

MISSISSIPPI PRE-KINDERGARTEN CURRICULUM GUIDELINES FOR THREE YEAR OLD CHILDREN

*Including Benchmarks, Expectations, Assessment Guidelines,
Suggested Teaching Strategies, and Developmental Checklists*

2004

Dr. Henry L. Johnson, State Superintendent of Education

**Mississippi Department of Education
359 North West Street
P.O. Box 771
Jackson, MS 39205
(601) 359-3778**

www.mde.k12.ms.us

Table of Contents

Introduction.....	3
Acknowledgements	4
<i>Guidelines Work Team</i>	
<i>Guidelines Review Team</i>	
Philosophy and Goals	6
Learning Principles.....	7
Overview	8
Communities of Care.....	11
Definitions.....	14
Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children	
1.0 Curriculum	16
2.0 Organizational Procedures	18
3.0 Health and Hygiene.....	18
4.0 Physical Settings.....	18
5.0 Outside Play	19
6.0 Staff	19
7.0 Entrance Age	19
8.0 Educational Materials	20
9.0 Parent Participation.....	20
10.0 Assessment.....	20
11.0 Transportation	21
Mississippi Pre-Kindergarten Curriculum	
Language, Vocabulary, and Literacy Development.....	22
Benchmarks and Expectations.....	23
Suggested Teaching Strategies.....	24
Observational Checklist	45
Mathematical Concepts Development.....	46
Benchmarks and Expectations.....	47
Suggested Teaching Strategies.....	48
Observational Checklist	61
Scientific Investigation.....	62
Benchmarks and Expectations.....	63
Suggested Teaching Strategies.....	64
Observational Checklist	76

Social/Emotional Development	77
Benchmarks and Expectations.....	78
Suggested Teaching Strategies.....	79
Observational Checklist	96
Physical Development.....	97
Benchmarks and Expectations.....	98
Suggested Teaching Strategies.....	99
Observational Checklist	107
References.....	108
Appendix A (Screening/Assessment Instruments).....	Appendix Page 1
Appendix B (Learning Centers)	Appendix Page 4
Appendix C (Resource Section)	Appendix Page 17
Appendix D (Transportation Guidelines).....	Appendix Page 74

Introduction

The *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* were developed to help educators and caregivers 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 three year old children.*

The *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* were designed to provide research-based strategies that ensure high quality learning standards for Mississippi's early childhood programs.

Early childhood teachers, caregivers, 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 Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* contain the following components:

- **Benchmarks** (what the child should know and be able to do upon **exit** of the three year old program)
- **Expectations** (what the teacher/caregiver expects the child to be able to do as progress is made toward the accomplishment of the benchmark)
- **Assessment Guidelines** (what the teacher/caregiver observes the child doing to determine if benchmarks are being met)
- **Suggested Teaching Strategies** (what the teacher/caregiver can do to ensure the child is making progress toward the accomplishment of the benchmark)
- **Developmental Checklist** (a record of what the child's progress is toward the accomplishment of the benchmark at the beginning, the middle, and the end of the year)

Acknowledgements

The Mississippi Department of Education gratefully acknowledges the contribution of the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* work groups for graciously providing their expertise, time, and efforts in developing this curriculum resource guide for teachers and caregivers of three year old children.

Guidelines Writing Team

Roberta Avila, MS Low Income Child Care Initiative

Sharon Briggs, Church Child Care Program

Connie Clay, Institute for Disability Studies, University of Southern Mississippi

Monique Corley, Friends of Children of Mississippi, Inc. Head Start

Dr. Cathy Gaston, Friends of Children of Mississippi, Inc. Head Start

Brenda Goodwin, Preschool Program

Dr. Cathy Grace, Early Childhood Institute, Mississippi State University

Cantrell Keys, Private Child Care Program

Laura Beth Hebbler, MDE, Office of Reading, Early Childhood, and Language Arts

Dr. Mary Ann Green, Hinds Community College, Child Development Center

Vera Keahey, Private Home Child Care Center

Chris Lane, Children's Defense Fund, Southern Regional Office

Cynthia Lundy, Hollandale Elementary School

Carmen Malone, MDE, Office of Reading, Early Childhood, and Language Arts

Allison Moffett, MDE, Office of Special Education

Dr. Bonita Coleman-Potter, MDE, Associate State Superintendent of Education

Donna Porter, Picayune School District

Glenda Shivers, Marion County School District

Dr. Norma Strickland, Institute of Community Services Head Start

Diane Thomas, Coahoma County School District

Dr. Brucie Williford, Belhaven College

Dr. Kay Wolfe, MDE, Office of Reading, Early Childhood, and Language Arts

Guidelines Review Team

Dr. Susan Bentley, MDE, Office of Special Education

Jacinta Brown, West Bolivar School District

Kathy Brown, Pearl School District

Carol Burnett, MS Low Income Child Care Initiative

Will Carter, MDE, Office of Safe and Orderly Schools

Nadine Coleman, Petal School District

Judy Cutts, West Bolivar School District

Margaret Davenport, Minority Child Care

Dr. Louise Davis, Mississippi State Extension Service

Kathy Ellis, MDE, Office of Innovative Support

Angel Fason, Home Child Care

Diane Herring, MS Department of Health

Bridget Hubbard, Calhoun County School District

Nira Coleman-Johnson, MS Department of Human Services

Carol Jones, Church Child Care Program

Maureen Laird, MDE, Office of Educator Licensure

Shirley Miller, MS Department of Mental Health

Robin Miles, MDE, Office of Reading, Early Childhood and Language Arts

Lauren Pearson, Rankin County School District

Capucine Torrey Robinson, Jackson Public Schools

Dr. William H. Sorey, University of Mississippi Medical Center

Helen Taylor, Mississippi Voices for Children

Katie Tonore, Barksdale Reading Institute

Valarie Troiani, MDE, Office of Student Assessment

Philosophy and Goals

The pre-kindergarten program as outlined in this document is built on scientifically-based child development principles. These principles shall be embodied in the curriculum design and general learning environment. The instructional delivery is to be organized around learning centers and responsive interactions with adults where opportunities are provided for children to acquire skills and concepts involving problem-solving, decision-making, questioning, evaluating, and discovering.

The realistic goals for pre-kindergarten education are as follows:

- To help the child develop a positive self-concept;
- To help the child achieve intellectual growth;
- To help the child enlarge his/her world of people, experiences, ideas, and things;
- To help the child increase competencies and skills in oral language, literacy, writing, listening, and thinking;
- To help the child increase the skills involved in physical coordination, both gross and fine motor skills;
- To help the child increase competence in dealing with emotional feelings and social situations;
- To help the child increase competence in self-direction and independence;
- To help the child develop cooperative, trusting relationships;
- To help the child develop his/her natural curiosity and his/her creative potential;
- To help the child develop self discipline; and
- To help the child develop a love of learning.

Learning Principles

Effective educational planning for three year old children takes into account knowledge of human growth and development. The learning principles that guide this planning include the following:

- Children learn as total persons (emotionally, socially, physically, and intellectually).
- Children go through similar stages of development, but at individual rates.
- Children learn through their senses (hearing, seeing, touching, tasting, and smelling).
- Children learn through active involvement (exploring, playing, manipulating, and problem solving).
- Children learn through attitudes and examples as well as through content; therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction.
- 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 the children.

Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children

Overview

The information in this section is intended to serve as a starting point for Mississippi teachers, caregivers, and program administrators who are dedicated to the development of quality pre-kindergarten programs for three 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 Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* is to provide an optional resource guide that will help early childhood educators and caregivers define and implement a comprehensive curriculum that will enable young children to make connections to the world in which they live. Three 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 three to five year old curriculum continuum indicates the Mississippi Department of Education's strong belief that children should be active participants in their learning. The three to five year old curriculum continuum places the teacher/caregiver alongside the child teaching and scaffolding learning through child initiated guided play, hands-on activities, and guided conversations about what they do, how they do it, and why they do what they do. If three year old children are to successfully master the curriculum benchmarks the teacher/caregiver 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 three year old children (two to four year old developmental continuum) and 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 the children's play by interacting with them in the learning center activities inside the classrooms and during outside learning opportunities;
- stimulate the children's thinking by presenting them with problems to solve;
- nurture the children through the social/emotional and physical connections made during daily interactions in the classroom;
- promote the 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 three year olds' perspective so that age appropriate instructional practices promote learning as a joyous experience and not a chore.

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 teacher's/caregiver's on-going observations. The teacher/caregiver 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 benchmark.

Play is crucial to the growth and development (cognitive, physical, social, and emotional) of young children. Children are learning when they explore, discover, investigate, role-play, and use tools and materials in creative ways. Three 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 is listed (*See Appendix A*). 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 assessment, 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 Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* provide direction and guidance for teachers/caregivers 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 three year old children. **The guidelines exceed the current standards for licensed child care in Mississippi promulgated, amended, and adopted by the Mississippi Board of Health in many program areas and should be used in addition to licensing standards when planning, implementing, and/or maintaining a program serving three year old children.**

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

Communities of Care

How Young Children Learn Best

The challenging responsibility of educating young children is bigger than one person or group can undertake. Parents are the child’s first and most influential teachers. How can communities support parents in this critical role? The connections between the child, the family, and community organizations are critical in the child’s acquisition of skills necessary for successful school achievement and overall healthy development. A brief summary outlining the contributions of specific agencies/organizations critical to the support of young children in their educational journey is given below. Using this as a guide to convene agencies serving children and families, child advocates, and interested individuals, a plan that coordinates available services for the developing child can be created and implemented. The extent of collaboration will vary based on the community, but any time service providers work together, the children in the community will benefit.

The following list of various agencies and services rendered can be used to guide discussions and thinking about developing communities of care. Communities that lift up their children and families are communities that will not only grow, but also flourish.

Local Health Department

- Provides expanded hours of operation for parents so children can receive immunizations and other health services during non-traditional hours.
- Provides health screenings at child care program sites for the purpose of identifying developmental delays.
- Conducts health fairs in conjunction with child care centers in the community for the purpose of promoting healthy lifestyles.
- **First Steps**— provides in-depth screening, services, and family support for children (birth to age three) who have developmental delays or disabilities.

Mississippi Extension Service — Mississippi State University/Alcorn State University

- Provides training to child care staff on topics pertinent to child development.
- Provides parent education seminars by working with child care programs and the community at large.

Mississippi Department of Human Services

- Works with child care staff for the purpose of developing a better understanding of how the TANF and CCDF funds are spent for child care fees and federal funds designated for quality improvements in child care.

- Works with child care staff for the purpose of sharing information on all services provided for supporting children and families.
- Administers the child care certificate program to families who qualify to enable subsidized child care payments being made to their child care providers for services.
- Provides information on child abuse to child care teachers and the community at large.
- Investigates reports of child abuse.

Mississippi Department of Health

- Provides licensing for child care facilities.
- Provides training for child care staff.

Mississippi Department of Education/Local Education Agencies (local school districts)

- Provides training for child care teaching staff (*Pre-K RAISE, Integrating Learning Centers, and BRIDGES*).
- Provides information concerning the Child and Adult Care Food Program.
- Provides resources for teachers on developmentally appropriate instruction.
- Provides information concerning teacher licensure and child development certification.
- Provides information concerning blending services to provide quality programs for young children.
- Provides information concerning Even Start and Head Start programs.
- Provides information through parent centers.
- Provides federal funding through entitlement programs and grants.
- Provides information about children with disabilities.

Mississippi Department of Mental Health Early Intervention Programs

- Provides screenings for children at risk for developmental delay or with developmental delays.
- Provides information and training to child care providers for children with disabilities and their families.
- Provides services to eligible children with disabilities in the child care setting.

Regional Mental Health Centers

- Provides training for parents meeting in child care settings on mental health issues such as stress management and depression.

Mississippi Educational Broadcasting (Mississippi Educational Television)

- Provides training for child care staff.

Local Child Care Community

- The community of Head Start, church-based, private, profit and non-profit child care centers, family child care homes, local school districts, family and friends serving children in out-of-home settings can build a network to plan and organize local training for staff, parent education meetings, additional services for parents and children, and promote public awareness about quality child care.

