i.e., *compared to games like Memory that can be played independently*):
 - **Name Game:** Have a small group of children sit in a circle. Model playing by saying, “My name is _____ and I’m going to roll the ball to _____.” Continue playing the game until all the children have had a turn. *Variation: The children may stand and bounce ball to each other.*
 - **Snatch!:** Have a group of four to six children sit at a table. Display five to six familiar objects on the table (e.g., *car, block, cup, crayon, ring of keys*). Have one child cover his or her eyes or turn her or his back to the table. While this child cannot see, have one of the remaining children quietly take an object off the table and hide it in his or her lap. The child may now open her or his eyes or turn around and guess which object is missing. Have the child who removed an item replace it on the table to see if the first child’s guess was correct. *Variation: To increase the difficulty, have the child guess the object missing and who took it.*

- Introduce the children to simple board games for preschoolers (e.g., *Ants in the Pants*, *Candy Land*, *Chutes and Ladders*, *Don't Break the Ice*, *Don't Spill the Beans*, *High Ho! Cherry-O*, *Hungry Hippos*). Allow the children to play these games in pairs or small groups. Help the children focus on having fun playing together rather than winning.
- During outside play, provide bubbles and wands and invite children to take turns blowing bubbles with a friend.
- **Car Wash:** Arrange an area outside where the children can pretend to have a car wash. Using sponges, brushes, cloths, and buckets with a few inches of water, allow the children to “wash” the riding toys. This activity will promote sharing and cooperation as well as oral language and motor development as the children wash the cars.
- Have the children make a collage with friends emphasizing taking turns with materials. Cover a table with butcher paper and supply the children with many types of art materials (e.g., *glue*, *crayons*, *markers*, *feathers*, *sequins*, *buttons*). Point out when the children display any enjoyment in the activity by commenting on how fun it is to work together on a project.
- Allow the children to use chalk and a chalkboard to play tic-tac-toe. Explain how to play the game and the importance of taking turns while playing. Observe the children and provide support as needed.
- Have a few community volunteers play with small groups of children. Either each volunteer can lead their group in the same activity or each volunteer can do a different activity in their group and the children can rotate to work with the different volunteers.
- Read literature with the children with characters that play cooperatively. Suggested titles include:
 - *Learning to Get Along: Share and Take Turns* (book series) by Cheri J. Meiners
 - *Let's Talk About Playing with Others* by Joy W. Berry

<i>Competency</i>	<i>Objective</i>
<p>4 Develops positive relationships with adults and children</p>	<p>4.10 The child seeks help from others with difficult tasks.</p>

Suggested Teaching Strategies/Social and Emotional Development

- Encourage the children to ask adults for help or raise their hands to get help from a teacher or friend.
- Reinforce the children when they ask for help and assist the children in asking for help to meet their needs by providing the appropriate words (e.g., “Will you help me zip my jacket?” “Will you help me open my milk carton?”). Respond to help them as promptly as possible. Tell them that everyone needs help sometimes and everyone can offer help sometimes.
- Use puppets, role play, and discussions to help children understand appropriate questions and answers related to different needs and self-help skills (e.g., “I can’t get my jacket off. Will you help me?” “I need a pencil to write my name. Where can I find one?” “I can’t get my shoe tied, could you please show me how?” “I fell and cut my knee, could you help me to wash it and get a band-aid?”).
- Model seeking help for a problem. Ask the children for suggestions to accomplish a task or to deal with a situation (e.g., “Grace, I need a yellow crayon to color my sun. What can I do?” “Lawrence, my hands are dirty. What should I do?”).
- **My Friend, Will You Help?:** For this game use one small ball (or similar small object). Have all the children cover their eyes while you hide the ball. (*Note: Be sure to walk all around the room so they will not know where you hid the ball.*) Select one child to find the ball. Have that child select another child to help him or her find the ball by saying, “My friend _____ will you help me find the ball?” Encourage the children to look together. When they find the ball, have the children shake hands and say, “Thanks for helping!” Allow those children to hide the ball around the room for the other children to partner up to find. Continue until each child has had a turn. *Note: You may want to select less popular children initially to allow them to have the experience of having other children wanting to play with them.*
- Read literature with the children about offering and accepting help. Suggested titles include:
 - *Bill and Pete to the Rescue* by Tomi DePaola
 - *The Moon Came Down on Milk Street* by Jean Galley
 - *Tick-Tock, Drip-Drop!: A Bedtime Story* by Nicola Moon

<i>Competency</i>	<i>Objective</i>
4 Develops positive relationships with adults and children	4.11 The child begins to negotiate solutions and develop compromises appropriately.

