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# Theoretical background to a curriculum design for Puerto Rican kindergarten students.

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THEORETICAL BACKGROUND TO A CURRICULUM DESIGN FOR  
PUERTO RICAN KINDERGARTEN STUDENTS

A Dissertation Presented

by

Rosalina Cruz Garcia

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1985

Education

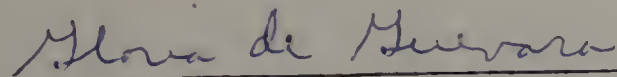
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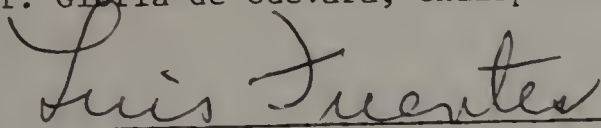
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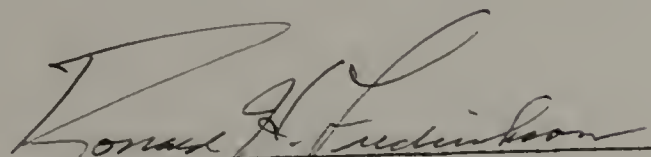
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Rosalina Cruz Garcia

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DEDICATION

Dedico esta tesis al amor mas grande de mi vida:  
a mi adorada hija Enid,  
quien ademas de hija, ha sido mi amiga y companera en todos  
los momentos alegres y tristes de mi vida.

a ti mi Enid. . .

## ACKNOWLEDGEMENTS

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The following persons also provided additional support in getting this dissertation together and deserve special mention.

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ABSTRACT

Theoretical Background to a Curriculum Design for  
Puerto Rican Kindergarten Students

September 1985

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This dissertation addresses the particular needs of Puerto Rican Kindergarten students attending Worcester Public Schools in Massachusetts. A Language Arts curriculum was developed based on the Puerto Rican and Anglo cultures they currently share. The areas of Social Studies and Science have been integrated into the curriculum.

The dissertation is divided into five chapters. Chapter One discusses the problem, purposes, significance, definitions, and assumptions of the study. It also includes the definition of terms. Chapter Two consists of a review of the related literature and expanded definitions of curriculum. Chapter Three consists of a description of the curriculum to be developed following Hilda Taba's recommendations. Chapter Four consists of the actual curriculum developed for Puerto Rican Kindergarten students. The curriculum contains the Language Arts skills to be developed in Kindergarten. It includes a teacher's guide and a student activity book. It is integrated with the Social Studies and Science subjects and based on the Puerto Rican culture.

The goals of the designed curriculum are:

1. To meet the needs of the Puerto Rican students enrolled in Kindergarten in the Worcester Public Schools.
2. To provide students with knowledge of their culture.
3. To help the students know themselves better to instill pride in being Puerto Rican.
4. To prepare the students to advance in their education.
5. To develop skills using the students' cultural experiences.

Chapter Five presents some conclusions and recommendations to teachers, parents, students, administrators and those persons responsible for educational services in the city of Worcester.

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# C H A P T E R I

## INTRODUCTION AND OVERVIEW

### Statement and Discussion of the Problem

Transitional Bilingual Education has been a part of the Worcester Public Schools' curriculum since 1970. The first group to receive Transitional Bilingual Education services were the Greeks. After the enactment of the state law, Massachusetts General Law, Chapter 71A, in November of 1971, this service was extended to the Hispanic population. In 1981, services were also provided for the Vietnamese. Presently, the largest group serviced by the Worcester Public Schools is the Hispanic. The Bilingual Program has 555 students at the elementary school level and 175 students at the secondary level. The Bilingual Kindergartens have approximately 106 students, of which 84% are Hispanics.

Hispanic Kindergarten students are housed at the Woodland Street Community School (1 class with 21 students), the Belmont Street Community School (2 classes consisting of a total of 32 students), and the St. Nicholas Avenue Community School (2 classes with a total of 39 students). The number of students within a classroom group may vary due to the high mobility of students among different school districts.