Mississippi Library Services

- Provides materials for vision and hearing impaired adults and children.
- Provides children's programs at local libraries.

Civic Groups

- Lions, Kiwanis, Civitan, Junior Auxiliary, and Women's Clubs can provide funding for books and other educational supplies.
- Mississippi Homemaker Volunteers, Inc.

Local Professionals

- Dentists
- Ministers
- Physicians/Nurse Practitioners
- Retired teachers, librarians, counselors, social workers, and business leaders make excellent volunteers to read to children and assist with other special events.

Local Businesses

- Local businesses can provide funds for educational materials.
- Local businesses can serve as locations for educational seminars for parents.
- Local businesses can organize a local child care appreciation day to honor those educating the children of employees.
- Local businesses can serve as locations for field trips.

Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children

Including Benchmarks, Expectations, Assessment Guidelines, and Developmental Checklists

The guidelines for three year old children exceed the current standards for licensed child care in Mississippi promulgated, amended, and adopted by the Mississippi State Board of Health. **The guidelines in this document are developed for programs that wish to exceed the licensing standards of the Mississippi Department of Health's *Regulations Governing Licensing of Child Care Facilities* and are not intended to replace the licensing standards.** 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 Pre-Kindergarten Curriculum Guidelines for Three 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.***

In order to fully implement the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*, terms as defined below should be used to clarify the guidelines.

Definitions

Agency

Any entity that follows the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*.

Assessment

On-going observations and recordings of progress that occur within the context of the child's everyday experiences and interactions with adults and peers in the learning environment and are shared with the parents at regularly scheduled intervals.

Assistant Teacher/Caregiver Assistants

An individual 18 years of age or older who has a high school diploma or GED and meets one of the following:

- a) Completed at least two years of study (48 semester hours) at an institution of higher education; or
- b) Obtained an Associate's (or higher) degree; or
- c) Met a rigorous standard of quality as determined by a formal assessment. (Mississippi Test: *ACT WorkKeys-Reading for Information, Applied Mathematics and Writing Subtests*)

Curriculum

A variety of play/center-based activities presented in meaningful contexts that the child engages in during the course of the day.

Instructional Day

A minimum of 7 hours that the child spends in a child-centered program that includes learning center activities, individual, small and large group instruction, rest and outside periods, and nutritional meals and snacks.

Learning Center(s)

A designated area(s) in the classroom where the child can actively engage in exploration, thinking, conversation, inquiry, acquisition of literacy skills, construction, and/or role playing while working (playing) with age appropriate learning materials selected by the teacher/caregiver for the purpose of teaching the child a concept or skill specific to the curriculum guidelines as outlined in this document.

Play

Play is active learning and is the work of a child. The various stages of play behavior observed in a three year old child will vary between solitary play, parallel play, onlooker, and cooperative play.

Portfolio

An on-going collection of the child's work, teacher observations, and parent feedback that is kept during the course of the enrollment period of the child.

Preschool Child

A child who has not entered a kindergarten program.

Teacher/Caregiver

An individual 18 years or older who has met the criteria as outlined in Section 6.5 of the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*.

Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children

1.0 Curriculum

- 1.1 The instructional day shall include all aspects of the child's day.
- 1.2 Subjects for three year old children shall be integrated through a thematic/unit format.
- 1.3 The curriculum must include the benchmarks as presented in this document and activities to address oral language and literacy, music, art, mathematics, social studies, science, dramatic play, and physical activities, as well as activities to develop social/emotional competencies and self-help skills.
- 1.4 The primary instructional method for the delivery of the curriculum will be learning centers (*See Appendix B*). A minimum of five centers containing concrete manipulative materials, organized, arranged, and labeled so that they are accessible to the child, shall 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. To best integrate the content of the benchmark areas, as well as unit concepts into learning centers, the following emphasis should be reflected in the materials and learning opportunities provided in these suggested centers:
 1. Creative Arts Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical development.)
 2. Science Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, and science concepts.)
 3. Math Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, and physical development.)
 4. Language Development Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development and social/emotional development.)
 5. Cooking Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development and physical development.)
 6. Blocks, Wheel Toys, and Construction Center (Benchmark areas to be addressed

in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development and physical development [which includes fine and gross motor skills].)

7. Sand and/or Water Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical development.)
8. Woodworking Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, and physical development [which includes fine and gross motor skills].)
9. Music Center (Benchmark areas to be addressed in this center can be language and vocabulary development, mathematical concepts development, social/emotional development, and physical development.)
10. Library Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, science concepts, and social/emotional development.)
11. Listening Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, social/emotional development, and physical development.)
12. Dramatic Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, social/emotional development, and physical development.)
13. Creative Writing Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, social/emotional development, and physical development [including fine motor skills].)
14. Social Studies Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, science concepts, and social/emotional development.)
15. Technology Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, science concepts, and physical development [including fine motor skills].)
16. ABC Center (Benchmark areas to be addressed can be language, vocabulary, and early literacy development and physical development [including fine motor skills].)

17. Motor Development Center (Benchmark areas to be addressed can be language, vocabulary, and early literacy development and physical development.)

- 1.5 Every child is to be engaged in learning center activities for a minimum of 120 minutes per day in a 7-hour program. Every child is to be engaged in learning center activities for a minimum of 150 minutes in an 8-hour program and 180 minutes in a 9+ hour program.
- 1.6 Teachers are to 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 shall be 1:7 maximum. If an assistant teacher is assigned to the pre-kindergarten (three year old) classroom, the teacher:child ratio shall not exceed 2:14.
- 2.2 If the program is located in a public school, the length of the school day should be 7 hours minimum.
- 2.3 If the program is located in a public school, the length of the school term should be the same as that of the other grades of the elementary school unless the pre-kindergarten (three 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 will engage in 60 minutes of quiet/rest time daily that shall not exceed 90 minutes regardless of the length of the day. Activities during quiet time may include individual activities, listening to books on tape, drawing, or 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. A minimum of 90 minutes of indoor/outdoor physical activities during the day is required in 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 in the Mississippi Department of Health's *Regulations Governing Licensure of Child Care Facilities* for specifics related to child's health.

4.0 Physical Settings

- 4.1 All physical settings shall conform to applicable sections of Southern Building Codes, Life Safety Codes, the American Disabilities Act, and the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*.

5.0 Outside Play

- 5.1 Children shall not simultaneously share an area with children six years or older during designated outside periods.
- 5.2 Playground equipment and landscape design must be developmentally appropriate for three year old children according to *National Standards* adopted by the Mississippi Department of Health.

6.0 Staff

- 6.1 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 a teacher of three year old children may serve as Coordinator. In child care centers, the center director, assistant director, or director designee may serve as the Coordinator.
- 6.2 The agency must 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, teachers/caregivers, and assistant teachers of three year old children.
- 6.3 All persons responsible for the supervision of teachers/caregivers, assistant teachers of three year old children, 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 staff attend workshops and/or seminars sponsored by the Mississippi Department of Education.
- 6.4 Teachers/caregivers of three 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 9 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 teachers must complete annually 15 contact hours of staff development related to early childhood development, curriculum, and/or program organization.

7.0 Entrance Age

- 7.1 A child shall have reached the age of three years on or before September 1.
- 7.2 A birth certificate and immunization record is required for all children and shall be

presented to the proper agency. If the Pre-K (three 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.

8.0 Educational Materials

- 8.1 The initial expenditure for any new classroom for equipment, instructional materials, and consumable supplies shall be adequate to equip a classroom of fourteen (14) children or the number being served if less than 14.
- 8.2 The agency is to replenish the consumable supplies and instructional materials in each classroom on a yearly basis.
- 8.3 Educational materials shall reflect the instructional needs and implementation of learning activities described for three year old children.

9.0 Parent Participation

- 9.1 Each agency shall develop and distribute a parent handbook that addresses program philosophy, goals, and policies.
- 9.2 Teacher/parent conferences shall be conducted twice 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 can be substituted. It should be noted that parents/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 skill or profession, and sharing their talents through conducting musical and/or art activities in conjunction with the teacher.

10.0 Assessment

- 10.1 Pencil-paper standardized tests are *not* appropriate evaluation measures for three year old children and will *not* be used.
- 10.2 Assessment of three year old children's progress and 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.
- 10.3 Continuous assessment through use of a variety of techniques, procedures, and tools will be used to determine individual needs.

11.0 **Transportation**

11.1 Transportation is optional.

11.2 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.

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

- 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.

APPENDIX A

Screening/Assessment Instruments

Screening/Assessment Instruments

Note: This list provides various examples of Screening/Assessment Instruments. It is not all inclusive and does not indicate any endorsement by the Mississippi Department of Education.

Boehm-3 Preschool

PRO-ED

8700 Shoal Creek Blvd.

Austin, Texas 78757-6897

Brigance Preschool Screening Instrument

Curriculum Associates

153 Rangeway Rd.

P.O. Box 2001

North Billerica, MA 01862-0901

Denver Developmental Screening Instrument

Denver Developmental Materials, Inc.

P.O. Box 371075

Denver, Colorado 80237-5075

Developmental Assessment of Young Children

PRO-ED

8700 Shoal Creek Blvd.

Austin, Texas 78757-6897

ESP-Early Screening Profile

PRO-ED

8700 Shoal Creek Blvd.

Austin, Texas 78757-6897

FirstSTEP™: Screening Test for Evaluating Preschoolers

PRO-ED

8700 Shoal Creek Blvd.

Austin, Texas 78757-6897

Learning Accomplishment Profile - Diagnostic Normed Screening Instrument

Kaplan Early Learning Company

1310 Lewisville-Clemmons Rd.

Lewisville, NC 27023

Learning Accomplishment Profile-Revised Edition
Kaplin Early Learning Company
1310 Lewisville-Clemmons Rd.
Lewisville, NC 27023

Preschool Language Scale-4th Edition
PRO-ED PRO-ED
8700 Shoal Creek Blvd.
Austin, Texas 78757-6897

Speed DIAL: Developmental Indicators for the Assessment of Learning Screening Instrument
Kaplin Early Learning Company
1310 Lewisville-Clemmons Rd.
Lewisville, NC 27023

APPENDIX B

Learning Centers

Learning Centers Room Arrangement

**Learning Centers
Room Arrangement**

Suggested Learning Centers

Note: All materials should be stored in clear containers and labeled with a picture and the name of the object.

Creative Arts Center

The child will develop:

- Creativity and imagination
- Small and large motor skills
- Color concepts
- Awareness of the five senses
- Pre-writing skills

Suggested Materials

- Paint brushes of various sizes
- Various colors of water-based paint and finger paint
- Crayons, large pencils, and markers
- Scissors and glue
- Collage items (e.g., scraps of fabric, paper, yarn, feathers, buttons, lace, beads, etc.)
- Construction paper and drawing paper
- Play dough

Science/Nature Center

The child will develop:

- Observation and discrimination skills
- Concepts through first-hand experiences
- Awareness of the five senses
- Respect for the environment
- Curiosity
- Background knowledge of living and nonliving things
- Sorting and classifying skills

Suggested Materials

- A table or shelf for display of objects
- Ruler or yardstick
- Seeds
- Prisms, magnets, magnifying lenses, balance scales, eye droppers
- Toy boats
- Writing materials (e.g., pencil, paper, crayons, etc.)
- Books related to displays

Mathematics Center

The child will develop:

- ❑ Understanding of numbers and number relationships
- ❑ Rational counting skills
- ❑ Fine motor skills
- ❑ Classification, sorting, and ordering skills
- ❑ Geometric skills

Suggested Materials

- ❑ Objects for classifying, sorting, and ordering
- ❑ Materials for comparing and measuring (e.g., measuring cups, measuring spoons, various sized bowls, etc.)
- ❑ Materials for counting (e.g., buttons, straws, rocks, blocks, toy cars, toy animals, etc.)
- ❑ Puzzles
- ❑ Tinker Toys
- ❑ Stacking rings
- ❑ Pegs and pegboards
- ❑ Writing materials
- ❑ Books about numbers, counting, etc.

