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ABSTRACT

This curriculum resource book provides a collection of practical ideas that preschool educators can use to provide developmentally appropriate learning experiences for children attending a high quality preschool center. The ideas are designed to concur with the format of standards C-L set forth in the related document: "Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds." The standards addressed by the resource book concern children's comfort and security, children's use of play to attain understanding, a developmental curriculum, acquisition of concepts through manipulation of objects, use of various methods and techniques to present concepts, activities that challenge and lead to success, developmental sequencing of activities, individualized instruction, incorporation of children's interests into the program, and enhancement of children's critical thinking. Suggested activities are supplemented by examples. Attachments to standards D and F concern play and play schedules, equipment, floor plans, and play spaces. Nearly 90 references to literature on early childhood education and reading are cited.  
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12/11/89

# CURRICULUM RESOURCE BOOK

## FOR PRESCHOOL PROGRAMS

### FOR FOUR YEAR OLDS

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## INTRODUCTION

There is sufficient evidence to support the fact that high quality preschool programs significantly improve children's chances for success in school. Key to the achievement of this outcome is both the type of learning opportunities provided and their appropriateness for children at the preschool level of development. Widespread perception about the intelligence of today's children and their need to demonstrate "readiness" when entering school has prompted both educational personnel and parents to set inappropriate expectations and make unreasonable demands. Because of this, many supporters of preschool education express great concern for what is taught in these programs and the methods and techniques used to teach this age group.

In response to these concerns, and the issue that public preschool programs address the developmental needs of the whole child, this curriculum resource book was developed. Its content is based on the underlying assumptions that:

- \* preschool programs should include a planned sequence of experiences designed to meet the physical, social, intellectual, and emotional needs of the child;
- \* preschool programs should facilitate and enhance the growth, abilities, talents and cultural differences of children as individuals with varying backgrounds and experiences;
- \* preschool programs should provide and promote activity oriented experiences, including opportunities for inquiry and wonder; exploration and experimentation; problem solving and decision making; imagination and creativity, freedom, fun and pleasure;
- \* preschool programs should be relevant and provide opportunities for the introduction, interpretation, and use of symbols, objects, events, and people with whom they will coexist, communicate and interact; and
- \* preschool programs should foster motivation by providing challenge, and ensuring achievement and success necessary for the development of a positive self concept.

Teachers and other caregivers who understand how young children develop, and the conditions under which they learn best, must be given the moral, administrative and fiscal support necessary to establish the kind of environments conducive to learning and development as described. Steps must also be taken to assure that all early childhood staff possess the philosophy, training and experience needed for a true developmental program and that appropriate and sufficient equipment, materials and supplies are provided.

The great potential of preschool programs lies in our ability to do what is "right" and "appropriate" for young children. The information presented herein is merely an incomplete collection of practical ideas about how preschool educators might proceed in getting this done. The State Board of Education presents this curriculum resource book with great excitement for its potential for improving preschool programs through a more enlightened approach to the planning, development and delivery of an effective preschool curriculum.

## ACKNOWLEDGMENT

Members of the Curriculum Subcommittee of the Ad Hoc Early Childhood Advisory Committee were instrumental in providing direction, resources and time as staff developed this book.

It was the Committee's top priority to have the Curriculum Resource Book be supportive for teachers in their planning and implementing quality preschool programs.

The Board of Education wishes to thank the Curriculum Subcommittee for their special efforts:

Dr. Carolyn Cummings  
Ms. Patricia Hall  
Dr. Marjorie Kostelnik  
Ms. Stephanie Riley  
Mr. Warren Starr

## COORDINATION AND LINKAGE

A document entitled "Standards of Quality and Curriculum Guidelines for Preschool Programs for Four-Year Olds" has been adopted by the Michigan State Board of Education. \*It includes a set of "critical elements or components" which help define "quality" as used in reference to preschool programs. Curriculum, is of course, one of the elements or components for which Standards of Quality, including criterion statements and quality indicators were developed.

These standards articulate what is considered appropriate for quality programming and may serve interchangeably as guidelines for curriculum development.

The information and ideas that follow were developed to concur with the format of Standards C-L (pages 26-71) of the above document.

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\* "Standards of Quality and Curriculum Guidelines for Preschool Programs in Four Year Olds" is available through the Michigan Department of Education, Office of Early Childhood and Parent Education, Lansing, Michigan.

C. STANDARD: THE PROGRAM IS STRUCTURED TO ENHANCE CHILDREN'S FEELINGS OF COMFORT AND SECURITY.

C.1 Criterion: The program is structured to ensure the development of positive adult/child relationships.

In preschool programs, any adult, staff, volunteer or parent, who serves as a facilitator of learning is a teacher regardless of their training, credential, rank or salary. The acceptance of each child as unique is essential for the development of a positive relationship between the adult/teacher and child/learner.

Positive adult/child relationships are fostered by:

- \* Talking with and touching each child daily regardless of their language, personal appearance, or handicapping condition.
- \* Allowing children to communicate in their primary (native) language by providing someone with whom they can communicate, as often as possible.
- \* Acknowledging cultural differences related to dress, food preferences, eating customs, etc. rather than encouraging change, and helping others understand that such differences should be respected.
- \* Using appropriate discipline procedures such as Time Out to help the child take the time from the busy group, to regain his/her composure, and to develop self-control (discipline). Hitting, slapping, pinching, denying food or play are not appropriate discipline techniques.
- \* Helping children become more aware of their own behavior. Example: Teachers praise children's positive behaviors (e.g. "Wow, you cleaned this up all by yourself. That's great!" I really appreciate how you've all waited your turn. Now everyone can have a chance to play.")

Example:

Teachers tell children what to do as well as what not to do. (e.g. "Walk in the classroom, don't run.")

Example:

Teachers redirect children's behavior. They consistently suggest alternatives to unacceptable behavior (e.g. Child is throwing stones. Teacher redirects behavior so child is throwing beanbags through a target.)

- \* Developing rules which are implemented to protect the safety of children, and property or are important in helping children to learn to consider and respect the rights and feelings of others.



- \* Developing rules which are reasonable, definable and enforceable.

Example:

Reasonable - The child has to know how to follow the rule. The rule is something that the child can do. (e.g. "Don't cry" would not be reasonable for an infant or young child.)

Example:

Definable - The child has to know how to follow the rule. The rule is something that the child can do. (e.g. "Wash your hands after you go to bathroom" vs. "Be good in the bathroom.")

Example:

Enforceable - The adult is able to know when the rule is broken (e.g. An enforceable rule would be "walk in the classroom". A non-enforceable rule would be "Don't think bad thoughts.")

- \* Developing consequences which are immediate, consistent, and logical.

Example:

Immediate - can be enforced as soon as the rule is broken.

Example:

Consistent - Consequences can be enforced almost every time the rule is broken.

Example:

Logical- Consequence helps the child learn how to follow the rule the next time and consequence helps the child recognize how personal actions affect others.



C.2 Criterion: The program is structured to ensure that teaching staff are consistent over time.

Consistent and stable staff enhance the feeling of trust and security which are conducive to growth and development of young children. Knowing who will be there to meet these needs is critical for the establishment of a secure and on-going relationship between the teacher and learner.

Staff consistency and stability are fostered by:

- \* Developing written job descriptions which inform personnel about all responsibilities they are expected to assume, the hours they are to work, holidays and leave, the rate(s) for compensation, benefits provided and established procedures for resolving issues.
- \* Establishing predictable, accommodating working conditions such as a scheduled lunch period and a time and place for breaks.
- \* Allowing time for staff and administrators to plan, discuss and evaluate the program and services.
- \* Establishing time for staff to discuss, review, assess, project, plan, and develop individual and group activities.
- \* Establishing regulated scheduling of staff so children can predict the presence of a specific adult on whom they may have come to rely for whatever assistance needed.

C.3 Criterion: The program is structured to ensure the development of positive child/child relationships.

Blocks of time are scheduled into the day to ensure plenty of time for play and social interactions. Teachers will help children to initiate contacts with others, to interact positively, and to negotiate conflicts.

Techniques to foster positive child/child relationships include:

- \* Helping children find alternatives to screaming, crying, or hitting.

Example:

"Tell John that you don't like it when he knocks down your blocks." "Tell Marie to ask you for the truck. She should ask instead of grabbing it from you."

- \* Helping children to negotiate toys or other play situations.

Example:

"Sarah, you and Tom both want to play with the space station and we only have one. How could we work this out?"

Example:

"John, you look like you might like to play in the housekeeping corner with the children. Shall I see if there is a part you could take?"



C.4 Criterion: The program is structured to ensure that children's biological needs are met.

C.5 Criterion: The program is structured to ensure that children's physical needs are met.

The program provides an environment, indoor and outdoor, which insures children's safety and health. The classroom is well-lighted, ventilated and heated. All equipment should be appropriate in size, safe, clean, and multi-dimensional, to promote physical coordination and development.

Daily lessons offer opportunities for children to learn positive health practices and concepts, as well as develop healthy nutrition habits.

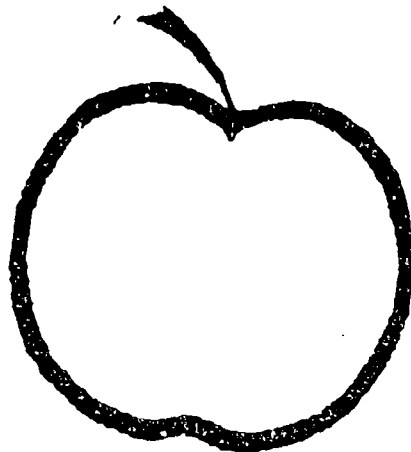
A HEALTHY ENVIRONMENT includes:

- \* Providing a nutritious snack during each daily session.
- \* Maintaining a rest area for a child who may be tired or ill.
- \* Providing drinking water which is available and accessible throughout the day.
- \* Having a written program policy which states that depriving a child of a snack, rest or necessary toilet use is forbidden.
- \* Maintaining a first-aid kit for each classroom.
- \* Doing a daily health check for each child.
- \* Having tissue, soap, paper towels, and napkins which are available daily for children to use.
- \* Having a written policy which states the procedures for emergencies such as injuries, illness or inclement weather evacuations.

SAFE PHYSICAL ENVIRONMENT includes:

- \* Providing a minimum of 35 square feet of classroom space per child.
- \* Maintaining room temperature so that children do not become overheated or chilled.

- \* Maintaining adequate ventilation and lighting.
- \* Securing an area where toxic cleaning agents and electrical appliances are locked and out of the reach of children.
- \* Maintaining individual storage for additional clothing in the event that the child's clothes become soiled or wet.
- \* Removing promptly children's soiled or wet clothing.
- \* Modifying, when necessary, equipment and supplies to allow children with handicapping conditions to participate as independently and freely as possible.



D. STANDARD: CHILDREN IN THE EARLY CHILDHOOD PROGRAM HAVE OPPORTUNITIES TO UTILIZE PLAY TO TRANSLATE EXPERIENCE INTO UNDERSTANDING.

D.1 Criterion: The value of play is demonstrated throughout all aspects of the program.

Curriculum designs for the young child should include large blocks of time for unstructured activities. The classroom environment should show evidence that children are using play to translate experience into understanding.

Activities and conditions to enhance play include:

\* Changing materials throughout the week to enhance and elaborate play.

Example:

Additions to blocks, such as small DLM cubes (colored), dinosaurs, or cowboys.