As a Puerto Rican educator having taught Bilingual Kindergarten for ten years, this researcher has found that Puerto Rican Kindergarten



students are in great need of creative curricular activities for the development of language and culture. In the past, Bilingual Kindergarten students were integrated into Music, Art, Library, and Physical Education classes with the students of the standard program. The idea was to have them socialize with other students in English speaking classes since eventually these students would be integrated into the English speaking classes in the future. Currently, because of Proposition 2 1/2, many of the services have been eliminated. Students now only integrate into Physical Education classes, therefore limiting their time for socialization and integration. Proposition 2 1/2, a recent law in the state of Massachusetts, has caused havoc in public education. The purpose of this legislation is to reduce excise and property taxes. As a result, the budget for each city and town has been cut. It has affected education in the following ways:

1. School budgets have been cut each of the last three years.
2. Budget cuts have closed many schools.
3. Tenured teachers have lost their jobs. Teachers in the fields of Music, Art, Physical Education, Library, Wood Working, and Home Economics have been affected the most.
4. The numbers of minority teachers working in English only programs have been reduced. Guidelines for Affirmative Action have not provided for the retention of minority staff.
5. Teachers have applied for early retirement under the system's new early retirement plan. This plan was developed after the school committee realized it would have to cut several jobs to meet proposed budgets under Proposition 2 1/2.

6. School systems have been suffering from a lack of instructional materials due to budget cuts.
7. Teachers have been given extra duties that take time away from their students.
8. There has been a reduction of substitute teachers. Many times teachers have to take students from other classes because substitute teachers are not available.
9. Student-teacher ratios have been increased because of teacher cuts.
10. Teacher aide positions have been eliminated leaving teachers alone with larger student groups.
11. The number of guidance counselors has been reduced tremendously.
12. Principals have gone back to teaching because their positions as principals have been eliminated.

### Kindergarten

Time spent in school by the Kindergarten students must be utilized effectively. The Worcester Public Schools have implemented full day Kindergartens in selected district schools to address this issue. However, those schools not experimenting with full day Kindergarten will continue to experience difficulty when teachers attempt to teach all the skills necessary to prepare Kindergarten students for first grade.

The following schedules from various Worcester Public School Kindergarten Programs indicate some of the problems created by the reduction of supportive services staff caused by Proposition 2 1/2, which results in insufficient time for integrating students and teaching subjects.

Woodland Street Community School

11:45 - 12:10	Lunch
12:10 - 12:20	Opening Exercises
12:20 - 1:00	Mathematics Readiness
1:00 - 1:30	English as a Second Language
1:30 - 1:45	Recess
1:45 - 2:30	Reading Readiness in Spanish
2:30 - 2:40	Dismissal

There are other subjects that students receive during certain days in the week. For example:

- 45 minutes of instruction in Music, Science, and Social Studies every Friday.
- 30 minutes of instruction in Reading Readiness in English every Tuesday and 45 minutes every Friday.
- 30 minutes of instruction in Physical Education every Monday.

Kindergarten students at Woodland Street Community School have limited time for Science and Social Studies instruction. The Belmont Street Community School has two groups which meet for a half day. Each group has a different teachers.

## Belmont Street Community School

Group I	Morning Program
8:30 - 9:00	Breakfast
9:00 - 9:15	Opening Exercises
9:15 - 9:40	Mathematics
9:40 - 10:00	English Reading, Story Time, Drawing, Motor Skills
10:00 - 10:30	English as a Second Language
10:30 - 10:50	Spanish Reading, Art, Culture, Music
10:50 - 11:00	Preparation for Dismissal
11:00 - 11:25	Lunch
Group II	Afternoon Session
12:00 - 12:30	Lunch
12:30 - 1:00	English Reading, Story Time
1:00 - 1:30	Spanish Reading, Motor Skills, Drawing
1:30 - 1:50	Mathematics, Painting
1:50 - 2:15	English as a Second Language
2:15 - 3:30	Closing Exercises

The above schedules for the Belmont Street Community School indicate that there is no time for Science and Social Studies and only little time for Puerto Rican culture.

## St. Nicholas Avenue Community School

8:10 - 8:30	Arrival Time
8:30 - 8:45	Opening Exercises
8:45 - 9:30	Reading Readiness in Spanish
9:30 - 10:00	Music, Story Time, Health and Safety
10:00 - 10:30	Outdoor Time
10:30 - 11:00	Mathematics Readiness
11:00 - 11:45	Art
11:45 - 12:00	Reading Readiness in English
12:00 - 12:45	Preparation for Lunch and Lunch Time
12:45 - 1:15	Rest Time
1:15 - 1:45	Group one: Language Arts and/or Culture
	Group two: English as a Second Language
1:45 - 2:15	Group one: English as a Second Language
	Group two: Language Arts and/or Culture
2:15 - 2:20	Preparation for Dismissal

At the St. Nicholas Avenue Community School, Kindergarten students have 30 minutes of instruction in Physical Education every Wednesday. This is the only subject in which Bilingual Kindergarten students integrate with the English only program. Both groups also spend 30 minutes together during lunch.