Construction/Block Center

The child will develop:

- ❑ Social skills
- ❑ Gross and fine motor skills
- ❑ Large and small motor coordination
- ❑ Mathematical concepts (e.g., shape, size, balance, and counting)
- ❑ Creativity and decision making skills
- ❑ Visual classification skills
- ❑ Communication skills
- ❑ Oral vocabulary

Suggested Materials

- ❑ Low shelves for storage
- ❑ Blocks in various sizes, shapes, and colors
- ❑ Tinker Toys
- ❑ Lincoln Logs
- ❑ Wood or rubber people and animals
- ❑ Toy cars
- ❑ Toy train set
- ❑ Small traffic signs
- ❑ Play airport, farm garage house, castles, etc.
- ❑ Fiction and nonfiction books about building houses, cars, trains, etc.

Music Center

The child will develop:

- An appreciation of different types of music
- Rhythm
- Auditory discrimination
- Small and large motor coordination
- Creative expression
- An awareness of a variety of musical instruments

Suggested Materials

- Musical instruments
- Cassette player with headsets and tapes of various types of music
- Radio
- Quiet area with cushions or pillows for listening

Library/Writing Center

The child will develop:

- An appreciation of quality literature
- A love for reading
- Fine motor skills
- Interest in multicultural experiences
- Visual perception
- An awareness of print
- Imagination

Suggested Materials

- A display shelf for labeled books
- Several large pillows or bean bags
- Soft carpet or rug
- Cassette player with headphones
- Books on tape
- Books on a variety of topics
- Puppets
- Flannel board
- Writing paper and tools
- Child-sized blunt scissors
- Textures for crayon and pencil rubbings
- Alphabet letter box
- Magnetic letters
- Stencils

Housekeeping/Dramatic Play/Cooking Center

The child will develop:

- Listening skills
- An awareness of print
- Fine motor skills
- Oral language skills
- Problem solving skills
- Imagination
- Creativity
- Fine motor skills
- Social skills
- An awareness of health and safety factors involved in cooking
- Scientific principles
- An understanding of nutritional information and experiences

Suggested Materials

- Child-sized kitchen appliances (e.g., stove, sink, refrigerator, etc.)
- Kitchen supplies (e.g., dishes, pots, pans, silverware, cooking utensils, measuring cups, measuring spoons, cutting board, cookie sheet, plastic bowls, pans, etc.)
- Pot holders and aprons
- Hand-washing chart
- Recipe books and menus
- Writing materials
- Books about food, famous chefs, restaurants, etc.
- Small table and tablecloth with two to three chairs
- Bed or cot, full length mirror, space to hang clothes
- Two telephones
- Dress-up clothes for men and women
- Jewelry, hats, shoes, scarves, and suitcases
- Baby dolls, baby clothes and baby furniture

Sand and/or Water Center

The child will develop:

- An awareness of the five senses
- Concepts involving space, measurement, and volume
- Gross and fine motor skills
- Problem solving skills
- Creative thinking skills
- Cognitive development

Suggested Materials

- A sand and water table with a basin
- A shelf or box to hold equipment
- Waterproof aprons
- Empty plastic squeeze bottles

Additional Learning Centers:

- Folder Games Center
- Manipulative or Table Toys Center
- Language Development Center
- Large Muscle/Indoor Climbing Structure Area
- Carpentry/Woodworking Center
- Creative Writing Center
- Social Studies Center
- Technology Center
- Play Dough Center
- Sensory Table
- Puzzles

Enhancements for Learning Centers:

- Theme boxes
- Book rotation
- Resource speakers

Learning Centers Fun Activities Using Common Household Materials

String Art

Let the children dip pieces of yarn into different colors of tempera paint and pull the yarn across a piece of paper.

Easter Egg Match-Up

Collect different colored plastic eggs. Take the eggs apart. Have the child find two egg halves of the same color and put them together.

Line Walk

Place a line of masking tape on the floor. Have the children walk on the line. Try walking on the line backwards. Try hopping on the line, etc.

Inkblot Pictures

Fold a piece of paper in half. Open the paper and have the child paint on one side of the paper. Have the child fold the paper in half again, with the paint inside. Press the halves together. Open the paper to see the identical pictures.

Rolling Paint Art

Collect empty roll-on deodorant bottles. Clean them out and fill with tempera paint. Let the child roll the paint onto a piece of paper.

Stamping Patterns

Use rubber stamps to create a simple pattern on the top half of a piece of paper. Ask the child to help you recreate the pattern on the bottom half of the paper. TIP: Start with a very simple pattern. Use more complicated patterns as children mature.

Learning Centers

Fun Activities

Puppets

Puppets can be used to reinforce many concepts, dramatize stories or solve problems. Puppets will often speak when shy children will not, so they are great to place in the free play area.

Sock Puppet

- Sock should be placed on hand so fingers are in the toe, and heel of sock is on top of hand.
- Use buttons, yarn, and scraps of fabric for facial features and hair.
- Sew an oval piece of material to sock for the mouth.

Paper Bag Puppet

- Bag may be large to fit over the body or small to fit over the hand.
- Hand puppet features should be put on the bottom of the bag.
- The crease in the bag may be used for the mouth.
- Open bag and place features on front.

Learning Centers Recipes for Fun

Flubber

Mix together in one bowl:

1 cup white glue
 $\frac{3}{4}$ cup warm water
green food coloring

Mix together in second bowl:

2 tsp. Borax
 $\frac{1}{2}$ cup warm water

After both mixtures have been well-mixed in separate bowls, mix together in one large bowl. Pour the mixture on a flat surface and knead for a few minutes. Store in an air-tight container.

Colored Rice or Noodles

This recipe yields brightly colored rice or noodles for use in any craft project.

1 cup white rice or noodles of any size or shape
1 tsp. rubbing alcohol
food coloring

Mix a few drops of food coloring with alcohol. Put rice or noodles in zippered bag. Pour liquid mixture over rice or noodles. Shake until color is evenly distributed. Spread colored rice or noodles in a thin layer to dry. Store rice or noodles in dry air-tight containers.

Bubble Solution

This simple activity is a great way to teach the concepts of size (e.g., big, medium, and small).

1 cup water
4 teaspoons dish detergent (preferably a clear formula)
2 teaspoons clear corn syrup (Karo works well)

Mix ingredients together. Children may use straws to blow bubbles of different sizes.

Learning Centers Recipes for Fun

Kool-Aid Play Dough

2 ½-3 cups of flour

1 pkg. Kool-Aid dissolved in

2 cups of boiling water

3 Tablespoons corn oil

½ cup salt

1 Tablespoon alum

Mix ingredients and knead with flour. This Play Dough keeps well, has a nice fragrance, is colorful, and has a soft, flexible texture.

Play Dough (no-cook)

3 cups flour

3 Tablespoons alum

½ cup salt

2 teaspoons cooking oil

2 cups boiling water

Add 10 drops of food coloring to liquid. Add dry ingredients and mix. Knead well. Keeps up to 6 months in a plastic zippered bag.

Durable Play Dough

Mix together in a heavy saucepan:

1 cup flour

½ cup cream of tartar

Add 1 cup water and 2 Tablespoons cooking oil

Stir while cooking over medium heat until it sticks together in a ball. Let the Play Dough cool a few minutes. Knead 1-2 cup flour into the Play Dough. Store in a plastic zippered bag.

Peanut Butter Play Dough

1 cup peanut butter

1 cup corn syrup

1 ¼ cup nonfat dry milk

1 ¼ cup confectioner's sugar

Mix, then knead the ingredients. Children may mold and play with the dough. This Play Dough is also edible.

Learning Centers Recipes for Fun

Potter's Clay

½ cup flour
½ cup cornstarch
1 cup salt dissolved in 3 ¾ cups boiling water

Blend flour and cornstarch with enough water to make a paste. Boil water and salt. Add to cornstarch mix and cook until clear. Cool overnight. Add 6 to 8 cups of flour and knead.

Bubbles

Mix 1 gallon of water with 1cup liquid detergent
Add 50 drops of glycerine to mixture

Instant bubble solution!

Tempera Fingerpaint

Dry tempera paint
1/2 cup liquid starch or 1/2 cup liquid detergent

Mix the tempera paint slowly with the starch and detergent mixture until the desired color is reached.

APPENDIX C

Resource Section

Language, Vocabulary, and Early Literacy Development Activities
Mathematical Concepts Development Activities
Scientific Investigation Activities
Social/Emotional Development Activities
Physical Development Activities

Language, Vocabulary, and Early Literacy Development Activities

Language, Vocabulary, and Early Literacy Development Recommended Read Aloud Books (Listed by Theme)

□ **ALPHABET BOOKS**

Albert's Alphabet by Leslie Tryon
Alphabet Soup by Katie Banks
Beach Ball by Peter Sis
Eating the Alphabet by Lois Ehlert
The ABC Bunny by Wanda Gag

□ **ANIMAL BOOKS**

Animal Babies by Arthur Gregor
Ape in a Cape by Fritz Eichenberg
Big Red Barn by Margaret Wise Brown
Boo To A Goose by Mem Fox
Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.
Cluck by Alan Snow
Corduroy by Don Freeman
Dibble and Dabble by Dave and Julie Saunders
Five Little Kittens by Nancy Jewell
Four Fur Feet by Margaret Wise Brown
Hens Say Cluck by Hannah Gifford
If You Give A Moose A Muffin by Laura Numeroff
Is Your Mama a Llama by Deborah Guarino
Jessie Bear, What Will You Wear? by N.W. Carlstrom
Make Way for Ducklings by Robert McCloskey
Owl Babies by Martin Waddell
Raccoons and Ripe Corn by Jim Arnosky
Spot's First Walk by Eric Hill
Philadelphia Chicken by Sandra Boynton
The Runaway Bunny by Margaret Wise Brown
Farm Alphabet by Jane Miller
First Steps by Johan Burningham

□ **COLOR AND SHAPE BOOKS**

A Rainbow of My Own by Don Freeman
Colors by Lois Ehlert
Go Away, Big Green Monster! by Ed Emberley

Green Eggs and Ham by Dr. Seuss
Harold and the Purple Crayon by Crockett Johnson
Is It Red? Is It Yellow? Is It Blue? by Tana Hoban
Little Blue and Little Yellow by Leo Lionni
Mary Wore Her Red Dress And Henry Wore His Sneakers by Merle Peek
My Blue Boat by Chris Demarest
Red Is Best by Kathy Stinson
Shapes by Karen Gundersheimer
Shapes, Shapes, Shapes by Tana Hoban
So Many Circles, So Many Squares by Tana Hoban
The Big Green Pocketbook by Candice Ransom
What A Wonderful World by George David
Yellow Ball by Molly Bang

□ **BOOKS ABOUT FEELINGS**

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
Exploring Feelings by Susan B. Neuman
Ira Sleeps Over by Bernard Waber
It's Mine! by Leo Lionni
No, David by David Shannon
Peter's Chair by Ezra Jack Keats
Play With Me by Marie Hall
Rosie's Story by Martine Gogoll
Sad Monster, Glad Monster by Ed Emberly
Some Things Are Different, Some Things Are The Same by Marya Dantzer-Rosenthal
The Grouchy Ladybug by Eric Carle
William's Doll by Charlotte Zolotow

□ **FRIENDS AND COOPERATION BOOKS**

Alfie Gives A Hand by Shirley Hughes
All Fall Down by Helen Oxenbury
Always Room For One More by Sarche Leodhas
Cherries and Cherry Pits by Vera B. Williams
Friends by Helme Heine
May I Bring A Friend? by Deatrice Schenk DeRegniers
Mirandy and Brother Wind by Patricia C. McKissack
Stone Soup by Marcia Brown
The Giving Tree by Shel Silverstein
The Rainbow Fish by Marcus Pfister
What If The Zebras Lost Their Stripes by John Reitano
Willie's Not the Hugging Kind by Joyce Durham Barrett