Example:

Additions of two telephones in the family living area, table mats for a table, plus silverware or other eating utensils.

\* Praising movement and social interaction as being an integral part of the play process.

\* Providing outdoor play time daily unless weather is severe.

\* Arranging the physical environment to enhance play as both an individual or group activity.

\* Adding small cars, people, or animals to such areas as dramatic play center or block building area.

\* Providing space for children to play alone, if desired.

\* Having a written philosophical statement as to the value of play to articulate the classroom set-up.

Example:

Play is an important and integral part of our curriculum for young children. All areas of development (social, emotional, intellectual, physical and language) are continually expanded and enhanced through the child experiencing ways of entering an adult world via their experiences and discoveries.

## ATTACHMENT TO STANDARD D

Young children learn through interaction with their environment and by the ongoing use of their 5 senses. Until ages 6-7, children learn through manipulation of three dimensional objects rather than the two dimensional world of paper and pencil (abstract). Play is not in opposition to a planned curriculum, but is rather found to be appropriate curriculum in action. A play-based curriculum, indeed, does require careful thought as to how children ages 2-7 may approach learning centers, drama corners, and story areas. As one moves through such a curriculum, one will see a very different design for toddlers as opposed to the design for 6 year olds. The best facilitator of learning finds out what children know and helps them make the connection as to how to apply it. The more a child can explore this environment, the stronger the foundation for learning.

### What's Really Happening

#### Intellectual Development

Curiosity  
Exploration  
Experimentation  
Prediction/Hypothesizing  
Investigation  
Inquiry  
Comparison  
Problem Solving  
Decision Making  
Cause & Effect Relations  
Planning Ahead  
Creativity/Imagination  
Symbolic Representation  
Assimilation/Accommodation  
Recall  
Classifying  
Sequencing  
Discrimination  
Body Awareness  
Concept Development  
Development of Skills

#### Gross Motor

Body Awareness  
Climbing  
Throwing/Catching  
Meter of Movement  
Balance  
Hand-eye coordination

#### Language Development

Vocabulary  
Intonation  
Comprehension  
Contextual Clues  
Word Recognition  
Auditory Discrimination  
Social Communication  
Grammar  
Syntax

#### Emotional Development

Independence  
Positive Self Concept  
Awareness of Feelings  
Decision Making  
Trust  
Respect  
Empathy  
Release for Emotions

#### Fine Motor

Manipulation of materials  
Developing Pincer Grasp  
Use of Tools (pens, hammers, etc.)  
Hand-eye coordination

#### Social Development

Cooperation	Awareness of other's morals
Role Playing	and ethics
Sharing	Group Participation
Oral Communication	Roles of Leader/Follower
Integration of Rules	Socially appropriate word usage

D.2 Criterion: Time is designated each day for children to explore and play.

Curriculum designs for young children should include schedules which are used as a guide for providing adequate time to allow children to explore, discover, and compete.

Schedule guides to foster exploration and discovery include:

- \* Play opportunities to be available to all children during a given segment of time - not just to children who have completed other tasks. A minimum of 60 minutes per session is recommended.

Example:

Play should be unstructured. Legos, hollow and unit blocks, rubber and plastic cars, easels, clay, play dough, sandtable and puppets are forms of unstructured materials.

Example:

Effective block building takes place when there is at least 10-15 minutes to set up, 30 minutes to utilize the structure, and 10 minutes to clean up.

- \* Give and take in schedules to accommodate unexpected learning situations and to allow for children to finish and gradually move to a new activity period.

Example:

It takes longer than expected for the bread to rise.

Example:

Children are intensely involved in constructing a supermarket and playing grocery shopping.

- \* A realistic amount of time is allowed for transition to take place. It also helps to warn the children in advance when it is time to finish one activity and begin another activity.

Example:

It's almost time for outdoor play. We will be cleaning up in a few minutes.

Example:

When you hear the ding-dong bell, it will be time for lunch.

- \* Three sample schedules follow, to be used as presented or modified according to class needs.



SCHEDULE I

- 20-25 min. **Arrival, Greeting, Snack, and Discussion:**  
Teacher greets each child upon arrival. The child either goes to a snack area or circle with quiet activity until all children arrive. Short motor activity or song takes place before daily discussion of schedule, centers available for activity, and/or special event.
- 60-70 min. **Self-select Centers and Activities:**  
Children engage in play based centers for extended periods of time. All centers involve hands-on, developmentally appropriate materials and activities. Teacher(s) work with individuals and small groups of children (3-5 children per group). Clean-up, lavatory (if necessary).
- 20-25 min. **Large Group Time:**  
Teacher uses this time to review or present new concepts, songs, stories, or ideas with the children. Presentations should vary in technique; (teacher directed vs. child directed; noisy vs. quiet; or movement vs. sedentary) and allow for child input, questions, review and recall.
- 15-20 min. **Planned Gross Motor Activity (Indoor or Outdoor)**
- 10 min. **Ready for Departure:**  
Children receive notes, pictures, etc. to take home. Teacher greets parent upon arrival for child. Children discuss the day's events.



## SCHEDULE II

- 10-15 min.      **Arrival, Greeting and Sharing:**  
Teacher greets each child upon arrival. Short motor activity, songs, or fingerplays before discussion of daily activity, available centers, and/or special event/project.
- 60-75 min.      **Self-Select Interest Centers and Activities:**  
Children engage in play based centers for extended periods of time. Centers involve hands-on, developmentally appropriate materials and activities. Teacher(s) work with individual children and small groups of children (3-5 children per group. Snack may be included here as one of the areas for the children to attend. Clean up, lavatory (if necessary).
- 20-25 min.      **Group Time (One large group or two smaller groups):**  
Teacher uses this time to present new or review concepts, songs, stories, or ideas with the children. Presentations should vary in technique (teacher directed vs. child directed; noisy vs. quiet; movement vs. sedentary) and allow for child input, questions, review and recall.
- 15-20 min.      **Planned Gross Motor Activity (Indoor or Outdoor)**
- 10 min.          **Ready for Departure:**  
Children receive notes, pictures, etc. to take home. Teacher greets parent upon arrival for child. Children discuss the day's events.

## SCHEDULE III

(Children who have bus ride)

- 20-25 min. Arrival, Greeting, Bathroom routine, and Snack:  
Teacher greets the children. Children go to the lavatory and prepare for snack. After snack, children go to circle area to discuss the plan for the day, available centers, and/or special events/projects.
- 60-70 min. Self-Select Centers and Activities:  
Children engage in play based centers for extended periods of time. All centers involve hands-on, developmentally appropriate materials and activities. Teacher(s) work with individuals and small groups of children (3-5 children per group. Clean-up, lavatory (if necessary).
- 20 min. Group Time (One large group or two smaller groups):  
Teacher uses this time to review or present new concepts, songs, stories, or ideas with the children. Presentations should vary in technique; (teacher directed vs. child directed; noisy vs. quiet; or movement vs. sedentary) and allow for child input, questions, review and recall.
- 25 min. Planned Gross Motor Group Activity (Indoor or Outdoor)
- 10 min. Ready For Departure:  
Children receive any notes or pictures for home and prepare for departure on bus.

E. STANDARD: THE CURRICULUM IS DESIGNED TO ADDRESS ALL ASPECTS OF THE CHILDREN'S DEVELOPMENT.

E.1 Criterion: Everything that is planned throughout the school day is related to the overall curricular goals.

Young children learn from all their experiences they are exposed to throughout the day. Therefore all activities from the time the child enters each morning/afternoon session until the time he/she leaves should be planned to maximize potential learning capabilities.

These experiences and activities include:

- \* Giving each child a greeting, individual attention, and good-bye each day.
- \* Providing each child with an individual storage space for personal belongings.
- \* Meeting each child's personal needs such as going to the restroom, getting drinks of water, or addressing other personal needs or requests.
- \* Preparing each child for the daily routine and transition. (i.e. washing hands for meals, dressing for outdoor activity, getting ready to leave for home, and moving from one learning experience to another.)
- \* Incorporating into the daily curriculum happenings and events which are not planned but occur in the lives of children at home, other places, or school.
- \* Communicating to the family, experiences which occur at the school.



E.2 Criterion: The curriculum is designed to address the unique needs of the young child.

Effective efforts to meet the unique needs of the individual young child must fit within the context of certain principles regarding the unique development of all preschool aged children.

The unique needs of young children may be addressed by:

- \* Treating parents as the most important influence in their child's development and:
  - including them in setting appropriate curriculum goals regarding their own child's growth.
  - providing assistance in using home and other life experiences to reinforce concepts, ideas, behaviors and skills included in the curriculum.
  - using them as a resource to supplement classroom and other school based activities.
  - participating in evaluating the progress of the child and effectiveness of the program.
  - participating in the development of policies and procedures which impact the child's learning or opportunity to learn.
  
- \* Providing time for non-regimented peer interaction which allows children:
  - free choice of those with whom they want to play or share experience.
  - to move freely in and out of groups of children.
  - free choice of activity or experience to share with those whom they choose.
  
- \* Addressing the child's adjustment of separation from home to school. Some activities may include:
  - arrangements for a previsit to the classroom prior to enrollment.
  - arrangements for parents to spend time with the child in class during initial enrollment.
  - allowing the child to bring familiar objective from home and using it in a special class activity (picture of family, teddy bear, doll, or other treasured possession).
  - personal greeting to child and family member.

\* Providing socialization experiences which are constructive and esteem enhancing.

- Show children they are important. Each child is encouraged to respond and interact in order to build confidence and a sense of worth.

Example:

Questions to help interaction are "What do you think or know about ...?"; "How do you feel about ...?"; "What would you do ...".

- Teach children how to be liked. Teachers are models and encourage children to use constructive behavior when interacting with others.

Example:

By using "Thanks" to express gratitude; "Sorry" or "Pardon me" to acknowledge errors or misdoings; and "Please" to solicit consideration or assistance.

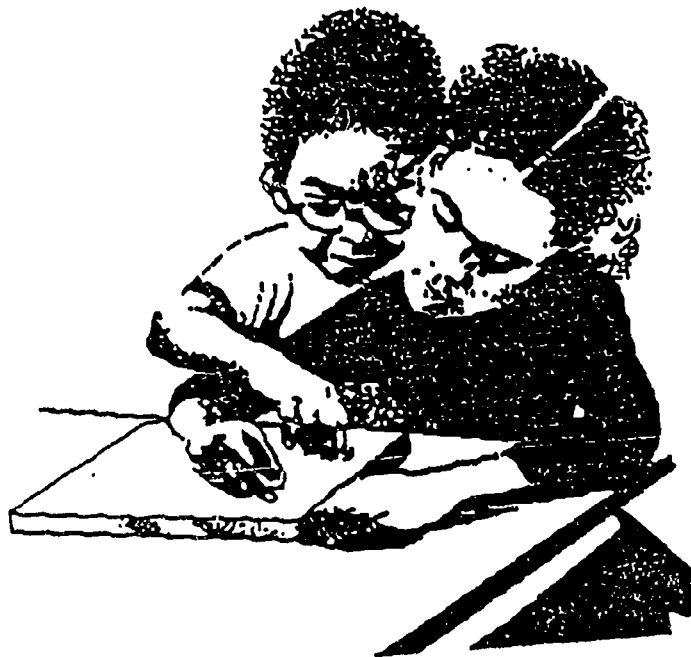
- Encourage children to be fair and considerate of others by observing and exercising the rotation of turns and the distribution or sharing of opportunities to use, see, and do things alone and with others.
- Encourage children to develop empathy by envisioning themselves in various situations, under various conditions and projecting their response.
- Give children opportunities to contribute by cooperating with and helping others.
- Give children opportunities to solve and work out interpersonal problems or difficulties, and give guidance for appropriate behavior when needed.