Suggested Teaching Strategies/Social and Emotional Development

- Develop classroom rules that reflect a non-violent resolution of conflict. Do not engage in physical punishment of the children. Be very careful to only use pleasant touches with the children, even when you need to physically separate them (e.g., *use a hugging embrace rather than grabbing the child by the arm and pulling them*).
- Set time limits and make a waiting list for the most popular learning centers to prevent disputes. Teach the children how to keep their time in a center and how to put their name or picture on the waiting list to indicate their turn.
- Teach the children how to solve their disputes when playing with other children:
 - When the children approach you to intervene in their disputes, remind them that they should first try to work out the conflict together.
 - Encourage the children to describe their concerns to each other.
 - Help them come up with alternative solutions.
 - Encourage them to negotiate to determine one agreed upon solution.
 - Reinforce the children who exhibit restraint.
- Establish and maintain a supportive environment in the classroom:
 - Model respect and caring for others. Expect the children to demonstrate the same respect and caring for the other children. Reinforce their positive social interactions.
 - Model maintaining calm behavior even when angry.
 - Be flexible and come up with alternative activities if the one planned is not working.
 - Have class meetings to discuss problems during the day if they disrupt work/ play time.
- When children are working, talk with them and guide them to extend their play and assist them with alternative solutions to problems when they arise. Talk with the children about ways to work and play together with kindness and consideration.
- Guide the children to resolve conflict and model skills that help children to solve their own problems. Designate an area in the room to be the Create “peace table” to work out problems.
- During group time, encourage the children to role-play and verbalize possible resolutions to common disputes. Discuss the feelings that can lead to a conflict and how to stop and think to get control over intense emotions.

- **Listening Bingo:** Prepare several cards with a different arrangement of pictures of objects that make recognizable sounds (e.g., *car, basketball, phone, bell*). Make a tape of these sounds. In pairs, have the children listen to the tape of sounds and decide together what sound they heard. Have them indicate their choice by placing a small square of construction paper on the object. Have the pair continue until they fill their card. Support the children in their discussions.
- **Balloon Catch:** Place the children into small teams of two or three children. For this activity you will need several balloons and one basket for each team. Have the children hold a basket together and try to get the balloons into their basket without using their hands. In order to be successful, the children will need to plan together and coordinate their movements to move their basket under the balloons to catch them. Make sure to remind the children about using safe movements that will not hurt others (i.e., not to step on someone's foot or pull so hard on the basket that their teammates cannot hold on or fall). After several minutes of fun, give the teams a cheer for being able to catch balloons together.
- Invite a judge, a lawyer, or a counselor to visit the class and to talk to the children about resolving conflicts in the community. Explain that sometimes when two or more people have a disagreement or a problem that they do not know how to solve, they ask someone else to help them agree on what they should do. Help the children relate this information to their own lives by having them talk about disagreement they have had with friends and siblings.
- Read literature with the children about conflicts and how to use negotiations and compromises to resolve these disagreements. Suggested titles include:
 - *Best Friends* by Miriam Cohen
 - *How to Be A Friend: A Guide to Making Friends and Keeping Them* by Laurie Krasny Brown
 - *It's Mine* by Leo Lionni
 - *Learning to Get Along: Talk and Work it Out* (book series) by Cheri J. Meiners
 - *Make Someone Smile: And 40 More Ways to Be a Peaceful Person* by Judy Lalli
 - *Peace Begins With You* by Katharine Scholes
 - *Rainbow Fish* and discuss behavior
 - *Riley and Rose in the Picture* by Susanna Gretz
 - *The Peace Book* by Todd Parr
 - *We Can Get Along: A Child's Book of Choices* by Lauren Murphy Payne
 - *Why?* by Nikolai Popov
 - *Yoko's World of Kindness: Golden Rules for a Happy Classroom* by Rosemary Wells

Assessment Guidelines

- Observation will be the primary method of assessing a four-year-old child.
- Assessments will help the teacher/caregiver plan future learning experiences.
- Portfolios and anecdotal notes are suggested procedures for collecting information and work samples.
- Observational checklists may be used to record progress toward the accomplishment of the benchmarks. A sample observational checklist for Mathematical Concepts Development follows this section.
- Observe the child during free play with other children.
- Have the children to draw a picture of the way they feel when they are with other children.