□ **FARM BOOKS**

Baby Farm Animals by Garth Williams
Barnyard Dance by Sandra Boynton
Bunny Reads Back: Old MacDonald by Rosemary Wells
Cock-A-Doodle-Moo by Bernard Most
The Day the Sheep Showed Up by David M. McPhail
Dora's Eggs by Julie Sykes
Farmer Mack Measures His Pig by Tony Johnston
Once in the Country: Poems of a Farm by Tony Johnston
Over on the Farm by Christopher Gunson
The Tiny, Tiny Boy and the Big, Big Cow by Nancy Vanlaan

□ **FOOD AND SUPERMARKET BOOKS**

At the Supermarket by David Hautzig
Banana Moon by Janet Marshall
Doodle Soup by John Ciardi
Do the Doors Open by Magic? by Catherine Ripley
Eating the Alphabet by Lois Ehler
Jamberry by Bruce Degen
One Lonely Sea Horse by Saxton Frymann & Joseph Elffers
In the Supermarket by Henry Pluckrose
Pickin' Peas by Margaret R. McDonald
To Market, To Market by Anne Miranda
Where Are You? by Francesca Simon

□ **MUTICULTURAL BOOKS**

Abuela's Weave by Omar S. Castaneda
A is For Africa by Ifeoma Onyefulu
Amelia's Road by Linda Jacobs Altman
At The Beach by Huy Voun Lee
In My Mother's House by Ann Nolan Clark
Jaha and Jamil Went Down The Hill by Virginia L. Kroll
Mama, Do You Love Me? by Barbara M. Joosse
Margaret and Magarita by Lynn Reiser
Not Yet Yvette by Helen Ketterman
Shoes, Shoes, Shoes by Ann Morris
The Mitten by Jan Brett
Tikki Tikki Tembo by Arlene Mosel
Too Many Tamales by Gary Soto

□ **BOOKS ABOUT FAMILY**

Even If I Did Something Awful by Barbara S. Hazen
How Many Feet in the Bed? by Diane J. Hamm
I Got A Family by Melrose Cooper
I'm A Big Sister by Joanna Cole
In Our House by Anne Rockwell
It's Going to Be Perfect by Nancy Carlson
Mom Pie by Lynne Jonell
Moon Sandwich Mom by Jennifer Jacobson
My Dad by Anthony Brown
My Grandma is Wonderful by Nick Butterworth
My Grandpa is Amazing by Nick Butterworth
My Mom is Excellent by Nick Butterworth
The Daddy Book by Ann Morris
The Mommy Book by Ann Morris
The Kissing Hand by Audrey Penn
When Mama Comes Home Tonight by Eileen Spinelli

□ **TALL, FUNNY, AND FOLK TALE BOOKS**

Gregory, The Terrible Eater by Mitchell Sharmat
How The Turtle Got His Shell by Jose Aruego and Ariane Dewy
Sylvester and the Magic Pebble by William Steig
The Giant Jam Sandwich by John Vernon
The Paper Dragon by Marguerite W. Davol
The Talking Eggs by Robert San Souci
There Was an Old Lady Who Swallowed a Fly by Simms Taback
Why Mosquitoes Buzz in People's Ears by Verna Aardema
We're Going on a Bear Hunt by Michael J. Rosen
Yo! Yes! by Chris Raschka

Language, Vocabulary, and Early Literacy Development

Bear Hunt

Bear Hunt

The teacher says a line.
The children repeat the line.
Everyone pats their thighs in rhythm.

Would you like to go on a bear hunt?
Okay? All right! Come on! Let's go!
Open the gate-close the gate. (*Clap hands*)

Coming to a bridge-can't go over it-can't go under it
Let's cross it. (*Thump chest with closed fists*)

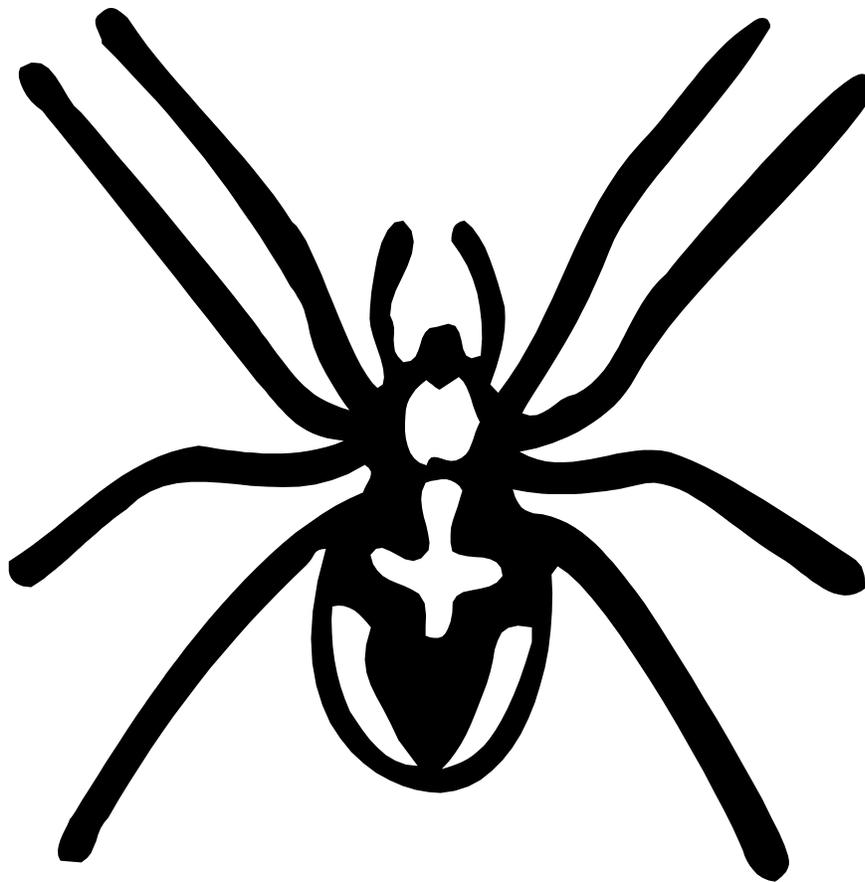
Coming to a river-can't go over it-can't go under it
Let's swim it. (*Pretend to do a crawl swim stroke*)

Coming to a tree-can't go over it-can't go under it
Let's climb it. (*Pretend to climb a tree and look around.*)
No bears! (*Pretend to climb down*)

Coming to a wheat field-can't go over it-can't go under it
Let's go through it. (*Rub palms together to make a swishing noise*)

Oh! Oh! I see a cave. It's dark in here. (*Cover eyes*)
I see two eyes!
I feel something furry! (*Reach out hand*)
It's a bear!
Let's go home! (*Running motion with feet*)
(Repeat above actions in reverse using fast motions.)
Slam the gate. (*Clap hands*)
We made it!

Language, Vocabulary, and Early Literacy Development
Spider Pattern



Language, Vocabulary, and Early Literacy Development Reading Guidelines for Large Group Time

Selecting a Book

- ❑ Choose age appropriate books that you will enjoy reading aloud.
- ❑ Choose books that relate to the child's everyday experiences (e.g., emotions, families, friends, animals, sounds, nature, shapes, colors, counting, weather, etc.)
- ❑ Read storybooks, fairy tales, nursery rhymes, poetry, and rhyming books aloud.
- ❑ Select a wide variety of wordless picture books. Look at the pictures with the children and make up the words to fit the pictures.
- ❑ Read the entire book carefully before reading aloud.

Reading Aloud

- ❑ Relax and establish an atmosphere of enjoyment.
- ❑ Ask the children to gather around you informally. Make sure that all are comfortable and that all can see and hear you properly.
- ❑ Model the correct way to hold a book.
- ❑ Tell the children what the book is about.
- ❑ Talk about the front and the back of the book.
- ❑ Talk about the title of the book, the author, and the illustrator.
- ❑ Take the children on a picture walk through the book before reading aloud. (Showing the pictures satisfies curiosity and encourages thinking about what might happen in the story.)
- ❑ Read with expression and use your sense of humor and creativity in making the story “come alive” for the children. Relax and enjoy the reading experience.
- ❑ Read the entire book to the group and discuss the book during and after the reading.
- ❑ Ask the children to tell you what happened in the story and the names of the story characters.

Read favorite books, nursery rhymes, poetry, and rhyming books again and again and again! Children learn words by hearing the same words repeated often.

Language, Vocabulary, and Early Literacy Development Movement Song

This Old Man

This old man, he can **shake**,
Shake, shake, shake, while baking a **cake**, with a
Knick, knack, paddywack, give the dog a bone,
Shaking, shaking all the way home.

This old man he can **kick**,
Kick, kick, kick, just for a **trick**, with a
Knick, knack, paddywack, give the dog a bone,
Kicking, kicking all the way home.

This old man, he can **twist**,
Twist, twist, twist while shaking a **fist**, with a
Knick, knack, paddywack, give the dog a bone,
Twisting, twisting all the way home.

Language Treasure Chest

Learning Words While Playing

Ten Little Fingers

One little, Two little,
Three little fingers,
Four little, Five little,
Six little fingers,
Seven little, Eight little,
Nine little fingers,
Ten little fingers on my hand.

Days of The Week

(Can be sung to the tune of “The Addams Family”)
There’s Sunday and there’s Monday,
There’s Tuesday, and there’s Wednesday,
There’s Thursday, and there’s Friday,
And then there’s Saturday.
Days of the week. (Snap, snap!)
Days of the week. (Snap, snap!)
Days of the week. Days of the week. Days of the week. (Snap, snap!)

What Are You Wearing?

Sally wears a red dress, red dress, red dress, red dress.
Sally wears a red dress all day long.

One, Two, Buckle My Shoe

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

Two Little Blackbirds

Two little blackbirds sitting on a hill, (Pointer fingers up on both hands.)
One named Jack, and the other named Jill. (Bring each hand forward.)
Fly away, Jack! (Hide one hand behind back.)
Fly away, Jill! (Hide the other hand behind back.)
Come back, Jack! (Return one hand.)
Come back, Jill! (Return other hand.)

Good Morning

Good morning, good morning and how are you?
Good morning, good morning, I’m fine, how are you?

Language Treasure Chest

Learning Words While Playing

Twinkle, Twinkle Little Star

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

Mary Had A Little Lamb

Mary had a little lamb.
Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go.

Bye, Baby Bunting

Bye, baby bunting,
Daddy's gone a hunting,
To get a little rabbit's skin
To wrap the baby bunting in.

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty together again.

Simple Simon

Simple Simon went a-fishing
For to catch a whale;
All the water he had got,
Was in his mother's pail.

Language Treasure Chest

Learning Words While Playing

Old Mother Hubbard

Old Mother Hubbard,
Went to the cupboard,
To get her poor dog a bone.
But when she got there,
The cupboard was bare,
And so the poor dog had none.

Hickory, Dickory, Dock

Hickory, Dickory, Dock!
The mouse ran up the clock.
The clock struck one,
The mouse ran down.
Hickory, Dickory, Dock!

Little Jack Horner

Little Jack Horner
Sat in a corner
Eating his Christmas pie.
He stuck in his thumb
And pulled out a plum
And said, "What a good boy am I!"

Language, Vocabulary, and Early Literacy Development Reading Aloud Strategies Checklist

A young child must have many interactive language experiences with adults that are loving, kind, and trustworthy. A young child must hear the beauty and rhythm of language before he or she enters Kindergarten. The *early language experiences* are the child's foundation for *future reading experiences*. Teachers and caregivers must read and talk to young children often and make the experiences fun and enjoyable.