\* Assessing children's anti-social behavior and:

- Not view it as a character flaw.
- Regard it as a skill deficiency.
- Acknowledge and discuss the behavior with the child as unacceptable but not exaggerated.
- Address it by redirecting attention to alternate acceptable language or behavior
- (Depending on the situation) Provide an opportunity to redeem respect by expressing apology.
- Give reinforcement for behavioral change (i.e., "I like the way you handled that situation", etc.)

\* Recognizing that children think and reason differently from more mature learners:

- Children respond to concrete examples and real life experiences.
- Children form representations of the world through the use of the senses.
- Children learn what objects, people and events are and about their use through direct experience provided by: sight, hearing, touch, smell, and taste.
- Children respond to objects, people and events based upon their personal experience or point of view (egocentrism).
- Children learn progressively from the simple to the complex.
- Children learn by forming mental images first and language development follows.



E.3 Criterion: The curriculum is designed to include experiences related to children's aesthetic, cognitive, emotional, language, social, physical, and sensory development.

An effective curriculum is one that is comprehensive in design and includes learning experiences and opportunities which promotes the positive growth of the whole child.

**AESTHETIC APPRECIATION AND EXPRESSION:**

It should be recognized that the child's process for creating is as important as the completed product. Aesthetic appreciation and expression can be facilitated by both planned and spontaneous experiences.

Experiences may comprise:

- \* Exposing children to a broad range of aesthetic materials from a myriad of media as music, art, poetry, prose, and drama,

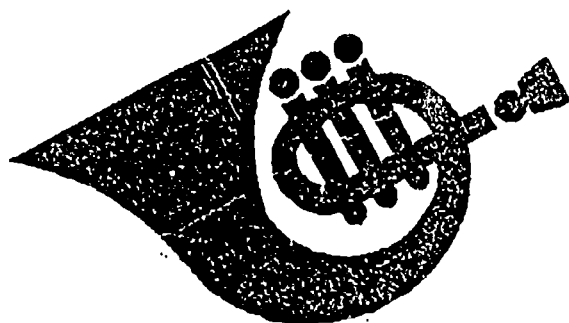
Example:

Displaying posters, reproductions, and photos of different artists.

Example

Listening to classical, jazz, popular, bluegrass, country, or folk music.

- \* Providing children with unstructured and open-ended materials such as water, sand, paint, clay, blocks, paper, cloth, music, and other similar materials.
- \* Providing daily opportunity for imaginative and dramatic play. A wide variety of equipment, material, and props such as adult (both male and female) hats, shoes, dresses, ties, occupational uniforms, large appliance boxes, and cash registers should be available for stimulating role playing and other creative expression. These materials should be routinely rotated and different props added to enhance creativity.
- \* Developing for parents a community events calendar of plays, music and dance concerts, and art exhibits appropriate for young children.
- \* Planning a field trip to a museum or concert or establishing a special visitor program of artist and dancers.





## INTELLECTUAL ABILITY:

Intellectual ability is enhanced by acquiring new information and ideas and by developing new ways of using that which is already known. It is important that opportunities and time are available for children to question, analyze, and problem-solve developmentally appropriate situations. Intellectual ability can be strengthened by:

- \* Providing opportunities for children to observe and experience.

Examples:

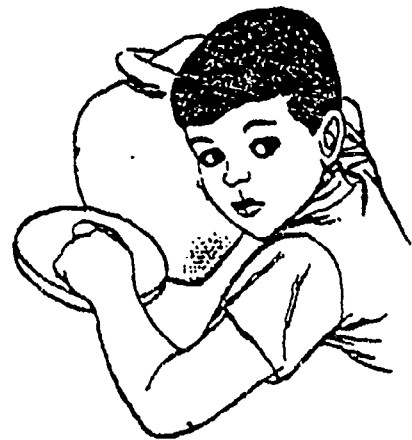
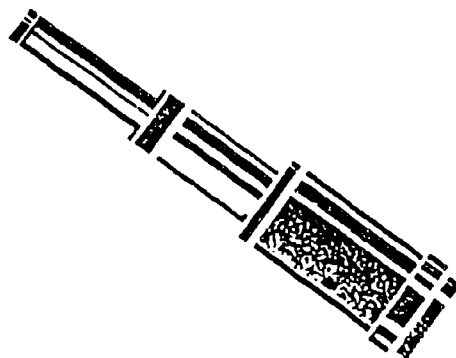
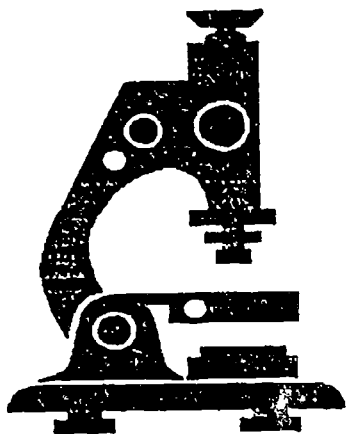
What happens to snow when it is brought into a classroom?" open ended questions like, "How can ...?"; "What would you do ...?"; "What if ...?"

- \* Providing equipment and materials that children can explore and gain competence by themselves.
- \* Providing experiences and activities which stimulate children's curiosity, problem-solving, inventiveness and communication skills.

Example:

Feely box, identification of sounds, mixing two (2) primary colors to get a new color, and dry cells and batteries are a few examples.

- \* Providing activities, materials and equipment for children whose handicaps affect their ability to learn in conventional ways.
- \* Providing activities to increase social knowledge important to their culture.
- \* Allowing opportunities for children to ask questions, wonder, guess, experiment and draw conclusions.
- \* Developing hands-on practice to increase mathematical and science skills; a few examples are: matching and/or discrimination in size, color, or shape; grouping; temporal ordering (first, second, third); graduated ordering (tall, taller; short, shorter; wide, wider; fat, fatter, etc.); and simple cause and effect relationship.



## LANGUAGE ABILITY

Language ability includes the child's understanding, acquisition and use of verbal and non-verbal means to communicate thoughts, ideas, and feelings. Language ability can be developed and enhanced by:

- \* Continuously encouraging children to put their ideas into words throughout the day.
- \* Showing children the relationship between spoken and printed words by recording the children's dictated stories and labeling their artwork.
- \* Using a variety of songs, stories, and finger plays with children. It is important to include stories and songs from different cultures and ethnic groups.
- \* Respecting the primary language of the non-English speaking child(ren), but encourage him/her to learn English. If possible, label furniture and other classroom objects using both languages.

Example:

Desk/pupitre; clock/reloj.

- \* Helping children in the group learn to communicate with a child who has a handicap which affects his ability to communicate.

## EMOTIONAL DEVELOPMENT:

Understanding and accepting oneself as a unique individual in a family within a community is indicative of positive emotional development and self esteem. Activities and learning experiences which enhance positive emotional development and self esteem include:

- \* Helping a child separate from the family smoothly and easily.

Example:

Greet each child and parent by name each morning and upon leaving.

Example:

During the beginning week of the school year, stagger small groups of 5-7 children to attend class. Parents may also attend.

Example:

Plan class projects to include parent(s) as volunteers.

- \* Encouraging a child to make decisions, be trusting and demonstrate initiative by providing opportunities for him/her to select activities, make choices, make appropriate decisions, and explore.
- \* Helping a child identify and understand feelings (i.e. sad, happy, anger, fear, frustration, excitement, joy, love, and jealousy).

- \* Providing appropriate vigorous physical and/or quiet experiences to help the child learn to express negative feelings (anger, frustration, or sadness) in a socially constructive way.

Example:

play dough, finger painting, punching ball, pillow, work bench, are a few activities to constructively work through negative feelings.

- \* Enhancing a child's self-worth with materials, posters, or books, which show non-sexist and positive multi-cultural roles.
- \* Acknowledging changes which occur in family life such as a new baby in the family, death of a grandparent or other family member, moving to another city (house), going into the hospital for surgery, and divorce or separation by using stories, films, pictures and discussion.

## SOCIAL DEVELOPMENT:

Social development includes getting along with other children and adults through the demonstration of appropriate behavior acceptable to society. In a preschool setting the following indoor and outdoor activities can be incorporated:

### Indoor Activities:

- \* Encouraging children to solve problems together.

#### Example:

"What can you do to turn this car into a fire truck? How can you turn your chair to make an opening?"

- \* Fostering cultural respect by using multi-ethnic/cultural items.

#### Example:

African bowls or instruments, multi-ethnic dolls, Mexican Chairs, Indian baskets, and other ethnic materials.

- \* Providing female and male items for role playing activities.
- \* Selecting equipment which requires cooperative play, (i.e. rocking boat, giant puzzles, or hollow blocks, are but a few).
- \* Planning a group project (3-4 children) [i.e. painting a mural, building structures using large appliance box(es); or dramatic presentations].

### Outdoor Activities:

- \* Providing ample material to encourage cooperative play and sharing. Sharing should only be encouraged when there is enough to share.
- \* Occasionally allowing more skilled children to "teach" less skilled children to do something.
- \* Offering large group projects such as painting large mural or gardening.
- \* Using equipment which requires cooperative play (wagon, seesaw, rocking boat, jump ropes, and other such equipment), and "taking turns", (i.e., tricycles, scooters, swings, and other similar toys.)

### PHYSICAL DEVELOPMENT:

Activities and experiences to enhance a child's large and small muscle growth, coordination and sensory development should be included in the curriculum. The following materials, equipment and opportunities for indoor and outdoor activities may be incorporated into the daily routine:

#### Gross Motor Experiences (Large muscle development):

- \* Providing locomotor activities such as rolling, climbing, walking, running, and hopping.
- \* Offering balance activities such as tip toe, lying on side, balance on one foot, walking on balance beam/line on floor, balance with an object (bean bag, roll a tire, crawl with bean bag on back.)
- \* Providing games to reinforce concepts of on, under, over, behind, in front of, next to, and between.
- \* Allowing movement activity to music, records, and song.
- \* Rolling, throwing, or catching balls or objects of various sizes.

#### Fine Motor Experiences:

- \* Using tools and activities to increase eye-finger, and eye-hand coordination (i.e., scissors, tweezers, carpentry tools, cooking utensils, and paint brushes of various sizes.)
- \* Incorporating daily self-help skills such as buttoning, zipping, or snapping.

#### Sensory Activities:

- \* Using a variety of materials to develop the various senses of sight, smell, touch, and hearing. Sensing skills can be enhanced through the use of props, equipment, guessing games, and food experiences.



E.4 Criterion: The curriculum is designed to include experiences related to multicultural awareness.