Social and Emotional Developmental Checklist

Child's Name: _____ Teacher's Name: _____

School/Center Name: _____ Year: _____

Code: 1 = Needs Development 2 = Developing as Expected 3 = Advanced Development

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Demonstrates a positive self-concept			
1.1 Accepts attention, affection, and appreciation			
1.2 Expresses needs and preferences clearly and appropriately			
1.3 Describes feelings and thoughts using words, pictures, and stories			
1.4 Makes positive statements about self and takes pride in accomplishments			
2. Demonstrates control over emotions and behavior in various settings			
2.1 Transitions attention from one activity to another with ease			
2.2 Accepts not being first and begins to wait his/her turn in activities			
2.3 Begins to cope effectively with disappointment			
2.4 Begins to express frustration and anger appropriately (e.g., <i>without harming self, others, or property</i>)			
2.5 Begins to accept the consequences of her/his actions			
3. Develops positive engagement in the learning environment			
3.1 Shows interest in and actively participates in various classroom activities			
3.2 Begins to understand the concept of personal property versus classroom property or the property of others			
3.3 Demonstrates appropriate use and care of classroom and personal materials			
3.4 Shows an awareness of and care for living things such as a classroom pet or plant			
3.5 Follows established classroom rules and simple two- or three-step directions			
3.6 Selects tasks and begins to complete them independently			

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
4. Develops positive relationships with adults and children			
4.1 Approaches others positively and shows pleasure in being with others			
4.2 Shows interest in others by exchanging information with them			
4.3 Listens attentively to others when interacting with them			
4.4 Begins to develop an awareness of others' feelings and begins to show empathy			
4.5 Shows acceptance of individuals from different cultural and/or racial groups through positive interactions			
4.6 Begins to use positive language or demonstrate affection toward others			
4.7 Uses acceptable ways of joining in an on-going activity or group			
4.8 Plays in a small group of two to five children			
4.9 Begins give and take cooperative play			
4.10 Seeks help from others with difficult tasks			
4.11 Begins to negotiate solutions and develop compromises appropriately			

Mississippi Pre-Kindergarten Curriculum Guidelines For Four Year Old Children

Physical and Motor Development

Physical development activities impact every aspect of development and should be integrated into all curriculum areas. Early childhood is the period of the most rapid development of motor behaviors and the time when exercise play behavior peaks. A four year old child needs the opportunity to participate in experiences that foster fundamental motor and movement skills. Young children should be provided indoor and outdoor facilities that allow them to experience a variety of developmentally appropriate physical activities. Activities should be structured to encourage young children to explore their environment, increase agility and strength, improve sensory processing, and develop coordination, balance, and control. Physical movement enhances a child's cognitive development and self-awareness as well as physical growth. Physical movement activities are critical for building a foundation in cognitive abilities, emergent literacy, early mathematics and social and emotional development.

Strategies to Support an Inclusive Learning Environment

- Create frequent alterations in the classroom materials and activities to increase visual interest
- Provide eye-hand coordination activities (e.g., *puzzles, sorting games, lacing cards*)
- Collaborate with health care professionals (e.g., *developmental pediatrician, nurse, audiologist*)
- Pair visual and auditory materials to facilitate learning
- Assure that materials in indoor and outdoor environments are easily accessible (e.g., *height, size, location*)
- Use verbal, visual, and physical cues to help children know what to do
- Assign a capable buddy to model the actions and help with materials and equipment
- Provide physical guidance/support for children having difficulty with motor tasks

**Mississippi Pre-Kindergarten Curriculum Guidelines
for
Four Year Old Children**

Competencies and Objectives

Physical and Motor Development

The competencies are printed in bold and numbered. The objectives are numbered to match the competencies. The numbers are provided for clarity and do not reflect the order in which the competencies should be taught.