When reading aloud to a young child, you may find it helpful to refer to the reading strategy checklist below:

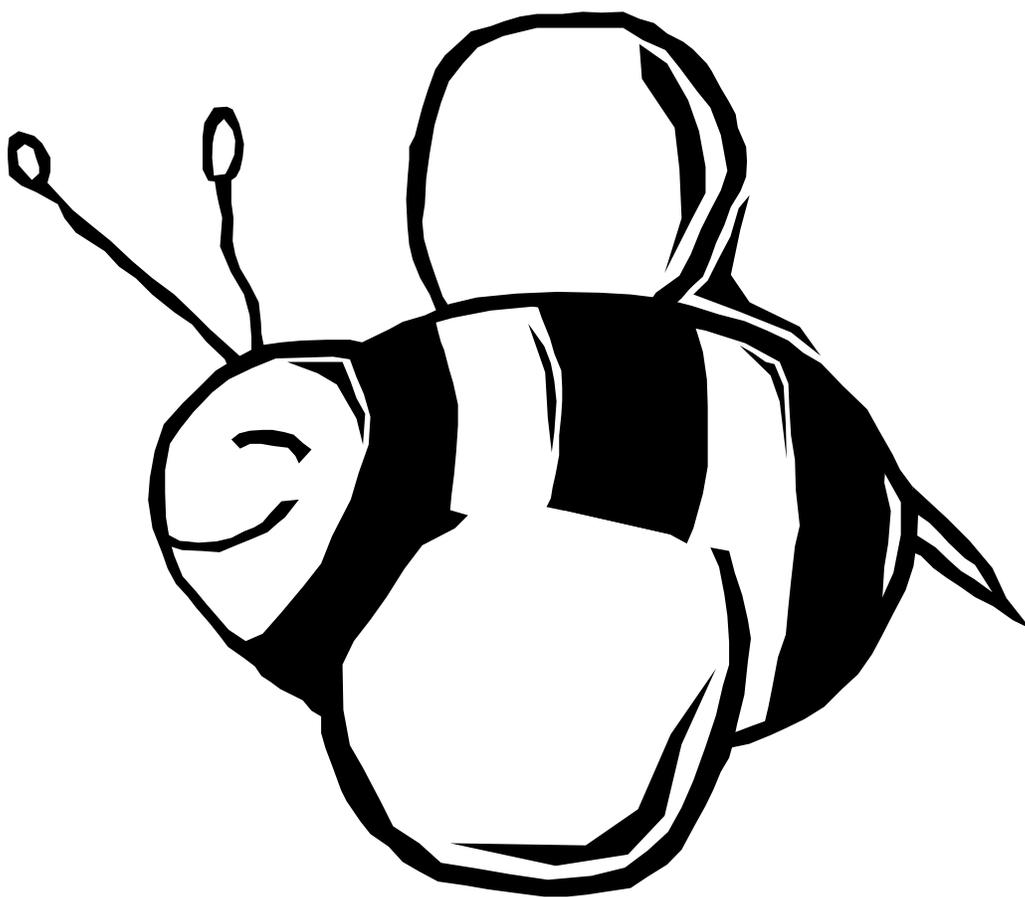
Reading Strategy Checklist

- ✓ Hold the book in a position where the child can see the pictures.
- ✓ Take the child on a picture walk before reading the words (turn pages and point to things as you discuss the picture). Note: It is not necessary to discuss every page in the book prior to reading. Young children often have short attention spans. Pay close attention to the child when talking about and/or reading books to ensure that you keep the child's interest and attention.
- ✓ Discuss the "parts" of the book (front, back, top, bottom) and model the correct way to hold the book.
- ✓ Talk about the name of the book, who wrote it, and who drew the pictures (e.g., title, author, and illustrator).
- ✓ Ask the child to predict what he/she thinks the story will be about.
- ✓ Read the story.
- ✓ Talk about the story as you read together.
- ✓ Ask the child to tell you about the story (e.g., characters, setting, events, favorite part, etc.)

The most effective way for a teacher/caregiver to check a child's level of understanding is simply to ask him/her to talk about the story. Ask questions about the story before, during, and after reading. Remember that the questioning procedure is not a test for the child! Provide answers if the child cannot remember.

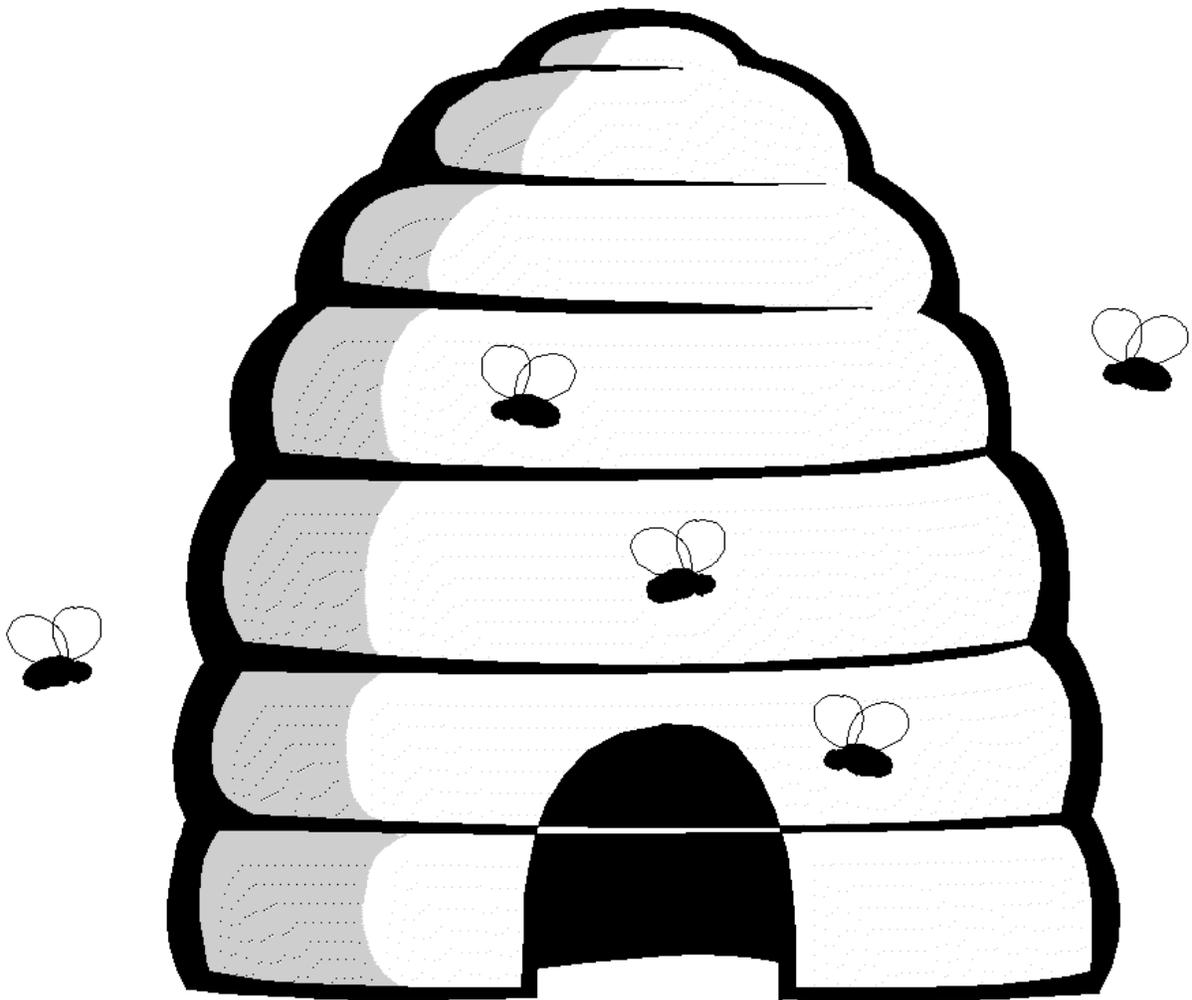
Mathematical Concepts Development Activities

**Mathematical Concepts Development
Bee Pattern**



Mathematical Concepts Development

Beehive Pattern



Mathematical Concepts Development Fingerplay

Five Little Monkeys

Five little monkeys jumping on the bed. (five fingers bouncing on opposite hand)
One fell down and hurt his head. (one finger makes falling action)
Mama called the doctor and the doctor said, (pretend to talk on telephone)
“No more monkeys jumping on the bed!” (shake index finger)

Four little monkeys jumping on the bed. (four fingers bouncing on opposite hand)
One fell down and hurt his head.
Mama called the doctor and the doctor said,
“No more monkeys jumping on the bed!”

Three little monkeys jumping on the bed. (three fingers bouncing on opposite hand)
One fell down and hurt his head.
Mama called the doctor and the doctor said,
“No more monkeys jumping on the bed!”

Two little monkeys jumping on the bed. (two fingers bouncing on opposite hand)
One fell down and hurt his head.
Mama called the doctor and the doctor said,
“No more monkeys jumping on the bed!”

One little monkey jumping on the bed. (One finger bouncing on opposite hand)
One fell down and hurt his head.
Mama called the doctor and the doctor said,
“No more monkeys jumping on the bed!”

Zero little monkeys jumping on the bed. (make fist, with no fingers showing)
No one fell down and hurt his head. (shake head)
Mama called the doctor and the doctor said,
“I’m glad those monkeys quit jumping on the bed!” (clap)

**Mathematical Concepts Development
Cat Pattern**



Mathematical Concepts Development Six Buzzing Bumblebees

Six Buzzing Bumblebees

Six buzzing bumblebees flying round the hive,
(Hold up six fingers)

One buzzes off and that leaves five.
(Hold up five fingers of one hand.)

Five buzzing bumblebees flying near my door,

One buzzes off and that leaves four.
(Bend down thumb.)

Four buzzing bumblebees flying round a tree,

One buzzes off and that leaves three.
(Bend down pointer finger.)

Three buzzing bumblebees in the sky so blue,

One buzzes off and that leaves two.
(Bend down middle finger.)

Two buzzing bumblebees flying by the sun,

One buzzes off and that leaves one.
(Bend down ring finger.)

One buzzing bumblebee looking for some fun,

It buzzes off, and that leaves none.
(Bend down little finger.)

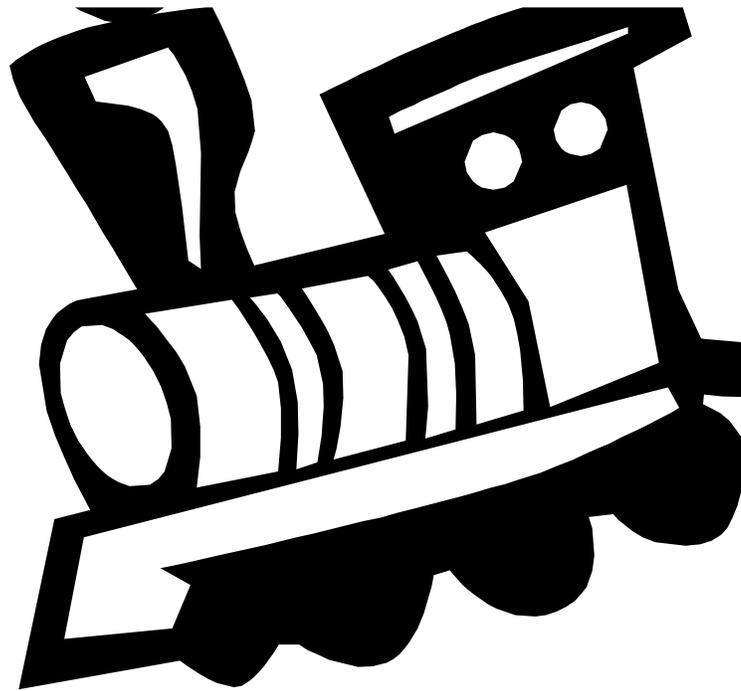
Mathematical Concepts Development A Pattern Song

Head and Shoulders Knees and Toes

(Touch body parts as indicated.)

Head and shoulders, knees and toes, knees and toes,
Head and shoulders, knees and toes, knees and toes,
Two eyes, two ears,
A mouth and a nose.
Head and shoulders,
Knees and toes, knees and toes.

**Mathematical Concepts Development
Train Pattern
Engine**



Mathematical Concepts Development
Train Pattern
Box Car(s)



Mathematical Concepts Development
Train Pattern
Caboose



Mathematical Concepts Development

Positional Words

Note: Place a toy dog (or any toy animal) on the table along with a small box open at one end. Use the toy and the box as you tell the child the following story:

Skipper

This is my dog. His name is Skipper.
(Place dog on table.)

This is Skipper's house.
(Place box on table.)

When it is cold outside, Skipper stays **in** his house.
(Place dog in box.)