Multi-cultural activities and experiences should advocate an awareness and appreciation of the racial, ethnic, or cultural differences and commonality of people. The multi-cultural experiences should be integrated into the daily routine of program, rather than reserved only for special holidays and occasions. Multi-cultural activities and experiences should include:

- \* Using displays, props, posters, foods, pictures, music, textiles, and crafts from various racial/cultural groups.
- \* Giving positive and accurate information about all people.
- \* Incorporating foods, music, dances, songs, games, and toys from different countries into everyday experiences.
- \* Distinguishing historical vs. present cultural customs in dress, dance, or other celebrations occurring with different people.
- \* Having a parent or other family member to tell a story or share a special cultural experience.
- \* Using language and learning experience to help children to understand the concepts of "same as" and "different than"



F. STANDARD: ACTIVITIES ARE DESIGNED TO TEACH CHILDREN CONCEPTS AND SKILLS THROUGH ACTIVE MANIPULATION OF OBJECTS.

F.1 Criterion: The early childhood program provides a wide variety of equipment and materials for children's use. Children learn best through interaction with objects in their environment. Therefore, teachers who provide experiences and materials where children use the sense of touch, sight, hearing, smell, and taste are creating the most meaningful opportunities for young children to learn. Appropriate classroom rules are established to develop problem-solving and decision-making skills as well as maintain a safe environment.

ART CENTER:

The early childhood classroom has an art center where the free expression of the child as exhibited in his/her art is encouraged and respected by adults. The teacher demonstrates these attitudes by his/her display and admiration of the child's products, and sharing them with the class.

In the art center children have ready access for daily use of supplies such as:

- \* Varied sizes and textures of white and colored paper (tissue, construction, crepe, wax, foil, finger-paint paper, computer, newsprint, and tagboard.)
- \* Paints (tempera, water color, finger paint).
- \* Varieties of painting implements of various sizes and textures (brushes, sponges, rollers.)
- \* Large surface for painting such as an easel or table top.
- \* Clay, playdough, and other pliable molding materials.
- \* Many different shapes of cookie cutters, stencils and objects for tracing.
- \* Paste, glue, tape, stapler, and staples.
- \* Varied sizes of colored markers, crayons, pencils, chalk.
- \* Collections of objects such as yarn, toothpicks, buttons, string, ribbon, glitter, cotton balls, sequins, and other collage materials.
- \* Books, magazines, catalogs, and pictures for cutting.

- \* Space and materials are provided so that children may display their art works at school.
- \* Smocks or old shirts.
- \* Scissors (left and right handed.)

#### SCIENCE CENTER:

There is a science area in the classroom where equipment and materials are available and accessible for children's use. The integration and use of materials used in the science center with the block center and other classroom centers is allowed and encouraged by adults. Children should have ample time for exploring objects and participating in hands-on experiences.

#### Such materials may include:

- \* Magnets, prism, magnifiers, thermometers, scales and pan balance, pulley with rope and chain, microscope, tuning fork, measuring spoons, flashlight, dry cell batteries are just a few options.
- \* Nature displays for children to examine and handle. Such objects could include rocks, shells, nests, eggs, leaves, driftwood, seeds, plants, flowers, and vases and jars with live insects.
- \* Display space for objects brought to school by the children.
- \* Some small animals in their habitats (such as an ant farm, fish aquarium, guinea pigs/gerbil with cage and exercise trails, wheels, and tunnels, chameleon, frogs or turtles).
- \* Activities which involve children in hands-on experiences of pouring, mixing, measuring, feeling, tasting, and observing/ causing before and after results.

#### MATH CENTER:

There is a math center in the classroom where children may use equipment and materials at any time to explore counting, sorting, categorizing, measuring, and weighing. The use and integration of materials with activities in other centers is allowed and encouraged by adults. Such items may include:

- \* Rice, beans, or corn.
- \* Buttons, nails, screws, nuts/bolts, washers.
- \* Wood blocks, pegs and geoboards.
- \* Chestnuts, acorns, or fruit pits.
- \* Spoons, measuring cups, liters, quarts, gallons.



- \* Rulers, yardstick, measuring tape.
- \* Cuisenaire rods, Unifix cubes.
- \* Pan balance and scales.
- \* Clocks, timers.
- \* Puzzles, geoboards.
- \* Playing cards.

#### **MUSIC/LISTENING CENTER:**

Music/listening center in the classroom has equipment and materials which are available and accessible to children. Examples of these may include:

- \* Record player.
- \* Tape recorder, cassette player.
- \* Listening post with ear phones.
- \* Rhythm instruments (commercial and/or child-made) such as drum, maracas, xylophone, bells, tambourine, wood sticks, water filled plastic containers, triangles.
- \* Records and tapes for children's use may include:
  - \* Commercially-taped stories.
  - \* Child or teacher-made tapes of stories.
  - \* Stories with read-a-long books.
  - \* Stories reflecting different cultural backgrounds.
  - \* Songs children enjoy singing.
  - \* Instrumental music for listening.
- \* Carpeting.

#### **SOCIAL-DRAMATIC PLAY AREA:**

There is a socio-dramatic play area in the classroom where articles for "dress-up" can be selected by the children and returned easily.

Equipment and materials for this play area may include such items as:

- \* Large and small wooden appliances and furniture.
- \* Dishes, pots, silverware for housekeeping.

- \* Jewelry, scarves, hats, shawls, capes, coats, ties.
- \* Office/secretary props such as typewriter, stapler, stamps and stamp pad, calculator.
- \* Varieties of occupational props such as items needed to set up a florist, bakery, pizza store, supermarket, etc.
- \* Paper and pencil for "writing" notes, grocery lists, other needs.
- \* Brooms, mops, sponges.
- \* Dolls, clothing, blankets.
- \* Cribs, carriages, cradles.
- \* Menus.

#### **BLOCK BUILDING CENTER:**

There is a center in the classroom which has an ample supply of wooden hollow and unit blocks, as well as accompanying accessories (i.e. traffic signs, riding vehicles, cart, and other changeable props).

#### **The block-building area of the classroom contains:**

- \* Large hollow wood blocks, cardboard blocks, or large floor blocks in sufficient number for children to build structures for use as a store, bank, office, house, or vehicles.
- \* 100-400 small wood unit blocks in a variety of sizes and shapes.
- \* A variety of human and animal figures (wood, rubber or plastic), along with cars, airplanes, steering wheels and other vehicles that children can integrate into their block play.
- \* Large Lego and/or other interlocking blocks.

#### **LIBRARY/BOOK CENTER:**

There is a library/book center in the classroom where books are available and accessible for the children's use.

#### **Articles and equipment for this area may include:**

- \* Books on science topics such as rocks, shells, animals.
- \* Picture books and magazines for children (such as Ranger Rick).
- \* Wordless books and pamphlets.
- \* Poetry books.
- \* Magazines, catalogs and picture dictionaries.

- \* Books related to theme/unit being studied.
- \* Children's home/class-made books.
- \* Story books to be read aloud to individual and/or groups of children.
- \* Stories about children, families, and customs of different cultural groups.
- \* Comfortable reading areas with carpeting, and seating such as rocking chairs, table/chairs, pillows, sofa, large cushions, rug and sit upon squares.
- \* Puppets, pictures, flannel board and other story-telling props.
- \* Shelving or furnishings that permit the display of book covers to encourage children's use.
- \* The frequent rotation of books/magazines, and displays.

#### LANGUAGE CENTER:

The language center in the classroom is where children can explore letters, words, and writing. Materials that may be included in this area:

- \* A supply of alphabet letters with a variety of surfaces such as wood, sandpaper, rubber, that children may handle and trace.
- \* A variety of writing instruments such as pencils, pens and markers.
- \* Paper in a variety of sizes, colors and textures. (print shops will often save scraps upon request).
- \* Equipment for bookmaking such as hole punch, stapler, yarn, ring clips.
- \* Typewriter.
- \* Chart stand or other equipment for the display of experience charts.

The teacher provides language experiences for the children by:

- \* Reading books to individuals and small (5-8) groups of children.
- \* Reading poems, rhymes, riddles to the children.
- \* Teaching poems and fingerplays to children to say aloud.
- \* Writing children's words on labels, charts, and in stories dictated by individuals, groups or the class.

- \* Making picture/word signs as directions in the classroom interest centers.
- \* Using some interesting or technical words to expand children's vocabulary when discussing topics with individuals or small groups. Examples: terms such as holiday, celebrate, aquarium, filter, evaporate.
- \* Giving children opportunities to use their own written symbols.

**TACTILE SENSORY CENTER:**

The early childhood program provides an area indoors and outdoors where children can play using the tactile senses.

Some examples of materials and expectations appropriate for this area include:

- \* Sand.
- \* Water.
- \* Potting soil.
- \* Bird seed.
- \* Leaves.
- \* Goop (cornstarch/water recipe).
- \* Pails, shovels, spoons.
- \* Cooking/baking utensils, dishes.
- \* Funnels, siphon tubes.
- \* Measuring utensils.
- \* Plastic plumbing pipes and joints.
- \* Water wheel.
- \* Plastic giant bowl, dish pan, water/sand table, portable sink.
- \* Small plastic or rubber animals, people, boats, or floating objects.

- \* Children wearing plastic smocks.
- \* Floor covering, mop.
- \* A few simple, understandable rules/limits for the children to follow.
- \* Wiping up spills (liquids) as soon as possible.

**LARGE AND SMALL MOTOR CENTER:**

The classroom includes materials, equipment and activities that provide for the development of children's large and small motor skills, eye-hand coordination and visual discrimination. Materials and activities in this center are:

- \* Small Lego-type building blocks, Tinker Toys.
- \* Memory and lotto-type picture cards.
- \* Pegs and boards of various sizes.
- \* Puzzles of varying difficulty.
- \* Dominoes.
- \* Parquetry blocks and pattern cards.
- \* Beads and picture cards for lacing.
- \* Balls, bean bags.
- \* Creative body movement.
- \* Riding vehicles such as bikes, scooters, trucks, cars.
- \* Balance beam.
- \* Climbing equipment.
- \* Outdoor play area with swings, slide, climber.
- \* Tumbling mat.
- \* Jumping rope, hoops.
- \* Punching bag.

## WOODWORKING CENTER:

The early childhood program provides an area where children can construct, rebuild or create using natural wood and small household appliances. Safety rules and an adult to facilitate and accompany the children at this center is crucial.

### Examples of materials appropriate for this area include:

- \* Workbench.
- \* Two wood vices.
- \* Hammers, nails (various sizes), saws.
- \* Scrap soft lumber, old wood/tree stump.
- \* Protective eyeglasses.
- \* Assorted building materials.
- \* Pliers, screwdrivers, screws.
- \* Ruler, tape measure.
- \* Things to take apart: old clocks, radios, small machines.

### Equipment for Early Childhood Programs

Selection of equipment and materials for young children requires the following consideration:

1. The age and maturity of the children.
2. The size of the group.
3. The available budget.
4. The type of classroom - size, space for equipment and storage.
5. Suitability of equipment to program planned and to the children.
6. The provision for balance of types and varieties for each curriculum area.
7. The safety, adaptability, and suitability to local situations in terms of climate, economic conditions, and child needs.
8. The potential of the material to encourage and stimulate learning.

Children need equipment to climb on, hang from, stretch to and from, and to balance on; materials and equipment for dramatic play, for rhythms, for creative expression through art experiences, and for constructing and building. Young children need equipment and materials that demand that they do something as contrasted with equipment and materials that are finished products. Young children need water, sand, art media, musical instruments to experiment with, materials to observe and feel; and materials to create. They need books, outdoor and indoor science materials - through which they can discover and explore. Blocks, boxes, ramps, wagons, pull toys, shovels and hoes are essential to a creative enriching play area. Children need equipment for housekeeping, dramatic play, woodworking and motor and cognitive development.

Young children need space and freedom to use these materials under wise guidance as opposed to a teacher-dominated and directed program. Kits and packages of equipment and supplies designed to meet the total needs of an early childhood program should be analyzed carefully to determine if they provide for the range of individual difference within the group and particular locality.