- 1. Develops a sense of body coordination and explores moving in space**
 - 1.1 Demonstrates a sense of balance and body coordination
 - 1.2 Begins to move in rhythm to songs and music

- 2. Develops gross motor skills**
 - 2.1 Demonstrates coordination of large muscles to perform simple motor tasks (e.g., *climbing, jumping, throwing a ball*)
 - 2.2 Participates in group activities involving gross motor movement

- 3. Develops fine motor skills**
 - 3.1 Demonstrates coordination of small muscles using manipulatives that vary in size and shape to perform simple motor tasks (e.g., *lacing, folding, cutting*)
 - 3.2 Participates in group activities involving fine motor movement
 - 3.3 Uses a wide variety of writing tools and drawing materials
 - 3.4 Demonstrates coordination of small muscles using technology

<i>Competency</i>	<i>Objective</i>
<p>1 Develops a sense of body coordination and explores moving in space</p>	<p>1.1 The child demonstrates a sense of balance and body coordination.</p>

Suggested Teaching Strategies/Physical and Motor Development

- Use a mirroring technique to have children imitate the actions of the teacher.
- Tape a piece of masking tape on the floor to make a straight line. Model walking on the line by placing one foot in front of the other (heel to toe). Encourage the child to walk on the line. The child may need to hold your hand at first because balancing takes a great deal of practice. Place another strip of tape four inches from the first one and allow the child to walk between the lines if he/she has difficulty. When the child feels ready, he/she might want to try walking backwards.
- Collect egg cartons and different sizes of cardboard boxes with open ends. Arrange the boxes in an open space to make an obstacle course. Provide directions for the child to complete the course and allow the child several opportunities to practice until she or he is able to complete the course. Directions may include the following:
 - Step over the boxes.
 - Crawl through the box tunnel.
 - Hop over the egg cartons.
- Use a variety of musical selections (e.g., *jazz, classical, rhythm, blues*) during activities such as crawling, walking on a line, walking around a circle, or hopping on one foot.
- Allow children to climb objects under four feet (e.g. *ladder, stairs, slide, knotted rope*).
- Direct skipping and running (e.g., *quick stops, full circle turns, half circle turns, turning corners, fast, slow*).
- Use pulling and pushing toys (e.g., *rope, wagon, swing*).
- Pedal and steer scooters and tricycles.
- Practice together, walking up and down stairs with alternating feet and with and without holding the rail.
- Provide opportunities for children to hit a target with an overhand throw.
- Provide practice in throwing a ball in a specified direction.

- Allow children to throw, catch, kick, and bounce various sized balls made of different materials and textures.
- Direct children to adjust arms and body to direction of a ball.
- Give children the opportunity to walk on a low balance beam (2-3 inches above the floor). Use tape on the floor to practice and build confidence.
- Provide opportunities for the child to toss and play catch with a beanbag.
- Place several pictures on the ground or floor. Provide the child with a beanbag and encourage the child to toss the bag on top of a specific picture. When the bag lands on the picture, praise the child's accomplishment and say, "Good job!"
- Provide opportunities for the child to bounce and catch a large ball using both hands.
- Allow plenty of time and space for running, jumping, and hopping.

<i>Competency</i>	<i>Objective</i>
<p>1 Develops a sense of body coordination and explores moving in space</p>	<p>1.2 The child begins to move in rhythm to songs and music.</p>

Suggested Teaching Strategies/Physical and Motor Development

- Play music and encourage the child to move creatively to the rhythm. Alternate between music with fast rhythms and music with slow rhythms.
- Use activity tapes or CDs with action songs (e.g., the song “Hokey Pokey”).
- Use a variety of age-appropriate songs and music that will allow the child to move to various tempos during transition time. Encourage the child to move while imitating the movement of different animals (e.g., gallop like a horse, waddle like a duck, slither like a snake, etc.).
- Sing songs that encourage movement (e.g., “Hokey Pokey” and “We’ve Got the Whole World in Our Hands”). *Note: Refer to Resource Section in Appendix C for words to songs.*
- Provide an opportunity for the child to march in a parade with other children. Play “marching” music and encourage the children to march to the beat of the music. The children could make their own music with pie-tin drums, homemade shakers, and cardboard horns as they march through the classroom or around the playground.
- Model new words for the child when describing body positions and movements during creative movement activities (e.g., *I am swaying like a tree, I am shaking like a tambourine, etc.*).
- Provide opportunities for the child to keep a steady beat by clapping hands, patting knees, and stomping feet in rhythm to music.
- Provide props and encourage the child to act out movements during musical activities. *Example:* Tape 18-inch strips of red, white, and blue crepe paper to paper towel tubes. Play patriotic music. Encourage the child to march and wave his/her patriotic baton.
- Model how to stalk, slink, and run like a cat. Encourage the child to imitate your actions. Play music and make movements like other familiar animals.