But sometimes my dog Skipper likes to play games.
Sometimes he plays hide and seek and runs **behind** the house.
(Place dog behind box.)

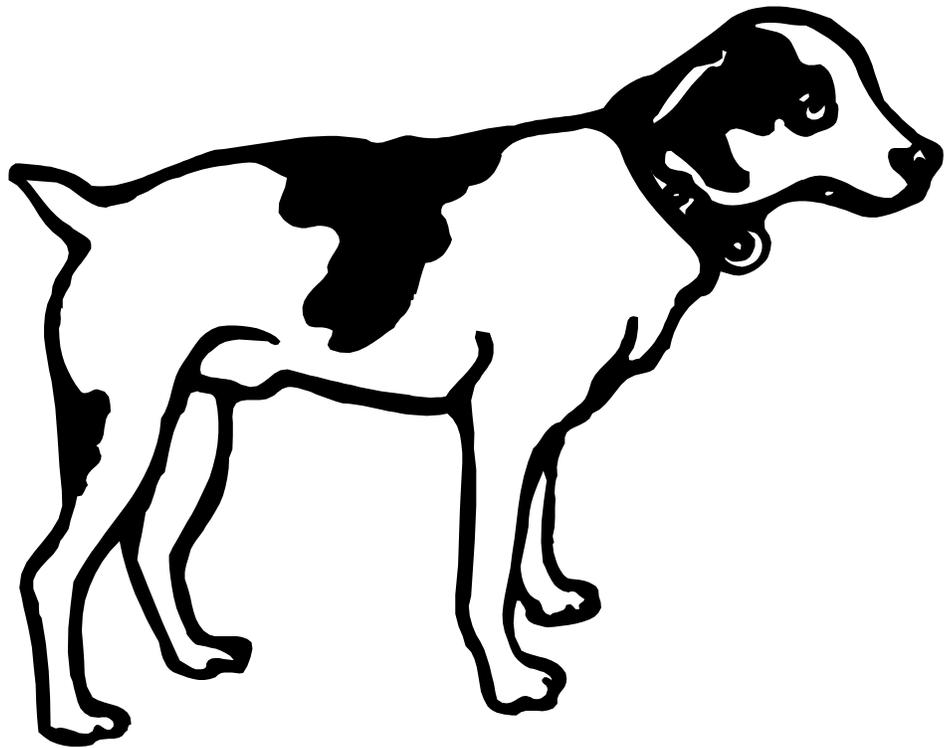
If Skipper does not want to play or talk to anyone, he digs **under** the house. (Place dog under box.)

If it is warm and sunny outside, Skipper lays **on** the house.
(Place dog on box.)

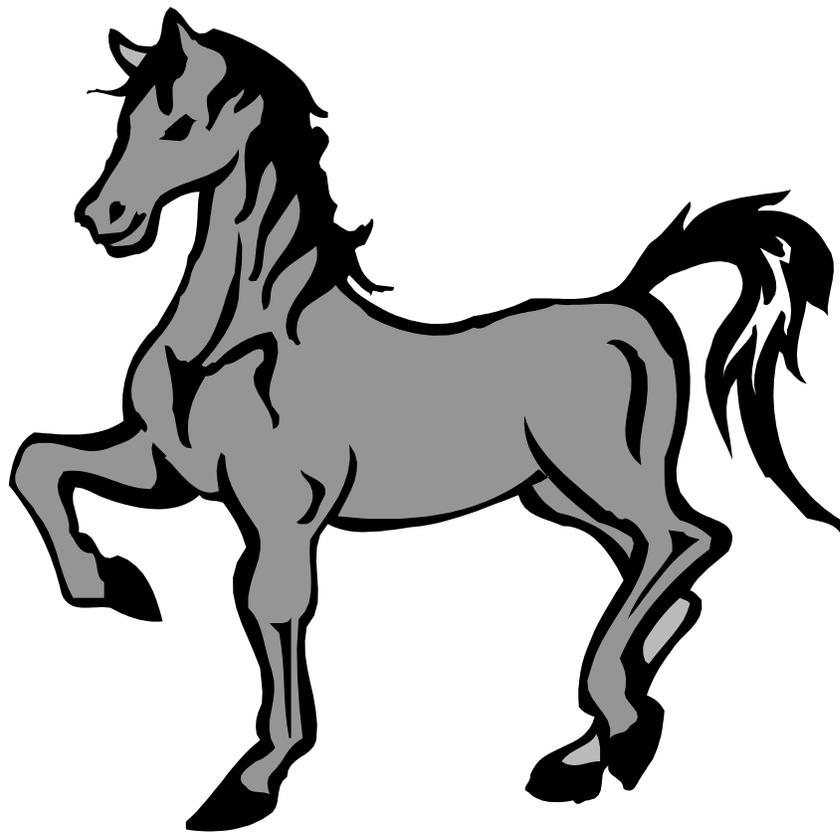
And if Skipper wants someone to pet him, he lays in **front** of his house. (Place dog in front of box.)

Retell the story and have the child place the dog in the appropriate positions.

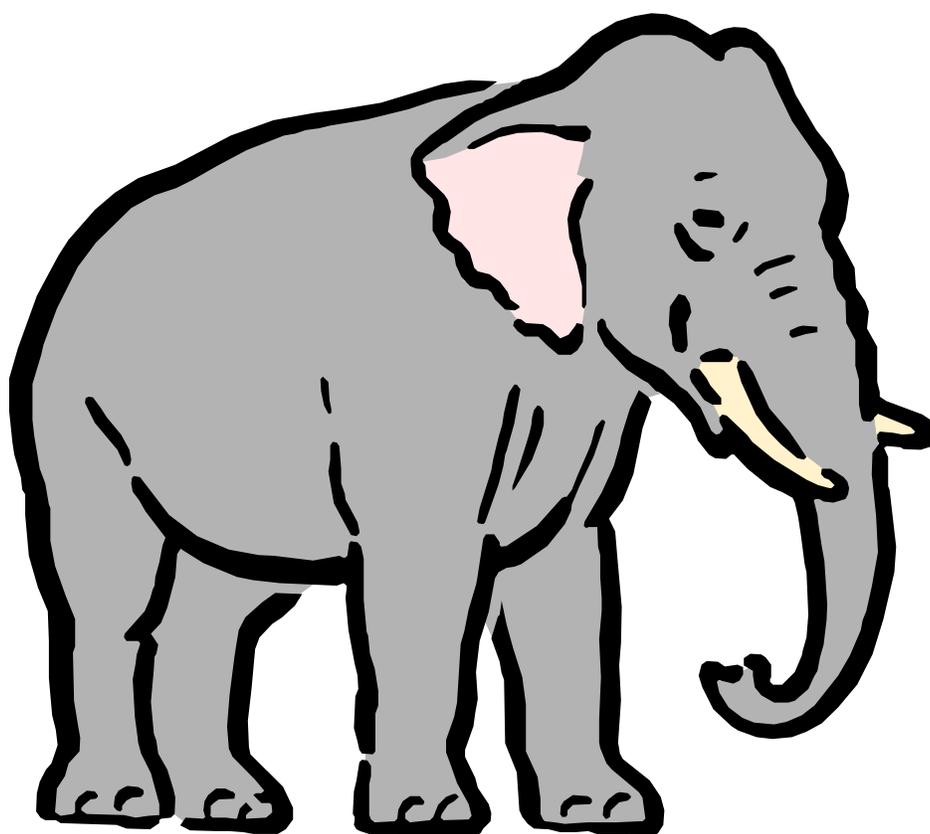
**Mathematical Concepts Development
Dog Pattern**



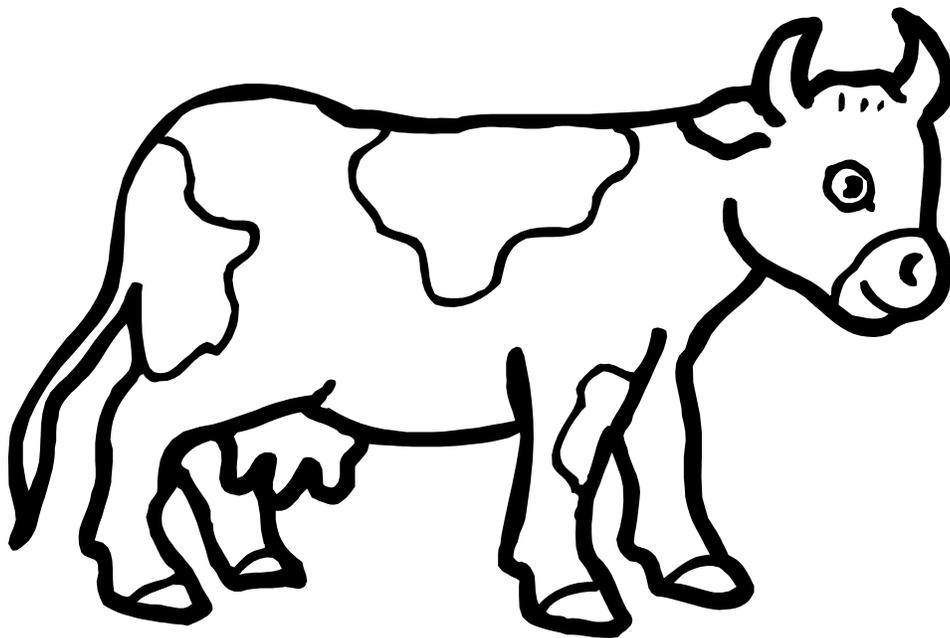
**Mathematical Concepts Development
Horse Pattern**



**Mathematical Concepts Development
Elephant Pattern**



**Mathematical Concepts Development
Cow Pattern**



Scientific Investigation Activities

Scientific Investigation A Farm Song

Old MacDONALD HAD A FARM

Old MacDonald had a farm,
Ee-I-ee-I-oh.
And on that farm he had a (cow or other animal).
Ee-I-ee-I-oh.
With a (animal sound, animal sound) here,
And a (animal sound, animal sound) there,
Here a (animal sound),
There a (animal sound),
Everywhere a (animal sound, animal sound).
Old MacDonald had a farm,
Ee-I-ee-I-oh.

Scientific Investigation An Animal Rhyme

Tiny Tim

There was a little turtle,
His name was Tiny Tim.
I put him in the bathtub to see if he could swim.
He drank up all the water,
He ate up all the soap,
And now he's in the bathtub,
With a bubble in his throat.
Bubble, bubble, bubble,
Bubble, bubble, bubble,
Bubble, bubble, bubble,
Bubble, bubble, **pop!**

Scientific Investigations Turtle Fingerplay

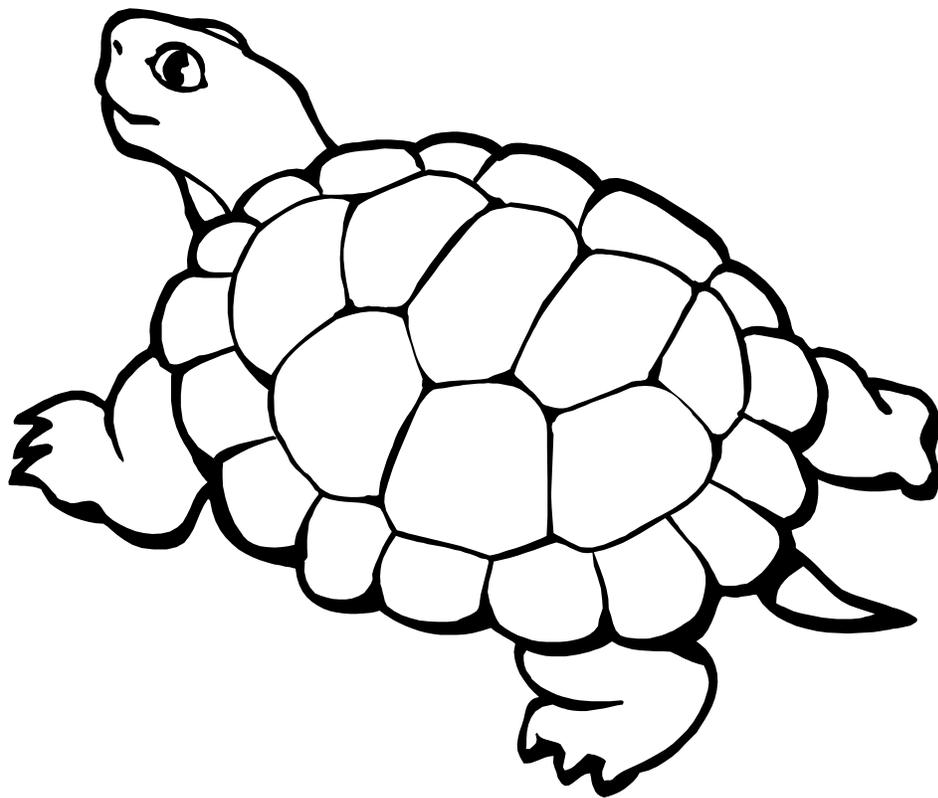
A Little Turtle

There was a little turtle,
(Make small circle with hands.)
He lived in a box,
(Make a box with both hands.)
He swam in a puddle,
(Wriggle hands.)
And he climbed on the rocks.
(Climb fingers of one hand up over the other.)