As these schedules show, there is insufficient time to teach all the specific subjects of the curriculum that students should be taught.

The third critical issue is classroom materials and the production of these materials. Puerto Rican culture has not come to the forefront



in the production of bilingual classroom texts and materials for use by Hispanic Bilingual Program students in the Northeastern United States classrooms. Textbooks which are purchased by school systems for use in Transitional Bilingual Programs are usually authored and/or produced in Spain, Mexico, or other Latin American countries and do not address Puerto Rican History and Culture.

Bilingual teachers from other Latin American countries also experience difficulty and embarrassment in the classroom when they are not familiar with the culture and customs of the Puerto Rican child. Regional language differences also play their part. Examples:

Spanish Spoken in Puerto Rico	Spanish Spoken in Most of Latin America
guagua	autobus
insecto	bicho
cartera	bolso
chiringa	papalote
china	naranja

These differences would not occur if the materials used were based on Puerto Rican culture using the Puerto Rican dialect. For all of the reasons mentioned above, this study will attempt to develop a Kindergarten bilingual program curriculum for Puerto Rican students. This curriculum will incorporate cultural as well as linguistic concepts that are particularly geared toward Puerto Rican students in mainland American schools.

### Purposes of the Study

As a Kindergarten teacher, the researcher became aware of the need for a curriculum for Puerto Rican Kindergarten children based on their own culture and history. Since a relevant and meaningful curriculum is essential for the effectiveness of any program, this study has concentrated on developing such a curriculum to be used with Puerto Rican Kindergarten students. The main objectives of this study are:

1. To provide information for educators of Puerto Rican Kindergarten children attending public schools on the mainland.
2. To provide information for Bilingual Kindergarten teachers.
3. To provide information for monolingual educators working with Puerto Rican children in the United States.
4. To develop a clear philosophical base for curriculum development in Kindergarten.
5. To apply such a base to a curriculum specifically designed for Puerto Rican Kindergarten students.

### Delimitations of the Study

The study was delimited by the following factors:

1. It dealt only with language arts integrating Science and Social Studies with a strong emphasis on Puerto Rican culture.
2. It dealt only with Kindergarten students. It will be a curriculum designed for implementation in the near future.

### Significance of the Study

As the computer-assisted search revealed, and after conducting a thorough personal inquiry via interviews with bilingual coordinators throughout the state of Massachusetts, it was found that there is no bilingual curriculum in Massachusetts for Puerto Rican Kindergarten students based on their own culture. This will be the first attempt to design a curriculum that meets the real needs of those students.

This curriculum establishes pertinent needs closely related to the students. The needs serve to enhance the curriculum by being an integral partner in the determination of the objectives, the activities and the material to be incorporated. By adopting this viewpoint, we have departed significantly from the usual ways of creating curriculum both in the public and the private schools of this Commonwealth. It provides a consistent curriculum that helps obliterate the lack of resources available based on Puerto Rican culture. The ultimate goal is, in general terms, the enhancement of the curriculum.

The main purpose of this study is to emphasize the important role culture and language have on the educational development of the Puerto Rican Kindergarten child. Cultural values have significant influences upon the academic development of a child. It is clear that a child will follow certain patterns of development based on his/her parents' culture and language. "Children are different because cultures force all of us to think, react, value, believe, and act in certain modes.



It appears that we even learn in very distinct patterns because of cultural differences."<sup>1</sup> This is specifically why parents must be involved in curriculum development.

#### Assumptions of the Study

1. The need for a special curriculum exists and is urgent.
2. Students will benefit from a specifically designed curriculum attempting to meet their needs.
3. Upon exposure to this curriculum the students' performance will improve, better equipping them for the formal schooling ahead.
4. The curriculum will be implemented with modifications suggested by field testing.