<i>Competency</i>	<i>Objective</i>
<p>2 Develops gross motor skills</p>	<p>2.1 The child demonstrates coordination of large muscles to perform simple motor tasks (e.g., <i>climbing, jumping, throwing a ball</i>).</p>

Suggested Teaching Strategies/Physical and Motor Development

- Provide balls, hoops, beanbags, and riding toys for the child to use during indoor/outdoor play.
- Encourage the child to jump from low surfaces, jump over objects, and crawl through play tunnels.
- Model how to jump with arms swinging forward and upward while landing on both feet with weight carrying forward. Have the child repeat your movements.
- Provide opportunities to practice carrying objects.
- Provide opportunities to throw and catch (e.g., *bean bags, various sized balls made of different materials and textures*).
- Provide daily opportunities for the child to walk on a balance beam. Lines may be taped on the floor or drawn on the playground if you do not have a balance beam. *Note: Some children will have more difficulty performing this task than other children.*
- Hang bells at various heights to create an obstacle course. Invite the child to join you in walking through the course and jumping or bending to ring the bells.
- Point to an object such as a tree and run with the child to the object. Touch the object and run back to where you started.
- Place a large box on its side. Have the child stand several feet from the box and try to kick a soccer ball into the box. As the child’s ability increases, move the box farther away.
- Provide water and a large paintbrush and invite the child to paint the fence, wall or other appropriate surface with “invisible paint.”

<i>Competency</i>	<i>Objective</i>
2 Develops gross motor skills	2.2 The child participates in group activities involving gross motor movement.

Suggested Teaching Strategies/Physical and Motor Development

- Provide daily opportunities for the child to participate with other children in singing and acting out songs (e.g., “*The Farmer in the Dell*” and “*London Bridge*”). *Note: Refer to Resource Section in Appendix C for words to songs.*
- Provide opportunities for the child to join other children in playing tag, relay races and group games such as “Red Light/Green Light,” “The Elephant,” and “Follow the Leader.” *Note: Refer to Resource Section in Appendix C for game directions.*
- Recite rhymes that involve movement such as “The Airplane,” “Row, Row, Row Your Boat,” and “Windshield Wipers.” *Note: Refer to Resource Section in Appendix C for words and movement to rhymes.*
- Recite and act out the action rhyme below to encourage the child’s participation in group activities.

Little Black Birds

Two little black birds

Sitting on the wall

(Hold up one finger of each hand.)

One’s name is Peter,

The other’s name is Paul.

Fly away Peter!

(Put a hand behind your back.)

Fly away, Paul!

(Put the other hand behind your back.)

Come back, Peter!

(Bring the first hand from behind your back.)

Come back, Paul!

(Bring the second hand from behind your back.)

- Sing songs with motions to act out the lyrics:

I'm A Little Teapot

I'm a little teapot, short and stout,
Here is my handle, (place one hand on hip)
Here is my spout. (place other arm with hand out)
When I get all steamed up, Here me shout.
Just tip me over and pour me out. (lean to the direction of 'spout')

- Play the outdoor game below to encourage the child's participation in large group activities.

The Insect Game

Ants like to march through the grass.
Let's be ants and march together across the grass.
Caterpillars like to crawl through the grass.
Let's crawl through the grass.

Beetles like to scurry through the grass.
Can you scurry without bumping into anything?
Let's scurry through the grass like beetles.
Grasshoppers like to hop through the grass.
Let's hop across the grass like grasshoppers.

Bees like to fly across the grass smelling flowers and clover.
Let's put on our wings, turn on our buzzers, and
fly across the top of the grass looking for flowers.

- Provide a parachute, tablecloth, sheet, or strips of cloth for the children to go under and through. Model words for the child to use in describing his/her movements during the group activity.

<i>Competency</i>	<i>Objective</i>
<p>3 Develops fine motor skills</p>	<p>3.1 The child demonstrates coordination of small muscles using manipulatives that vary in size and shape to perform simple motor tasks (e.g., <i>lacing, folding, cutting</i>).</p>