A wide range of materials is important to give sufficient variety to children's activities. As each piece of equipment is selected, three questions should be asked: Is it suitable for this age group? What can the child do with it that will further his learning? Will it encourage him to do something based upon use of his own ideas rather than just watch it operate?

The selection of suitable equipment and supplies depends on the age and maturity of children, the program planned, and the number of children included in the group. The physical facilities - indoor and outdoor

space - will affect the type and amount of equipment to be supplied. Teacher interest and preference is a factor to be considered. However, teacher interest should not limit the program.

Criteria used for testing suitable equipment includes suitability for age level, safety features, sanitary and health provisions, price range, and appropriateness for use in school.

Furniture used in early childhood programs should be movable, durable, comfortable, attractive, child-sized, storable, and easy to clean. Single purpose furniture restricts the child and takes up needed play space.

Tables should be varied in height from 15 to 22 inches to fill the sizes of the children. Differing shapes provide for a variety of uses.

Chairs should be stackable, light enough for children to handle, movable without undue noise. Chairs should be in varied sizes, from 14 to 20 inches high, depending on ages and sizes of children. Check by placing hand, palm down, between front of chair seat and upper part of child's leg; space will not be adequate for adult hand if height is correct.

Display racks and bookshelves should be movable on casters-shelves easily accessible to children.

Clock should have a large face with arabic numerals, preferably black hands on a white face.

Easels should be easily adjustable to child's size (so that elbows are even with bottom of paper), portable, with washable surface; include trays to hold cans of paint and provide clips to hold paper.

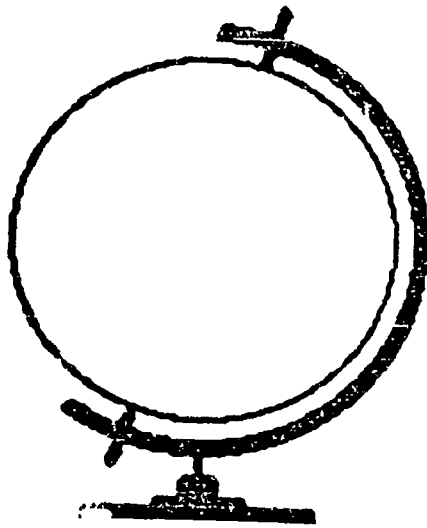
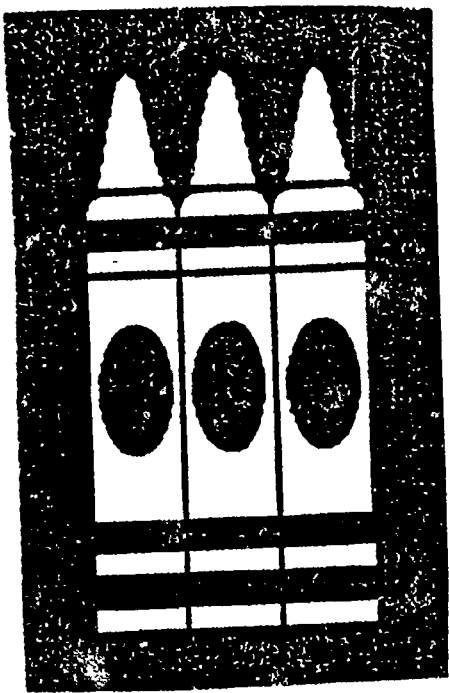
For equipment to make its contribution to child development, it must be educationally sound. The tone of the piano must be good, the books suitably illustrated, and the tools usable (not toy saws and hammers). All equipment and materials have many uses; therefore, no definite plan for exclusive use to develop a single concept or skill is planned by the teacher.

As the teacher offers opportunities for more complex intellectual experiences, she selects the materials and equipment that will be needed. As the child uses these materials in his work-play activities, he makes the equipment or material into whatever he perceives them to be. Through observation of the child at this work-play, the teacher gains greater insight for further planning of activities and for determining what additional materials will be desirable. The teacher can also decide what materials are not suitable for this child at this time.



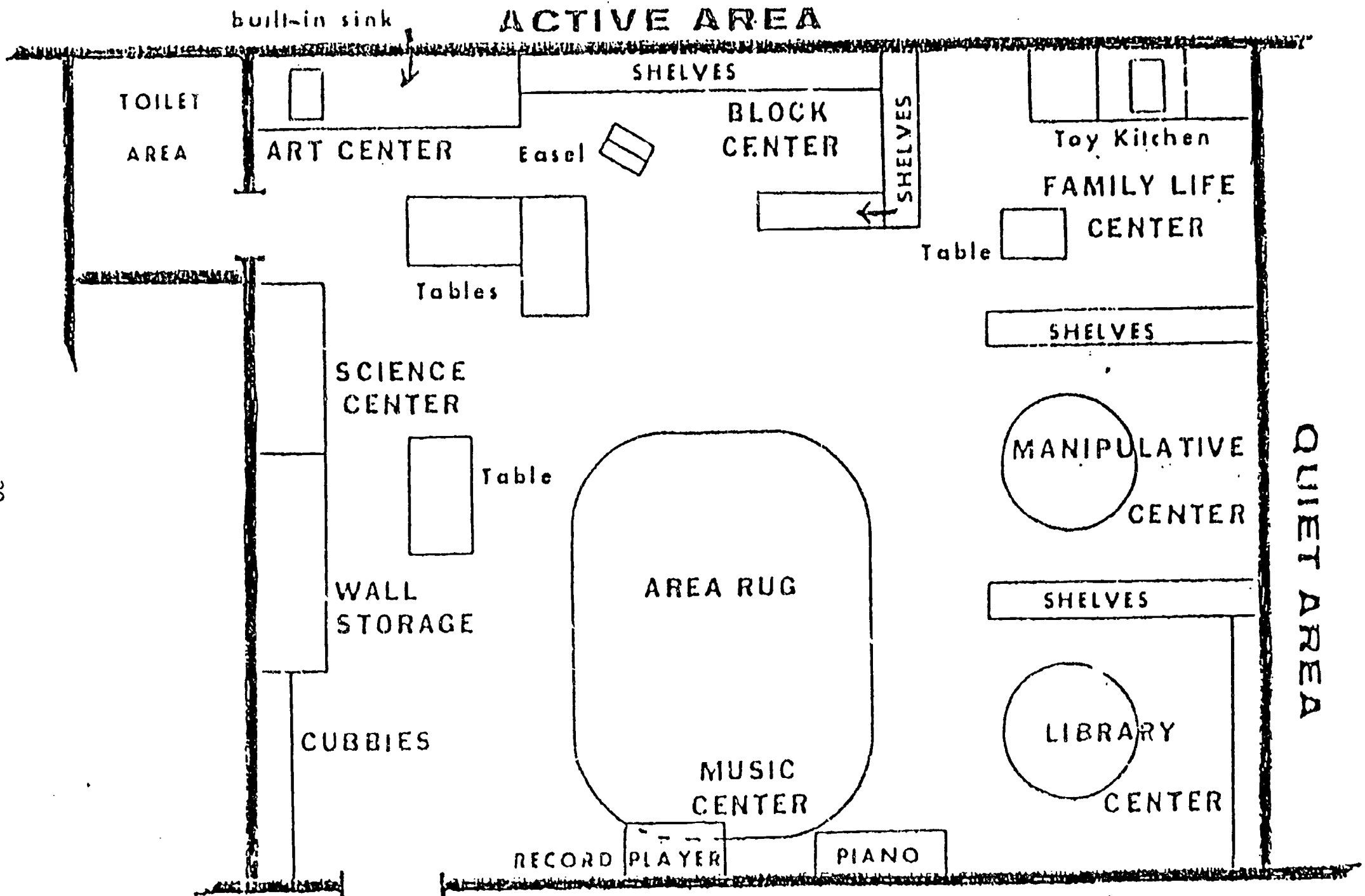
The alert teacher is constantly searching for neat equipment and materials that are challenging to children. The teacher is careful to select each item in terms of suitability for the school situation. Functional equipment provides for multi-use and is designed in accordance with sound educational theory.

Children need to learn to use and to care for the equipment and materials. Establishing routines and procedures for use and storing will assist the child and the teacher as they develop such helpful patterns of behavior.