#### Definition of Terms

Bicultural Program--A "program that emphasizes two cultures; in the case of Hispanic children, it will be the dominant Anglo-American culture as it exists in the United States today, and the less dominant culture (the Puerto Rican culture) that non-English speaking children absorb in their homes and communities."<sup>2</sup>

Bilingual or Bilingualism--refers to the knowledge and use of two languages by the same person in his daily conversation.<sup>3</sup>

Bilingual-Bicultural Education--instruction using the native language and culture as a base for learning subjects until second language skills have been developed sufficiently.<sup>4</sup>

Bilingual Education--"the concurrent use of two languages as medium of instruction for a child in a given school in any or all of the school curriculum except the actual study of the languages themselves."<sup>5</sup>

Culture--"an ethnic identity system, an integral part of the child's development and social frame of reference, and the important role it plays in facilitating learning."<sup>6</sup> Culture can be said to encompass all that is particular to an ethnic group; it includes the heritage, customs, experiences, way of life and background of such a group. "We are going to have to know and accept the cultural differences that exist in our students, if we are to give them success in school."<sup>7</sup>

Diagnosis of Needs--an important first step in determining what the curriculum should be for a given population. It is a process of determining the facts which need to be taken into account in making curriculum decisions. These decisions may concern small matters, such as determining the level at which to work in a given class.<sup>8</sup>

Evaluation--a process of determining what the changes are in the education of the students and of appraising them against the values represented in objectives to find out to what extent the objectives of education are being achieved.<sup>9</sup>

Formulation of Objectives--describe the kind of behavior expected and the content or the context to which that behavior applies.<sup>10</sup>

Kindergarten--a "program for the education of late four, five and early six year old children."<sup>11</sup>

Language--a vehicle for communication, a means to learning throughout the total program.<sup>12</sup>

Learning--a change in behavior that occurs as a result of experience.<sup>13</sup>

Mother Tongue--the first language learned by the child and usually spoken at home. It relates to the primary language signs acquired within the home and the socio-cultural environment as a whole.

Needs--the things an individual is obligated to learn to function in a culture. It is the gap between the present state of an individual and the desirable objectives such as a need for sensitivity to and awareness of other people and their values, for critical thinking, for competence in social skills, for adequate achievement in arithmetic, for democratic social attitudes, and for skills in group life.

Needs Assessment in Curriculum--specific problems the curriculum designer attempts to resolve. The term "needs assessment" refers to an array of procedures for identifying and validating needs and establishing priorities among them.

Objectives--statements describing an instructional outcome, rather than an instructional process or procedure. It describes results, rather than the means of achieving those results. Objectives are useful tools in the design, implementation and evaluation of instruction.

Organization of Content--a careful selection of basic principles, concepts and ideas which constitute the basic core of a subject, and the use of these ideas as the criteria for sampling, rather than the more specific content necessary to develop them.

Organization of Learning Experiences--a collective set of screens through which possibilities are sifted in order to assure that only experiences that are valid in the light of all pertinent considerations find their way into the curriculum.<sup>14</sup>

Puerto Rican--the nationality of all those born on the island of Puerto Rico and their families on the mainland. The main interest of this researcher is in defining the Puerto Rican and isolating some of the general characteristics of the urban Puerto Rican:

1. People born and raised on the island of Puerto Rico.
2. People born on the island of Puerto Rico, but raised somewhere in the continental United States.
3. People born in the United States sharing his/her parents' culture and language.
4. People born either in Puerto Rico or in the United States, but who are constantly traveling from one place to the other (in/out migrants).

Selection of Content--to determine what schools should teach, which subjects the curriculum should include, and what to cover in each subject. The content needs to be in tune with the social and cultural realities of the times, and have an orientation toward the world around the students.

Selection of Learning Activities--processes which students employ in dealing with content. Learning activities include experiences related to the cultural background and social realities of the students.

### Organization of the Study

Chapter I has presented the introduction. It has provided a background of the problem, the purposes, delimitations, significance, and assumptions of the study. It also presented definition of terms. Chapter II will convey a review of the related research and literature. Chapter III will provide a presentation of the curriculum model to be followed in the study. Chapter IV will submit the actual curriculum developed in the study. Chapter V will detail the conclusions arrived at by the study, will suggest some recommendations for the improvement of the curriculum as well as recommendations to several audiences.



## FOOTNOTES

<sup>1</sup>Jaramillo, Mari-Luci, Cultural Differences Revealed Through Language. NCRIIEEO Tipsheet, Number 8 (Columbia University, New York, N.Y. National Center for Research and Information on Equal Educational Opportunity. May 1972), p. 10.

<sup>2</sup>Marcia Bernbaum, Early Childhood Programs for Non-English-Speaking Children (ERIC Clearinghouse on Early Childhood Education, University of Illinois, U.S. Department of Health, Education, and Welfare, Washington, D.C.: Government Office, 1972), p. 2.

<sup>3</sup>Esperanza Medina-Spyropoulos, Significant Factors in the Development of Curricula for Bilingual-Multicultural Preschool Children (Development Associates, Inc., Washington, D.C., Office of Child Development (DHEW), Washington, D.C., 1975), p. 6.