He snapped at a mosquito.
(Clap hands.)
He snapped at a flea.
(Clap hands.)
He snapped a minnow.
(Clap hands.)
And he snapped at me.
(Point at self.)

He caught the mosquito.
*(Hold hand up, palm forward;
quickly bend fingers shut.)*
He caught the flea.
(Repeat action.)
He caught the minnow,
(Repeat action.)
But he didn't catch me!
(Shake index finger and shake head for "no.")

**Scientific Investigation
Turtle Pattern**



Scientific Investigation Life Science

OBSERVING EARTHWORMS

Getting started:

- Digging up a few earthworms and placing them in a box can provide much fun and excitement for a young child.

Inside Activity

- Place the box of earthworms on the classroom table and invite the child to guess what's in the box. Give a few "clues" about earthworms.
- After guessing, open the box and pick one earthworm to place inside a clear plastic cup and give the cup to the child. Allow time for the child to observe the earthworm. Listen to his/her comments. Guide the child's thinking process by using the following comments and questions:
 - Tell me about the earthworm.
 - Does the earthworm have eyes, legs, a mouth?
 - Which way is the earthworm moving?
 - Do you want to feel the earthworm? What does the worm feel like?
 - Have you ever seen an earthworm outside?
 - What do you think earthworms like to eat?
 - Where do you think earthworms live?

Center Connection

- Place the earthworms in an uncovered plastic container and cover them gently with moist soil/planter mix. Lightly mix some food, coffee grounds, brown sugar, and chopped leaves into the moist soil.

Outside Activity

- Take the child outside and let him/her dig for worms.

Scientific Investigation Living Things

AN EAR OF CORN

Investigation: Exploring an ear of corn

Materials: Ears of corn in their husks, newspaper

Inside Activity

- Give the child an ear of corn and let him/her explore the corn and husk.
- Tell the child that corn grows on a tall plant. Watch and listen to what is said about the corn.
- Encourage the child to find out what is inside the corn husk.
- Use the following questions to guide the child's thinking process:
 - What does the husk feel like?
 - What does the silk feel like?
 - Why do you think the corn is covered with silk?
 - How does your Mom (or other adult) cook corn at home?
- After an exploration period, encourage the child to pull off the husk and silk. Encourage the child to put the silk in one pile and the husk in another.
- Have the child look at the corn kernels. Ask the child to tell you what the kernels look like. If a connection is not made to seeds, show him/her some seeds and ask if the corn kernels look like seeds.
- Ask the child if he/she has ever eaten corn on the cob?
- Cook the corn and enjoy it with the child at meal time.

Center Connection

- Put husks, silk, and one ear of corn in the science center with hand lenses.
- Place corn that has been prepared in a variety of ways (e.g., popcorn, creamed corn, corn on the cob, hominy, etc.) in the kitchen area for tasting.

Outside Activity

- If possible, take the child to a local field where corn is growing.

Scientific Investigation

Seasons

Find a special tree and enjoy the tree and the story with the child all year long.
Below are related activities for each month of the year.

The Surprise Tree

Out in the backyard
There grows a big tree,
Filled with surprises
For sister/brother and me.

Whether it's
Summer, Spring, Winter, or Fall,
The tree keeps on giving
Surprises to all.

In **Summer**, it spreads
It's branches out wide,
And gives us all shade
When the temperatures rise.

In **Spring**, it bursts forth
With blossoms of white,
Filling my world
With a magical sight!

In **Winter**, the tree
Tries not to bend,
As we string it with treats
For our winter bird friends.

In **Fall**, it produces
The best tasting treat,
Shinny, red apples
That fall at your feet.

- **January** - Let the child help you fill the tree with bird treats.
- **February** - Help the child measure the shadows that the tree casts.
- **March** - Let the child tie ribbons in the tree and watch them blow in the wind.
- **April** - Help the child set out nesting materials by the tree, to encourage birds to build a nest in the tree, such as, string, yarn, hay and small sticks.
- **May** - Look for trees in your neighborhood that have blossoms.
- **June** - Show the child how to do rubbings from the bark on the tree.
- **July** - Encourage the child to enjoy the shade from the tree.
- **August** - Hang small metal objects (pie pans) down from the branches of the tree with string. Give the child a spoon and show him/her how to hit the metal objects to create musical sounds.
- **September** - Have the child collect leaves from trees and name their colors.
- **October** - Enjoy juicy apples that come from apple trees.
- **November** - Look for treasures in trees. Can the child find any nuts hidden there by squirrels?
- **December** - String lights or decorations on the tree for the holidays.

Scientific Investigation

Weather

A Cloud

What's fluffy, white, and floats up high
(*Point upward.*)

Like a giant cotton ball in the sky?
And when the wind blows hard and strong,
What very gently floats along?
(*Wave hands up and down.*)

What brings the rain? What brings the snow
That showers on us down below?
(*Flutter fingers downward*)

When you look up in the bright, blue sky,
What is that thing you see float by?
(*Look upward and say, "A Cloud."*)

Thunderstorm

Boom, bang, boom, bang!
(*Make sounds with hands and feet.*)
Rumpety, lumpety, bump!
Zoom, zam, zim, zam!
Clippity, clappity, clump!
Rustles and bustles,
And switches and zings!
What wonderful sounds
A thunderstorm brings!

Scientific Investigation Weather

What's the Weather

What's the weather, do you know?
Is the sun out?
Is there rain all about?
Or is there snow?

When I Look into the Sky

When I look into the sky
I can see the clouds go by.
(Look upward.)

They don't even make a sound
As the winds push them around.
(Sweep arms back and forth.)

Some go fast and some go slow.
I wonder where the clouds all go.
(Tilt head to one side.)

Clouds

A thunderstorm brings
Clouds in the sky, all fluffy and white,
They hide the sun that shines so bright.
(Pretend to float like a cloud.)
They float about the sky so blue,
And form so many fantastic shapes too.
(Stretch body into different shapes.)

Scientific Investigation

Weather

Pretty Rainbow

Pretty rainbow,
pretty rainbow
In the sky.
Are you spun of
Sunset colors
Left to dry?
Did the fairy raindrops
Wash and hang you there,
Like a gown of garden flowers
In the air?

Little children,
Little children,
It is true.
I am made of
Sunset colors,
Cloud, and dew.

Mother Sun will dry me well,
For you can guess
I'm the little summer evening's
Best new dress!

The Itsy Bitsy Spider

The itsy bitsy spider
Went up the water spout.
Down came the rain
And washed the spider out!
Out came the sun
And dried up all the rain
And the itsy bitsy spider
Went up the spout again.

Scientific Investigation Time Related Rhymes

Twinkle Twinkle Great Big Star

Adaptation of Twinkle, Twinkle Little Star

Twinkle, Twinkle, Great Big Star!
I can see you! There you are!
I see you,
You are so bright.
You keep me awake at night!
Twinkle, Twinkle, Great Big Star!
I can see you! There you are!

Hey, Diddle, Diddle

Hey, Diddle, Diddle, the cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such sport,
And the dish ran away with the spoon.

Wee Willie Winkie

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown.
Rapping at the window, crying through the lock,
Are the children all in bed? For now it's eight o'clock!

Scientific Investigation Textured Materials

My Favorite Rock

Outside Activity

- Give the child a bag and take him/her on a rock hunt. Pick a location where there are rocks or scatter some rocks ahead of time. If there are no interesting rocks where you are, this activity works well with leaves, shells, seedpods, twigs, or other natural materials. You can also use food (e.g., apples, oranges, or peanuts in shell).

Inside Activity

- The child will find all kinds of rocks. As he/she talks about the different rocks, repeat some of his/her language. Use the following questions and comments to guide the child's thinking process.
 - Show and tell me about the rock you like the best.
 - Is your favorite rock big/small, heavy/light, or smooth/rough?
- Encourage the child to call his/her favorite rock "my pet rock." Write the child's name on the rock using a permanent magic marker. Tell the child that you are going to play a game with the other children. (e.g., This is your pet rock. In a few minutes, everyone will place his/her pet rock together in a pile.) Collect the rocks and let each child try to find his/her own rock. If the child has trouble finding his/her rock, ask guiding questions about his/her rock. (e.g., Was your rock big/small, heavy/light, or smooth/rough?)
- Have the child place his/her rock into a box or pan for further investigation. Put the pan of rocks in the science center along with hand lenses and a balance scale.

Center Connection

- Provide play dough and allow the child to experiment making rock prints.

Scientific Investigation Simple Investigations

RAMPS

Inside Activity

Show the child how to make a ramp by taping the top of a paper towel tube to a block. Let children experiment by rolling various objects down his/her ramp. Watch what the child does and listen to what he/she says before you ask questions such as.

- Which object went the farthest?
- Why do you think the _____ went farther than the _____?
- What do you think will happen if I put another block under the ramp like this?

Build an obstacle ramp with chairs, tables, wood boards, toys, etc.

Outside Activity

Place long boards, large blocks and balls together so the child can experiment further with ramps.

Center Connection

Add pieces of pressboard or plywood to the block area for the children to use as ramps. Ask question such as:

- What objects rolled the fastest?
- What objects rolled the slowest?
- What objects were the most fun to watch as they rolled down the ramp?
Why?

**Scientific Investigation
Health and Safety Practices
Personal Care**

Washing Your Hands and Face

If you wash your hands and face every day,
(Pretend to wash hands and face.)
If you wash your hands and face in this way,
(Pretend to wash hands and face.)
Then your skin will have a healthy glow,
And everyone will know,
That you wash your hands and face every day!

Brush Your Hair

(Do actions as rhyme indicates.)
Brush your hair every day,
Part it, braid it, brush it back,
But always keep it neat.
Brush it once, brush it twice,
Keep it nice and clean.
Brush and brush the tangles out
And see the lovely sheen!

When You Cough

(Do actions as rhyme indicates.)
When you cough,
Or when you sneeze,
Cover your mouth,
If you please.

**Scientific Investigation
A Fire Safety Song**

What Do I Do?

Sing to the tune of “Skip to My Lou.”

I found matches what do I do?
I found matches what do I do?
I found matches what do I do?
I’ll throw them away or give them to you.

I see a fire, what do I do?
I see a fire, what do I do?
I see a fire, what do I do?
I’ll get help! That’s what I’ll do.

If my clothes catch on fire
If my clothes catch on fire
If my clothes catch on fire
I’ll know just what to do.

Stop, drop, lay down, and roll
Stop, drop, lay down, and roll
Stop, drop, lay down, and roll
This is what we all should do.

Social/Emotional Development Activities

Social Development Awareness of Others

Shake A Hand

(Sing to the tune of “Buffalo Gals”)

Everybody shake a hand,
Shake a hand,
Shake a hand.

Everybody shake a hand,
And walk around the room.

(Shake children’s hands as you walk around the room.)

Everybody give high fives.
(Slap hands together in the air.)

Everybody scratch a back.
(Scratch each other’s backs.)

Everybody give a hug,
Give a hug,
Give a hug.
Everybody give a hug,
And then you take a seat.
(Give hugs and end by sitting down.)