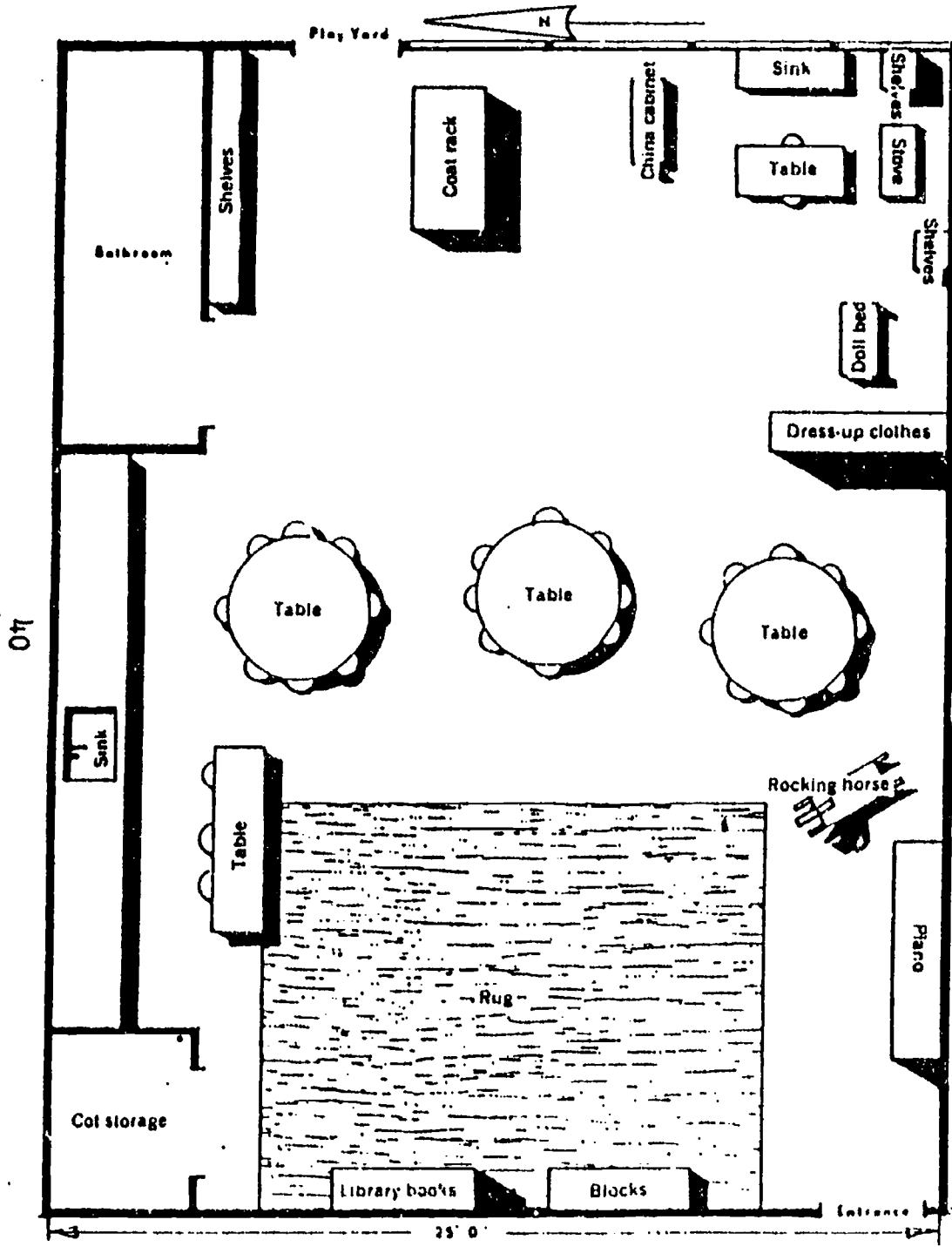


SUGGESTED FLOOR ARRANGEMENT

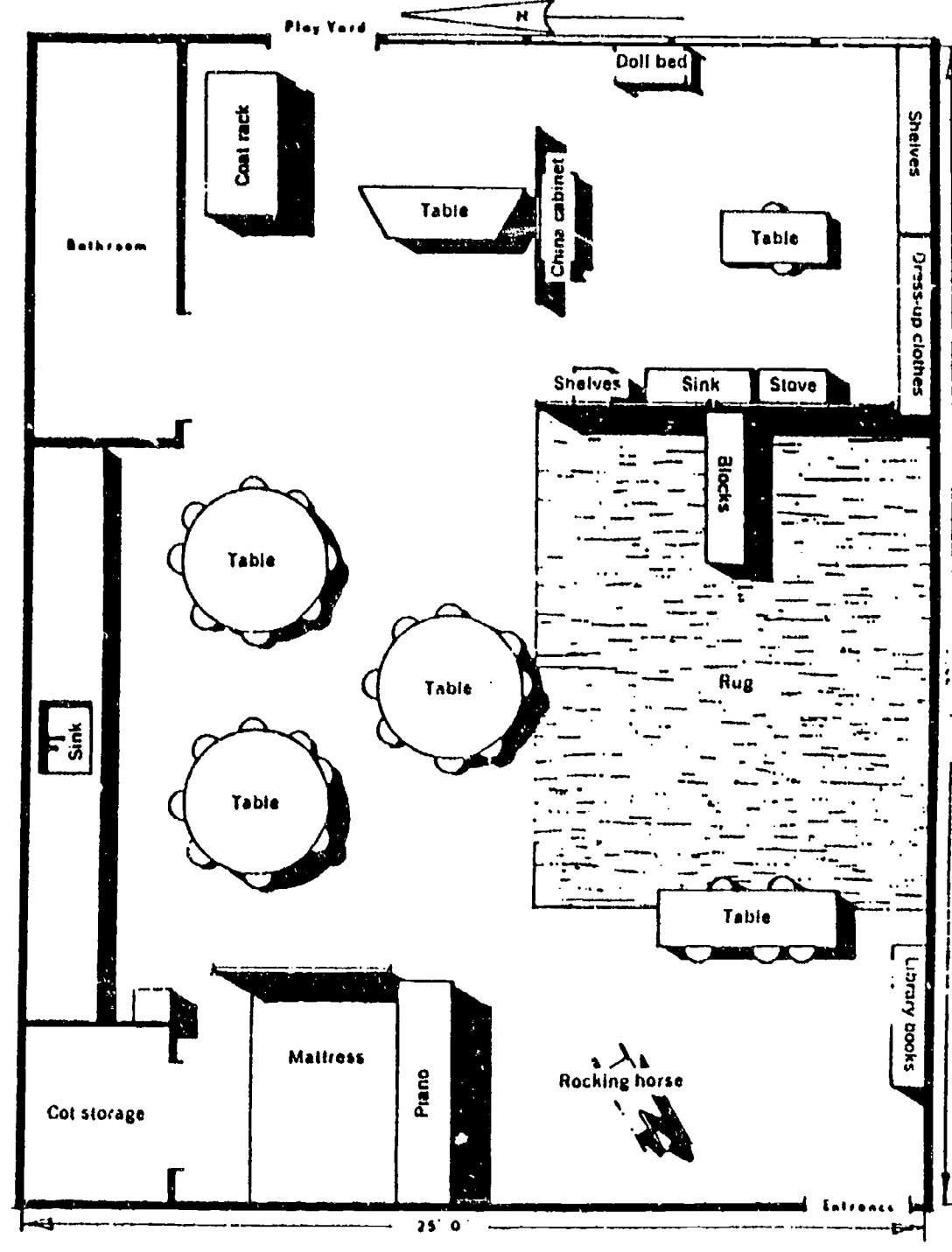
Attachment to Standard F



( A suggested floor plan to be used for adapting a regular classroom into a "learning center." This is not a building plan.)



Room 3--February 1, 1968



Room 3--April 20, 1968

Appendix III

Appendix IV

Taken from Planning Environments for Young Children Physical Space by Sybil Kritchovsky and Elizabeth Prescott with Lee Walling

Attachment to Standard F

**PLAY SPACES**

Play spaces are activities which a four-year-old only attends for approximately 8 to 12 minutes. In designing adequate play space for children, it is recommended that three (3) spaces per child is considered. Therefore, a classroom of eighteen (18) children would need fifty-four (54) play spaces.

A simple play space is one spot at an easel, or one seat at the play dough table, or one riding toy per child. A simple play space may be changed into a complex play space by including additional material. The additional material would allow children to stay at a task for a longer period of time. An example would be to add rolling pins and cookie cutters to the play dough play space. As a complex play space, it would then become two (2) play spaces.

Examples of play spaces in a classroom are:

	(Play spaces/# of children)		
Block Area	5	x 2 with accessories	10
Water/Sand/Wood-working Table	4	x 2 with accessories	8
Art Center	4		4
Science/Math Center	4		4
Music/Listening Center	2		2
Manipulative/Small Motor	4		4
Language Arts	4		4
Library	4		4
Snack Area	4		4
Scio-Dramatic Play	5	x 2 with accessories	10
Large Muscle (Balance beam/Climber/Rocking boat)	2		<u>2</u>
			56

F.2 Criterion: Activities for children are designed to involve the greatest number of senses.

When children are encouraged to experience their environment with several senses, the learning from these experiences is more meaningful and permanent. Experiences and activities to help foster the understanding of concepts include:

- \* Using a variety of activities each focusing on a different sense to help children expand their understanding of concepts.

Example:

Teaching the concepts long/short, the teacher may:

- Have children sort into the two categories a ruler, a yardstick, two shirts (one with short sleeves, the other with long sleeves), various other pairs of long/short items such as pencils, nails, screwdrivers, etc. (sight).
- Place the long/short objects in a sack, and with the child using touch only, select the long or short one (touch).
- Serve snacks of celery, and/or carrots cut into long and short pieces (taste and sight).

- \* Creating activities where children can use more than one sense for learning about things.

Example:

Teacher is teaching about shapes, activities may be organized where the children are invited to:

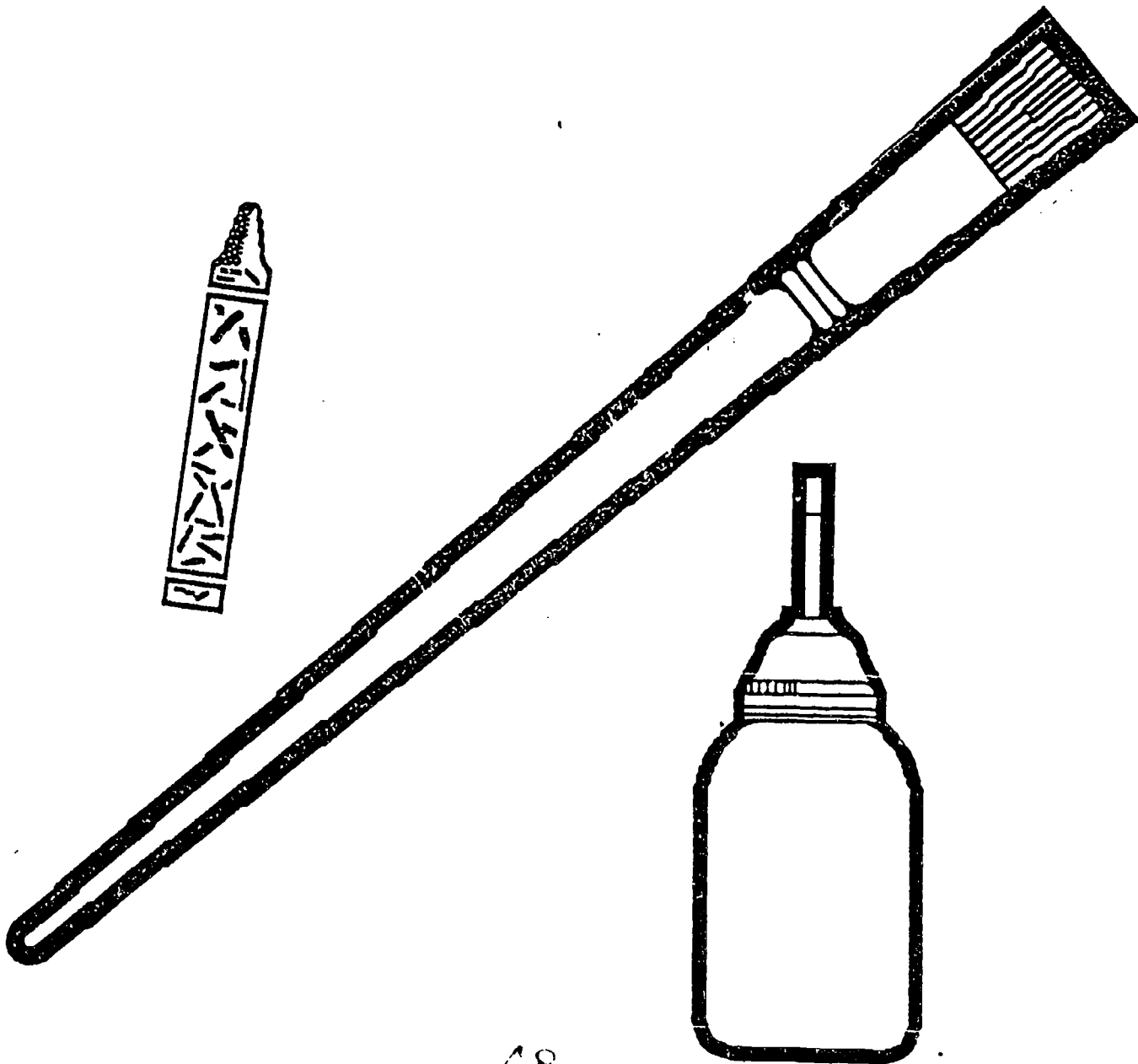
- Lay on the floor with 1 or 2 other children to form a given shape (3 children to form a triangle).
- Sort a variety of boxes and/or jars into the various categories of shapes (plastic make-up jars and boxes work well for this).
- Arrange a piece of yarn onto a sheet of sandpaper creating a given shape.
- Trace stencils of the shapes and then color, cut and paste the shapes forming a "shape creature".
- Eat snacks of cheese or finger Jell-O cut into the various shapes.
- Roll and cut play-dough or use cookie cutters to create the shapes.

\* Designing activities where children may use the sense he/she finds the most satisfying.

Example:

The child may choose to:

- Use paper, markers or other art materials to explore or
- Taste samples of foods that are sour, sweet, bitter, etc.
- Use hands and/or feet to feel the textures of substances such as cornstarch, sand and honey.
- Listen to a recording of various sounds while trying to identify each.
- Watch a filmstrip or look at slides that focus on a concept.