Suggested Teaching Strategies/Physical and Motor Development

- Provide the child with various sizes and shapes of building blocks. Build a tall building or a long ridge with the child. Model new words for the child to use as the two of you work together.
- Provide the child with a pair of small blunt scissors, old magazine pages, and plenty of time to practice cutting.
- Provide materials to use in holding and grasping activities in learning centers to foster the development of fine motor skills (e.g., *garden tools, small toys, measuring cups and spoons, large paper, feather dusters, rhythm sticks, etc.*).
- Construct a clothesline by stringing a line between two chairs. Provide clothespins and small pieces of cloth or baby clothes for the child to hang on the line. It does not matter what the child hangs on the line. Perhaps he/she could try hanging leaves, pictures, or paintings. This activity may be done indoors or outdoors.
- Provide opportunities for the child to engage in stringing activities. Items to string include:
 - Stringing large bead on a shoelace.
 - Stringing Cheerios, Fruit Loops, or large macaroni on yarn to make a necklace.
- Provide a plastic bowl of dried beans, macaroni, or cereal and a pair of tweezers. Have the child practice picking up an item with the tweezers and transferring it to an empty bowl.
- Provide a small plastic bowl of water, an eyedropper, and an empty plastic bowl. Show the child how to transfer the water from the water bowl to the empty bowl using the eyedropper. Provide many opportunities for the child to practice.
- Put together puzzles (e.g., *multi-level puzzles- 3 to 12 pieces, table and floor puzzles*).
- Fold a piece of paper in half. Help the child dip a piece of string in thinned poster paint. Lay the string on one side of the paper and fold over to create a design.
- Allow each child a turn holding and turning the pages of a book during large group reading.

- Provide opportunities to tear construction paper to represent shapes and objects.
- Use hands and fingers to pinch, roll, squeeze, and pat pliable materials (e.g., *peanut butter, play dough, clay, mud, sand, cookie dough, jell-o, foam packing peanuts, bubble wrap*).
- Guide children as they use scissors to snip and cut play dough, newspapers, magazines, construction paper, sandpaper, tape, etc.
- Present children with materials (e.g., *pop-it beads, shape box, pegs and peg board, play dough, cookie cutters, rolling pins, clay, blocks, Legos®, lacing cards*) for free exploration.
- Ask children to build a tower, road, or building with blocks (e.g., *wooden, hollow, foam, bristle blocks*). If the child is unable to do so, model how to build various structures. Use pattern blocks to copy, extend, and/or design block structures.
- Provide opportunities for children to string beads or noodles to make necklaces.
- Direct children to use a hole punch to perforate various types of paper.
- Allow them to pick up coins and drop them into a piggy bank.
- Allow time for free exploration using sand and water. Provide various materials: aluminum foil, cardboard, sponges, measuring cups, bowls, funnels, and other containers.
- Allow children to remove and replace marker caps.
- Draw circles on a sheet of paper. Place a bowl of Cheerios next to the paper. Encourage the child to place a Cheerio inside each circle on the paper. Gradually reduce the size of the circles.
- Provide opportunities for children to take their shoes and socks off and put them back on. Provide assistance as needed.
- Provide opportunities to dress with increasing independence by:
 - Providing opportunities for children to manipulate a variety of fasteners (e.g., *snaps, buttons, zippers*).
 - In the dramatic play or housekeeping area, provide dolls with clothing that allows the children to dress and undress them.
 - In the manipulatives area, include cloth books with a variety of fasteners to be operated.

<i>Competency</i>	<i>Objective</i>
<p>3 Develops fine motor skills</p>	<p>3.2 The child participates in group activities involving fine motor movement.</p>

Suggested Teaching Strategies/Physical and Motor Development

- Recite and act out the action rhyme below to encourage the child’s participation in group activities.

Little Black Birds

Two little black birds

Sitting on the wall

(Hold up one finger of each hand.)

One’s name is Peter,

The other’s name is Paul.

Fly away Peter!

(Put a hand behind your back.)

Fly away, Paul!

(Put the other hand behind your back.)

Come back, Peter!

(Bring the first hand from behind your back.)

Come back, Paul!

(Bring the second hand from behind your back.)