Social/Emotional Development
Awareness of Others
Activity and Fingerplay

Hello, Neighbor!

Hello, Neighbor!

(Wave to friend.)

What do you say?

(Give a high five.)

It's going to be a happy day.

(Point to mouth and smile broadly.)

Greet your neighbor.

(Shake hands.)

Boogie on down.

(Wiggle hips.)

Give a bump,

(Bump hips.)

And turn around.

(Turn around, move to a new friend, and repeat.)

If I Were...

If I were an astronaut,

What would I do?

Blast off to the moon, *(Jump up as high as possible.)*

Then look down at you. *(Hold hand above eyes and look down.)*

If I were a baker, *(Pretend to put on apron)*

What would I do?

Bake lots of cookies *(Make a circle with hands.)*

For me and you. *(Point to self and a friend.)*

If I were a dentist, (*Look in friend's mouth.*)
What would I do?
I'd clean your teeth (*Pretend to clean friend's teeth.*)
Because that's good for you!

If I were a farmer, (*Pretend to remove hat; wipe forehead.*)
What would I do?
I'd rise up early every day, (*Yawn and stretch.*)
And milk the cows for you. (*Pretend to drink glass of milk.*)

If I were a pilot, (*Pretend to fly.*)
What would I do?
I'd climb into the cockpit, (*Pretend to climb into cockpit.*)
And fly my plane for you.

If I were a secretary, (*Pretend to type.*)
What would I do?
Answer the phone, (*Pretend to hold phone to ear.*)
Saying, "How do you do?"

Social/Emotional Development Transition Songs

The song below can be used when it is time to transition to another activity. This song can be sung to the tune of “The Farmer in the Dell.”

It is time to go (location),
It is time to go (location),
Clean up, clean up, clean up, clean up, clean up!
It is time to go (location)!

Line up to go (location).
Line up to go (location).
Line up (child’s name),
Line up (child’s name),
Line up to go (location)!

We’re going (location) to (activity)!
We’re going (location) to (activity)!
Oh me, oh my, oh me, oh my,
We’re going (location) to (activity)!

Circle Time

Sometimes my hands go
clap, clap, clap.
(Clap hands.)
Sometimes I rest them in my lap.
(Rest hands in lap.)
Right now they’re quiet as hands can be.
My teacher is so proud of me!
(Smile broadly!)

Social/Emotional Development Transition Songs

I Wiggle

(Wiggle the body parts.)

I wiggle my fingers, I wiggle my toes.
I wiggle my shoulders,
I wiggle my nose.
Now no more wiggles are left in me,
So I will sit as still as can be.

Two Little Feet

Two little feet go stamp, stamp, stamp.
Two little hands go clap, clap, clap.
One little body turns round and round.
One little body sits quietly down.

Social/Emotional Development Personal Space Boundaries

Where Are My Hands?

(Do actions as rhyme indicates.)

(child's name) hands are up and
(child's name) hands are down.
(child's name) hands are dancing
All around the town.

Dancing on my tummy,
Dancing on my toes,
Dancing on shoulders,
And dancing on my nose.

(child's name) hands are up and
(child's name) hands are down.
(child's name) hands are dancing
All around the town.

Dancing on my knees,
Dancing on my hips,
Dancing on my shoulders,
And dancing on my lips.
(Blow kisses.)

Physical Development Activities

Physical Development Movement Songs and Games

Hokey Pokey

You put your right hand in,
You take your right hand out,
You put your right hand in and
You shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about.

You put your left hand in,
You take your left hand out,
You put your left hand in and
You shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about.

We've Got the Whole World in Our Hands

We've got the whole world in our hands.
We've got the whole world in our hands.
We've got the whole world in our hands.
We've got the whole world in our hands.

We've got the little bitty babies in our hands.
We've got the little bitty babies in our hands.
We've got the little bitty babies in our hands.
We've got the whole world in our hands.

Physical Development Movement Songs and Games

The Farmer in the Dell

The farmer in the dell.
The farmer in the dell.
Hi-ho! The derry oh!
The farmer in the dell.

The farmer takes a wife.
The farmer takes a wife.
Hi-ho! The derry oh!
The farmer takes a wife.

The wife takes a child...
The child takes a dog...
The dog takes a cat...
The cat takes a rat...
The rat takes the cheese...

The cheese stands alone.
The cheese stands alone.
Hi-ho! The derry oh!
The cheese stands alone.

Follow the Leader

Form a line and lead the children around the room or playground using various body movements. The children will imitate the teacher/caregiver (e.g., hold your hands above your head, place your hands on your hips, etc.).

London Bridge

(Two children make a bridge with clasped hands.)

London Bridge is falling down.

Falling down, falling down.

London Bridge is falling down.

(Children walk under bridge.)

My fair lady!

(Catch, hug, and release the last child.)

Physical Development Movement Songs and Games

The Elephant

The elephant walks like this and that;
(Walk back and forth on all fours.)
He's very tall,
(Stand and stretch arms up.)
And he's very fat.
(Stretch arms out to sides.)
He has no fingers
(Hold hands up, making fists to hide fingers.)
But he does have toes,
(Reach down and touch toes)
And, goodness gracious, what a nose!
(Grab nose between fingers and thumb of left hand and insert right arm through loop to form elephant's trunk.)

Right Hand, Left Hand

This is my right hand,
I'll raise it up high. *(Raise right hand.)*

This is my left hand,
I'll touch the sky. *(Raise left hand.)*

Right hand, *(Show right palm.)*
Left hand, *(Show left palm.)*
Roll them around. *(Roll hands.)*

Left hand, *(Show left palm.)*
Right hand, *(Show right palm.)*
Pound, pound, pound. *(Pound fists together.)*

APPENDIX D

Transportation Guidelines

Guideline for the Safe Transportation of Pre-school Age Children in School Buses

National Highway Traffic Safety Administration
February 1999

Introduction

School age children transported in school buses are safer than children transported in motor vehicles of any other type. Large school buses provide protection because of their size and weight. Further, they must meet minimum Federal Motor Vehicle Safety Standards (FMVSSs) mandating compartmentalized seating, improved emergency exits, stronger roof structures and fuel systems, and better bus body joint strength.

As more pre-school age children are transported to school programs, often in school buses, the public is increasingly asking the National Highway Traffic Safety Administration (NHTSA) about how to safely transport them. To help answer these questions, NHTSA conducted crash testing of pre-school age size dummies in school bus seats. The test results showed that pre-school age children in school buses are safest when transported in Child Safety Restraint Systems (CSRSs) that meets FMVSS 213, Child Restraint Systems, and are correctly attached to the seats.

Based on its research, NHTSA recommends pre-school age children transported in school buses always be transported in properly secured CSRSs. In partial response to questions from school (and child care) transportation offices, this Guideline seeks to assist school and other transportation managers in developing and implementing policies and procedures for the transportation of pre-school age children in school buses.

Note: The proper installation of CSRSs necessitates that a school bus seat have safety belts or other means of securing the CSRS to the seat. NHTSA recommends that lap belts or anchorages designed to meet FMVSS 225, Tether Anchorages and Child Restraint Anchorage Systems, be voluntarily installed to secure CSRSs in large school buses.

RECOMMENDATIONS FOR THE TRANSPORTATION OF PRE-SCHOOL AGE CHILDREN IN SCHOOL BUSES

When pre-school age children are transported in a school bus, NHTSA recommends these guidelines be followed:

- (1) Each child should be transported in a Child Safety Restraint System (suitable for the child's weight and age) that meets applicable Federal Motor Vehicle Safety Standards (FMVSSs).

- (2) Each child should be properly secured in the Child Safety Restraint System.
- (3) The Child Safety Restraint System should be properly secured to the school bus seat, using anchorages that meet FMVSSs.

Child Safety Restraint System Defined

A Child Safety Restraint System is any device (except a passenger system lap seat belt or lap/shoulder seat belt), designed for use in a motor vehicle to restrain, seat, or position a child who weighs less than 50 pounds.

Child Safety Restraint Systems Guideline

1. Child Safety Restraint System Specifications

The provider of the CSRS should ensure:

Each pre-school age child to be transported has a CSRS appropriate for the child's weight, height, and age.

Each CSRS meets all applicable FMVSSs (look for the manufacturer's certification on the label attached to the system).

Each CSRS has been registered with the CSRS's manufacturer to facilitate any recalls the manufacturer might conduct.

If the CSRS is the subject of a recall, any necessary repairs or modifications have been made to the manufacturer's specifications.

Each CSRS is maintained as recommended by its manufacturer, including disposal of any CSRS that has been involved in a crash.

2. Proper Securement

The transportation provider should ensure:

The CSRS is used and secured correctly in the school bus.

Each child is secured in CSRSs according to manufacturer's instructions.

All CSRS attachment hardware and anchorage systems meet FMVSS 210, Seat Belt Assembly Anchorages or FMVSS 225, Tether Anchorages and Child Restraint Anchorage Systems.

School bus seats designated for CSRSs meet FMVSS 225, or include lap belts that meet FMVSS 209, Seat Belt Assemblies, and anchors that meet FMVSS 210 (designed to secure adult passengers or CSRS).

Personnel responsible for securing CSRSs onto school bus seats and children into CSRSs are properly trained and all personnel involved with CSRSs are provided up-to-date information and training.

When transported in the school bus, pre-school age children are supervised according to their developmental and functioning level.

3. School Bus Seats Designated for Child Safety Restraint Systems

The transportation provider should ensure:

School-bus seats designated for CSRSs are located starting at the front of the vehicle to provide drivers with quick access to and a clear view of the CSRS occupants.

CSRS anchorages on school bus seats should meet all applicable FMVSSs.

When ordering new school buses, the maximum spacing specified under FMVSS No. 222, School Bus Passenger Seating and Crash Protection, (within 24 inches from the seating reference point) is recommended for seats designated for CSRSs to provide adequate space for the CSRSs.

The combined width of CSRS and/or other passengers on a single seat does not exceed the width of the seat.

If other students share seats with the CSRSs, the CSRSs are placed in window seating position.

4. Retrofitting School Buses

The transportation provider should ensure:

Existing school bus seats should only be retrofitted with lap belts or child restraint anchorages as instructed by the school bus manufacturer.

When a school bus is retrofitted with a seat to allow for proper securement of a CSRS, instructions obtained from the school bus or seat manufacturer on how to install the seat and restraint systems should be followed.

When a school bus is retrofitted, the bus owner should ensure that seat spacing is sufficient for the CSRS to be used.

5. Evacuation

The transportation provider should ensure:

The establishment of a written plan on evacuating pre-school age children and other passengers in CSRSs in the event of an emergency. This written plan should be provided to drivers, monitors, and emergency response personnel. The plan should explicitly state how children (both in and out of the CSRS) should be evacuated from the school bus.

Evacuation drills are practiced on a scheduled basis, at least as often as that required for the school system's school-aged children.

All personnel involved in transporting children are trained in evacuation and emergency procedures, including those in the written school bus evacuation plan.

All school buses carrying children in CSRSs carry safety belt cutters that are accessible only to the driver and any monitors.

CSRSs are not placed in school bus seats adjacent to emergency exits.

Local emergency response teams are provided copies of the written school bus evacuation plan, including evacuation of pre-school age children. Emergency response personnel should be invited to participate in evacuation drills.

6. Other Recommendations

The school transportation provider should establish a policy on whether they or the child's guardian must supply a CSRS to be used on a school bus. School bus purchases should be based on the needs of a projected student population, taking into consideration projected ages, sizes, and other characteristics of the students, including any special needs, and whether pre-school age children or medically fragile students will be transported.

Specified procedures should be established for loading and unloading children in CSRSs.

Procedures should be established for the periodic maintenance, cleaning, and inspection for damage of CSRSs. Procedures should be established to train personnel involved in direct service delivery of infants, toddlers, and pre-school children on the physical day-to-day handling of these young children and means to handle potential exposure to contagious and communicable diseases.

When school bus procedures are established, it should be noted that some children in CSRSs may have special needs, including medical fragility, that must be addressed on a child-by-child basis.