F.3 Criterion: Concepts are presented to children via hands-on materials rather than through paper-pencil exercises.

When teachers develop lessons for children, they provide three-dimensional, hands-on objects for children to examine, manipulate and explore, as a means of learning the concept. Paper/pencil activities such as workbooks or ditto-sheet exercises are seldom, if ever used. If such activities are provided, it would occur only after the child has mastered the concept through many multisensory experiences and is using it for independent practice only.

Hands-on activities that teachers can use for teaching a concept include:

- \* Using sand and/or water and a variety of containers to demonstrate concepts: full, empty, more, enough and too much.
- \* Using collections of things to demonstrate terms such as:
  - Soft (fur, velvet, satin, cotton, marshmallow).
  - Hard (nuts, stones, pits, wood, plastic).
  - Liquid (syrup, oil, milk, water).
  - Vegetables (carrot, celery, lettuce).
  - Fruit (apple, orange, grapes).

G. STANDARD: ACTIVITIES FOR CHILDREN ARE DESIGNED SO THAT CONCEPTS AND SKILLS ARE APPROPRIATELY PRESENTED BY UTILIZING A VARIETY OF METHODS AND TECHNIQUES.

G.1 Criterion: Adults present concepts several times using various materials and methods of instruction.

Children are individuals each with his/her own learning style and developmental level. To accommodate and address these individual differences, teachers design activities for children that present concepts in a variety of ways using a variety of materials for each concept. A concept is presented several different times using different materials and techniques. Conditions and experiences to facilitate individual learning styles include:

- \* Designing the classroom learning centers to include activities that the child knows upon completion of the task if it is correct. Examples include:
  - Puzzles.
  - Shape-sort boxes (where only the correct shape fits the form).
  - Number array forms where a place is provided for an indicated number of objects.
  - Sound/sort containers where the underside is marked with symbols or colors showing matched pairs so the child can see if the two he/she selects are pairs.
  
- \* Allowing activities and materials once used with the class and/or small groups to remain in a learning center or on a shelf where children may choose to use them over and over, or modifying the material by adding more or different components to expand his/her understandings. Such activities include:
  - A collection of items to drop into a container of water to determine whether each sinks or floats.
  - A set of items along with a variety of boxes and containers for children to determine which items can fit into a chosen container.
  - Science equipment such as magnets, magnifying glass, prism and microscope remain available for spontaneous use and exploration.



- Collections of pictures of animals that have fur or feathers, etc., can be added to as children come upon new examples.
  - Cuisenaire rods, geoboards, attribute blocks.
  - Art materials such as play dough, collage materials, and other assorted materials.
- \* Changing or regularly modifying learning centers through additions of materials and equipment that enable children to expand their understanding of concepts. Some examples are:
- Adding seasonal material in the math center to use for counting, weighing, and measuring, (pine cones, acorns, or chestnuts).
  - Changing color/sorting activities such as felt snowmen to be assembled with felt hats and scarves of the same color, or spring flowers with colored petals.
  - Changing waterplay equipment include sprays, pumps, tubes, measuring containers, or colored water.
  - Adding seasonal cookie cutters and stencil forms such as turkey, leaf, squirrel in fall etc.
- \* When a concept such as rough/smooth is presented in one area such as art, it can be focused upon at snack time by providing foods to be tasted such as pudding, rice, Jell-O, etc. while rough-textured letters made from sandpaper can be added to the language center.
- \* Showing interest and encouragement as children choose to experiences. Some examples include children choosing to:
- Put the same puzzle together repeatedly.
  - Re-enact the same stories with puppets.
  - Repeat the same rhymes and fingerplays.
  - Trace, cut and/or color the same forms.
  - Play in the same interest area of the classroom.

\* Incorporating language experiences which use repetition into the children's daily activities. Examples of these experiences include:

- Listening to, learning, and composing rhymes.
- Learning and repeating chants.
- Listening to and singing songs.
- Listening to, learning and composing poems.
- Learning and repeating finger plays.
- Pattern books or stories with repetition.

E.G. "And this was the house that Jack built."



H. STANDARD: THE CURRICULUM IS DESIGNED TO ENABLE CHILDREN TO EXPERIENCE BOTH CHALLENGE AND SUCCESS.

H.1 Criterion: The early childhood program provides materials which are age-appropriate.

The teacher should be aware of the developmental needs of four-year old children. The learning environment should be planned to include materials and equipment that allow children to explore and experiment. Such opportunities will assure children feelings of satisfaction and success. Examples of these materials and activities are described throughout sections E, F, and G.

H.2 Criterion: The early childhood program provides materials which are appropriate for meeting the needs of individual children.

The needs of individual children can be met by materials and activities which are flexible and will allow each child to create his/her own level of use according to each's level of understanding. Examples are described throughout Sections E, F, and G and may also include:

- \* Toys with which children can build including large and small wood blocks, Lego blocks, etc.
- \* A large variety of art supplies.
- \* Science, math and language center equipment and materials.
- \* Sand and water play areas.
- \* Office equipment (calculator, stapler, calendar, tape, paper clips, stamp/pad and stamps, cash box, old envelopes.)
- \* Tools (small hammer, screwdriver, wrenches, nails, screws, wire.)
- \* Speciality store items (pizza store, florist, travel agency).
- \* A post office constructed with large hollow blocks and equip it with "props" and/or items from other interest areas in the classroom.
- \* Using the tape recorder/headset to listen to a story or favorite songs while another child selects the record player.
- \* Tracing stencils and coloring while another traces letters to make a "book".
- \* Sitting at a table building small structures with Legos while another child sits nearby working on a puzzle or lacing beads.

H.3 Criterion: The early childhood program is designed to give children an opportunity to explore new materials as well as to explore in new ways.

Some ways of introducing new materials into the classroom are as follows:

- \* Bringing a tub of snow into the classroom after playing with it outdoors; reserve some in a refrigerator and observe the melting snow in the classroom.
- \* Adding autumn leaves and dried plants collected on a nature walk to the art center for collages.
- \* Encouraging the creation of a "florist shop" in the block/dramatic play area where dried arrangements can be displayed and "sold".

Additional ways of providing new experiences in familiar settings include:

- \* Changing materials for color sorting with the seasons from colored leaves in fall to colored scarves on snowmen to colored eggs at Easter.
- \* Changing the focus in the science center as well as other areas every week or two as part of a theme approach to curriculum planning.
- \* Arranging for visitors and field trips as well as planning novel activities and experiences.
- \* Giving children the opportunity and encouragement to use materials constructively in new or different ways than expected.

Thus the building blocks may be counted, weighed or measured in the math and sciences areas, while dress-up clothing may be worn in the book center as a child plays at being a librarian.

H.4 Criterion: The early childhood program is designed so that materials and routines are not changed completely at any one time. Instead there are opportunities for children to engage in some experiences which are familiar.

Some ways of achieving stability in the classroom are:

- \* Maintaining the same staff throughout the school year.
- \* Retaining the same interest areas in the same locations of the room while adding and/or changing materials within these areas.
- \* Following a daily routine and preparing children in advance for changes in the expected routine.

H.5 Criterion: The early childhood program is designed to enable adults to teach in ways which address children's differing abilities.

Some examples of ways teachers can address the different abilities of children include:

- \* Being available to individual children as they explore and experiment to provide information and ask thought-provoking questions.
- \* Providing materials at several ability levels in the learning centers.
- \* Expressing approval and encouragement to each child for his/her individual accomplishments.



I. STANDARD: THE CURRICULUM IS DESIGNED SO THAT ACTIVITIES ARE CAREFULLY AND DEVELOPMENTALLY SEQUENCED.

I.1 Criterion: Activities are planned and implemented in keeping with the children's level of functioning and comprehension.

Programmatic design and classroom equipment should reflect the children's developmental stages, cognitive functioning, and styles of learning.

Application of theory to practice can be demonstrated by:

- \* Appropriate curriculum design for young children which progresses from the simple to the more complex concepts.
- \* Provision of care to facilitate beginning activities as the child's developmental level.

Example:

Children need to know 1 to 1 correspondence of numbers before they can match numeral to quantity.

- \* A flexible schedule to meet individual needs.

Example:

Some children need to intersperse large muscle activity with quiet time.

Example:

Some children need to use the bathroom facilities frequently.

Example:

An open snack policy (where all children do not eat at the same time) provides children who have arrived early to eat earlier and takes up less time while allowing for individual differences in time needed for eating.

Example:

Some children need plenty of warning time to complete a project or clean up.

- \* Observing Children in all areas of development (emotional, language, intellectual, physical, sensory, social and aesthetic). Care should be taken to facilitate these areas working well together.

Example:

Children can come to school with good language and intellectual skills, but they may not know how to join in the activities of other children. Teachers need to help children interact with others.



Example:

Children who are bilingual often need many concrete experiences with words (such as picture books) before they can express a concept in English.

Example:

Children who live in apartment complexes may not have opportunities for large muscle development. Outdoor time, climbing structures, balance beams, riding vehicles, and other equipment will be important to develop these skills.

Example:

Children with handicapping conditions have growth facilitated in all possible areas through the adaptation of both environment and curricular goals.

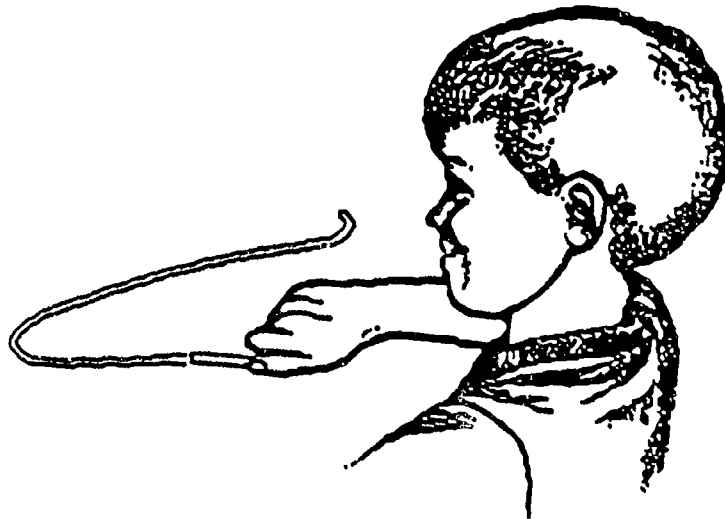
- \* Adjusting the curriculum so that it meshes with children's abilities.

Example:

If a pattern presented with shapes is complicated to reproduce, a simpler pattern is substituted.

Example:

If a story is exceedingly long at storytime and children lose interest, either tell the rest in your own words or continue the story later.



I.2 Criterion: Activities are planned and implemented so that they build on those presented earlier and lead to those coming next.

Children's experiences and level of functioning is observed by the classroom teacher. Concrete experiences and sensory exploration precede abstract concepts whenever possible. Transitions or bridges are developed so that the young child continually builds on existing knowledge. Some activities include:

- \* Providing children with opportunities to explore the medium before being asked to reproduce a product.

Example:

Pounding, pinching, rolling clay precedes making an animal.

Example:

Simple clapping with whole body involvement precedes tapping out a rhythm on a drum.

Example:

Painting at an easel with large strokes precedes painting on small pieces of paper.

- \* Asking appropriate questions of all children to determine whether or not a child has had experience with an activity.

Example:

Many children will have had an experience with Candyland, a table game. However, the teacher needs to inquire as to whether all players have played before. If not, an explanation of the rules is necessary.