<i>Competency</i>	<i>Objective</i>
<p>3 Develops fine motor skills</p>	<p>3.3 The child uses a wide variety of writing tools and drawing materials.</p>

Suggested Teaching Strategies/Physical and motor (Motor) Development

- Provide writing materials for the child to experiment with in each learning center. *Example:* Clipboard and paper for designing blueprints and signs in the block/construction center, crayons, paintbrushes, markers, pens and pencils in the art/writing center, pads for writing lists in the kitchen area, and writing prescriptions in the dramatic play center.
- Model writing throughout the day (e.g., *write lunch menus during circle time, label objects in the classroom, write stories and letters, etc.*). Encourage the child to scribble on paper as much as possible instead of “staying inside the lines” in coloring books.
- Provide outdoor chalk for the child to draw on sidewalks and paved areas. Freehand drawing develops creativity.
- Play fast music followed by slow music and encourage the child scribble to the music.
- Read *Where the Wild Things Are* by Maurice Sendak. (*You can find the book in your local library.*) Encourage the child to think about or imagine a monster like the monsters in the book. Encourage the child to think of an imaginary monster that they would like to see. Ask the child what his/her imaginary monster looks like (e.g., “Does your monster have a long tail?” “What color is your monster?”). Provide materials in the art center (e.g., large newsprint, paintbrushes, and paints) and encourage the child to paint his/her imaginary monster.
- Provide a paper plate along with glue, small pieces of yarn, large buttons, and markers for the child to use in designing a head and face. Assist the child in gluing yarn on the top and sides of the plate for hair and use markers to draw the eyes, mouth, and nose. Display the “faces” in the classroom.
- Provide a box top filled with salt, rice, or sand. Provide plenty of time for the child to practice writing and drawing (e.g., *trace the initial letter in the child's name using fingers, draw facial expressions, shapes, and abstract designs with fingers*).
- Provide the child with fingerpaint, shaving cream or instant pudding, large paper, and a painter’s smock. Allow the child to paint on paper using his/her fingers. Place the child's hand in the mixture and make handprints on another piece of paper.

- Direct children to place a piece of paper over textured surface (e.g. *letters cut from sand paper, leaves*) and rub a crayon over the top of the paper.
- Provide opportunities for children to write or draw in sand, pudding, or shaving cream with their fingers.
- Provide free exploration time with a variety of writing, drawing, and art tools/materials (e.g., *scissors, crayons, markers, chalk, paintbrushes, glue paste, clay, play dough*).
- Observe children choosing emergent hand preference during material selection (e.g., *manipulate screws/bolts, lids and containers, door knobs, keys/locks, gears*).
- Provide writing materials that have a specific purpose like recipe cards, stationary, and order forms.
- Encourage children to write their name on any of their work (e.g. *art work*).
- Have children write their name on a sign in sheet each morning.
- Provide a clip board with paper and pencil for children to copy down words they see around the room.

<i>Competency</i>	<i>Objective</i>
<p>3 Develops fine motor skills</p>	<p>3.4 The child demonstrates coordination of small muscles using technology.</p>

Suggested Teaching Strategies/Physical and motor (Motor) Development

- Provide short periods of time for the child to practice clicking and maneuvering the computer mouse.
- Provide opportunities for the child to experiment with age-appropriate electronic games and computer software (e.g., *Leap Pads*, *Reader Rabbit*, *JumpStart*).
- Provide opportunities for the child to operate the cassette player, CD player, radio, and television.
- Allow the child to place a cassette tape in the tape player to listen to music or books on tapes.

Assessment Guidelines

- Observation will be the primary method of assessing a four year old child.
- Assessments help the early care provider/caregiver plan future learning experiences.
- Portfolios and anecdotal notes are suggested procedures for collecting information and work samples.
- Developmental checklists may be used to record progress toward the accomplishment of the competencies. A sample developmental checklist for Physical and motor Development follows this section.

Physical and Motor Developmental Checklist

Child's Name: _____ Teacher's Name: _____

School/Center Name: _____ Year: _____

Code: 1 = Needs Development 2 = Developing as Expected 3 = Advanced Development

Competencies and Objectives	Observations		
	<i>Fall</i>	<i>Mid-Year</i>	<i>Spring</i>
1. Develops a sense of body coordination and explores moving in space			
1.1 Demonstrates a sense of balance and body coordination			
1.2 Begins to move in rhythm to songs and music			
2. Develops gross motor skills			
2.1 Demonstrates coordination of large muscles to perform simple motor tasks (e.g., <i>climbing, jumping, throwing a ball</i>)			
2.2 Participates in group activities involving gross motor movement			
3. Develops fine motor skills			
3.1 Demonstrates coordination of small muscles using manipulatives that vary in size and shape to perform simple motor tasks (e.g., <i>lacing, folding, cutting</i>)			
3.2 Participates in group activities involving fine motor movement			
3.3 Uses a wide variety of writing tools and drawing materials			
3.4 Demonstrates coordination of small muscles using technology			