- \* Breaking down activities into manageable steps for children to accomplish. Sometimes these tasks can cover a long period of time.

Example:

Children need to understand why we read, what words are in a book, scanning a page from left to right and top to bottom before we can expect them to read.

- \* Helping children to make the connection between what they already know and how to apply it.

Example:

Have children talk about how the temperature feels in winter and how it feels in the summer. Children then can apply what they know to sorting kinds of clothes that they might wear in season.

- \* Making a variety of experiences available to children which enable them to reach ultimate goals.

Example:

A child who wants to skip often needs to jump up with both feet, then hop, then step-hop.

- \* Providing alternative ways to accomplish the goal if difficulty with a concept occurs.

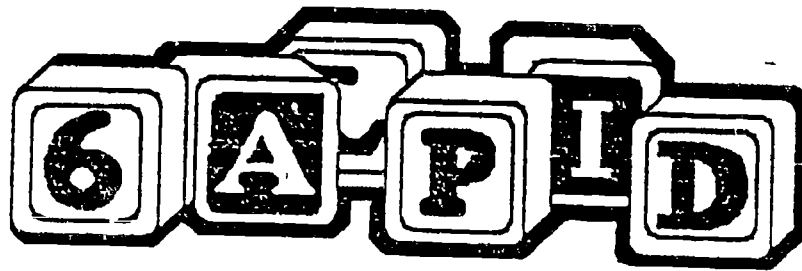
Example:

Some children may know that blue and yellow makes green because the teacher read the book Little Blue and Little Yellow recently. Other children may need to experiment with blue and yellow paint or food coloring for that concept to make sense.

- \* Introducing more complex activities to children who can accomplish a task or concept.

Example:

Many four year olds know several numerals or alphabet letters. All children therefore do not need to be asked to accomplish a learning task which introduces those same numerals and letters.



C1

I.3 Criterion: Activities are planned and implemented so that fundamental skills are presented prior to more complex skills; concrete, hands-on concepts are presented prior to abstract concepts.

I.4 Criterion: Activities are planned and implemented so children have opportunities to explore concepts and materials prior to being expected to acquire related information, produce a related product or demonstrate a related skill.

Activities are planned and implemented which address sequentially all phases of learning: exploration, acquisition, practice and generalization. In order to establish the strongest foundations for learning, children must first have contact with the material in order to understand its properties. Children then need to understand the variety of uses, be able to practice those uses, and finally to form a basic concept as a result of these stages.

Activities and conditions which facilitate learning may include:

- \* Touching, moving, stacking, building, and manipulating concrete objects in order to understand major concepts at th's stage.
- \* Providing some consistent materials to explore such as blocks, Legos, paint easels, water tables, and geoboards. Each time a child uses these materials, they use them uniquely and much learning takes place.
- \* Providing many opportunities to practice what they have learned prior to being expected to learn something new.

Example:

Sorting buttons by color would precede sorting them by color and sequencing from small to large.

- \* Providing children many opportunities to apply what they've learned.

Example:

Children try different objects in water to see if they will float or sink. They can then sort them by properties. Given new objects, they could then hypothesize as to whether they would float or sink.

- \* Enabling children to discover some skills and concepts for themselves.

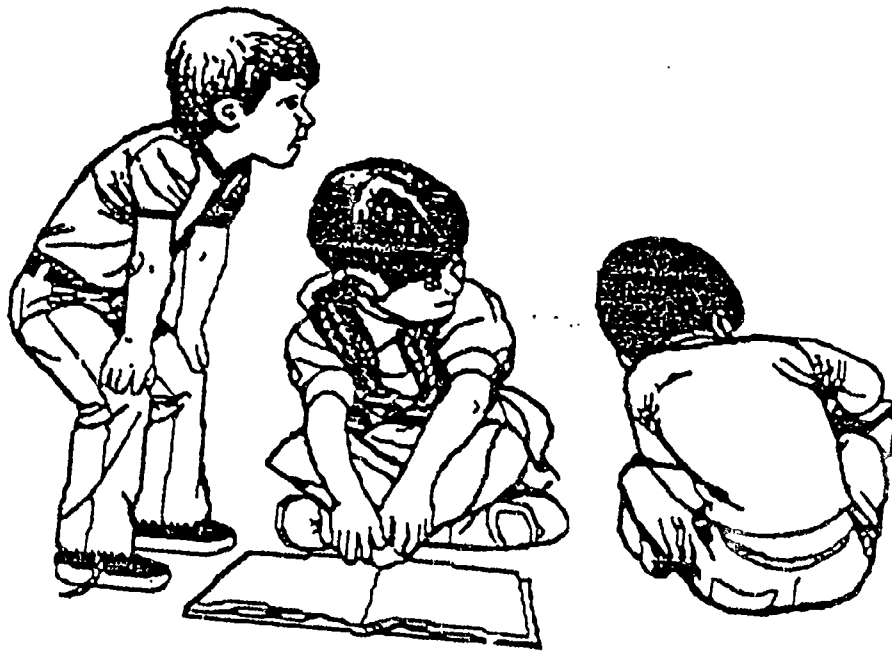
Example:

Children use eye droppers and individual cups which contain the primary colors made with water and food coloring. Dropping colors onto waxed paper enables children to see what colors they have created.

- \* Providing assistance to children who have difficulty accomplishing a specific task.

Example:

Children may not know how to spatter paint with a toothbrush and screen. The teacher may have to demonstrate various techniques for getting the best results.



J. STANDARD: THE CURRICULUM IS DESIGNED TO PROMOTE INDIVIDUALIZED INSTRUCTION RATHER THAN REQUIRING CHILDREN TO MOVE AS A GROUP FROM ONE LEARNING OBJECTIVE TO THE NEXT.

J.1 Criterion: Specific planned activities cover a wide enough range of objectives to account for the varying abilities in a group.

Children's developmental ranges in the classroom are taken into account as teachers plan for the day. Children's style of learning, background experiences, and senses should also be addressed. Rarely does an activity have less than two developmental outcomes. Objectives can be matched with varying objectives by:

\* Planning activities which relate to more than one objective.

Example:

Cooking should be seen as: math (measuring), language (words such as "sift"), social (working together), sensory (smell, taste), science (solid to liquid).

Example:

Painting at an easel is symbolic representation, use of gross motor skills, visual discrimination, science (hypothesizing and predicting).

\* Planning activities which demonstrate an appropriate mesh between the developmental levels and planned objectives.

Example:

Learning centers include a range of choices or are open enough for all children to be successful.

\* Stories include high interest, sustaining ability, language and vocabulary from which main ideas can be drawn.

J.2 Criterion: Each child's progress is measured in terms of individual development rather than in comparison to or in competition with others in the group.

Individual development focuses in on all areas of growth (physical, intellectual, social, emotional, aesthetic, language). One area should be seen as important as another for the child to function successfully in a school environment. Teachers need to continually look at where the child started in each area, and how he/she has grown - not how the child has grown compared to another child. Suggestions to assess children's growth and progress are:

- \* Monitoring children's progress should be well done in all areas of development.

Example:

Checklist of learning centers chosen and accomplished can be used as documentation.

Example:

Repeating an activity at different times of the year and recording progress confirms children's growth.

Example:

Recording of behaviors which are of concern to indicate possible management techniques.

- \* Praising children's individual accomplishments.
- \* Evaluating children as individuals, not in comparison to a group.

Example:

Parent conferences reflect the teacher's knowledge of where the child was in all areas, and accomplishment to date.

- \* Providing positive reinforcement of achievements is always used as opposed to a focus on what the teacher perceives as inadequacies.



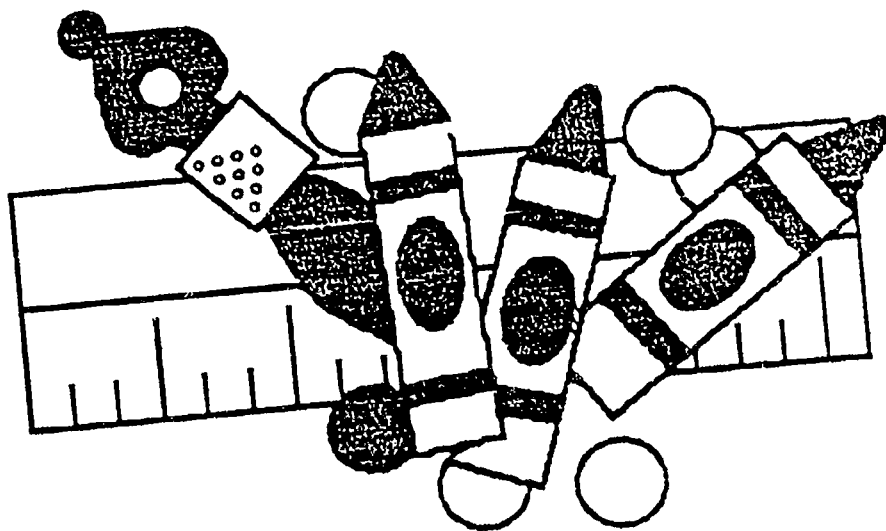
K. STANDARD: THE CURRICULUM IS DESIGNED TO ENABLE CHILDREN TO LEARN THOSE THINGS WHICH ARE IMPORTANT TO THEM.

K.1 Criterion: The early childhood program allows for flexible curriculum planning and scheduling.

Children learn not only from planned, developmentally appropriate activities, but also from spontaneous daily events and occurrences. Teachers do not plan the curriculum themes for an entire year, but incorporate spontaneous daily incidents, and children's interests and current community events into the curriculum.

Conditions which may allow for flexible planning and scheduling include:

- \* Providing time slots for activities which allow children to explore and experiment without constant interruption from adults.
- \* Allowing children to move freely from one activity or learning center to another according to the child's interest.
- \* Revising or replacing plans for an activity when recognized that it is not keeping with children's interest or developmental understanding.





L. STANDARD: ADULTS IN THE EARLY CHILDHOOD PROGRAM USE LANGUAGE WHICH ENHANCES CHILDREN'S CRITICAL THINKING.

L.1 Criterion: Adults ask children open ended questions.

Questions which enhance children's abilities to think and reason should be an integral part of all curriculum areas. These questions do not have a specific answer, but rather cause the child to make decisions and respond accordingly. Typically these answers require more than a one word response. Critical thinking maybe enhanced by:

- \* Greeting children with statements and questions which refer to their person.

Example:

"Jeremy, you have a big smile today. Has something special happened?"

- \* Allowing small group sessions enable teachers to have discussions between adults and children and also between children and children.

Example:

"Rashad feels that we should not pet the guinea pig because he is frightened. How do some of the rest of you feel about that?"

- \* Asking children open-ended questions which enable them to predict and judge.

- \* Questions such as "what if, how, and why" help children predict.

Example:

"Tell us why you think that the elephant might be afraid of the mouse."

- \* Offering children choices of responses when they do not come spontaneously.

Example:

"If you were Taia, would you go over the mountain, around the mountain, or through the forest?"

- \* Offering children opportunities to make class decisions.

Example:

Children have occasions to make class rules.

Example:

Children contribute to decisions about classroom planning.

- \* Children help evaluate a process.

Example:

(After a few days in operation) "How do you think the block center rules are working? Are there any we don't need? Are there any we forget?"

- \* Encouraging children to understand another person's point of view.

Example:

Discussions regarding children's individual family life styles are promoted.

Example:

Children are encouraged to talk about feelings.

Example:

Children share their experiences with small and large groups or individuals.



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