<sup>4</sup>James E. Alatis, and Kristie Twaddell, Editors English as a Second Language in Bilingual Education. (Washington, D.C.: Teachers of English to Speakers of Other Languages, 1976), p. 22.

<sup>5</sup>A. Bruce Gaarder, "Organization of the Bilingual School," Journal Social Issues, 23 (1967) 110-120 as quoted by Vera P. John and Vivian M. Horner, Early Childhood Bilingual Education (The Modern Language Association of America, 1971), p. 167.

<sup>6</sup>Esperanza Medina-Spyropoulos, p. 5.

<sup>7</sup>Jaramillo Mari-Lucy, p. 1.

<sup>8</sup>Hilda Taba, Curriculum Development, Theory and Practice, Harcourt, Brace and World, Inc., New York, Chicago, San Francisco, Atlanta, p. 231.

<sup>9</sup>Ibid., p. 312.

<sup>10</sup>Ibid., p. 200.

<sup>11</sup>Katherine Read, and June Patterson, The Nursery School and Kindergarten (Holt, Rinehart and Winston, 1980), p. 247.

<sup>12</sup>Esperanza Medina-Spyropoulos, p. 5.

<sup>13</sup>Katherine Read, and June Patterson, p. 247.

<sup>14</sup>Hilda Taba, p. 267.

C H A P T E R    I I  
R E V I E W   O F   R E L A T E D   L I T E R A T U R E

Many Puerto Rican students (non English-speaking migrants) are confronted by the dual prospect of learning a new language and adapting to the style of life and values of Anglo-American culture, a transition that is not easy to make. All children whose primary language is not English should be provided with kindergarten experiences in their native language. The first years in the life of every child constitute a period of vital importance for his/her integral development.

Designing a Kindergarten curriculum that successfully fosters the development of a group of children and that includes culture and language background is not an easy task. Those responsible for its selection and/or design must not only have a thorough understanding of the various theories of child development and their applicability to group learning, but they must also be aware of the effects of the total environment on a group's development. The curriculum designer should know the cultural background of the group for which such a curriculum will be used.

The curriculum used for Kindergarten children should reflect the child's culture, language and environment. It should also provide activities that invite the child to become actively involved in learning while encouraging each child to plan and make decisions. Such a



curriculum should also keep in mind that the child learns more and faster when he/she uses the native language and culture.

There is a great need for teachers to be trained in a given area of expertise. In the case of bilingual settings, this need becomes even more acute. There is also great need for a Kindergarten curriculum for Puerto Rican children based on their own language and culture.

In 1975, in a study conducted in the city of Holyoke, Massachusetts, research demonstrated that only 2.9 percent of the teachers had specialized in Bilingual Education, and that the "majority of teachers in the sample reported had not been trained in Bilingual Education."<sup>1</sup> This practice may possibly result in the adoption of meaningless and irrelevant materials. Appropriate materials are limited because of the existing financial situation. Adequate materials needed for proper academic and cultural instruction are not provided, thus limiting reading and the general knowledge acquisition of the student. Politicians attack such programs as being too costly to the public and working against the integration of "these" people into the existing Anglo-American culture. Blame is usually placed on Proposition 2 1/2 cuts.

#### Definitions of Curriculum

Curriculum development is an important issue for modern instruction. For its developer, it is extremely important to define it clearly. The word curriculum has its origin in Latin and is derived from curro, curri, and cursum, which focus on objectives and goals

in the sense of getting from one point to another as fast as possible. Efficiency is defined as quick, simple, very organized and in the best manner for presenting and receiving knowledge. The student cannot deviate; he/she must start at his/her point of origin and reach his/her goal following all prescribed objectives. This point of view has remained basically unchanged among scholars of curriculum development, researchers, instructors, and administrators.

According to Orlich et al, (1980),

One must understand the meaning of curriculum as it applied to the circumstances which personalize the environment. Curriculum is clearly defined as a program of activities designed to meet the needs of students. Within a curriculum there exist specific objectives. These objectives can be affected by external variables of time, place, and circumstances.<sup>2</sup>

Curriculum usually adheres closely to the image of its own definition, which states that a student must successfully complete within a designated time those goals specified in order to successfully attain the goal of completion.

Curriculum is viewed and defined in different ways. Professionals have a different perspective of curriculum than students and their parents. Instructors view curriculum in terms of materials, textbooks, lesson plans, tests, and objectives. By contrast, students see curriculum in terms of homework, tests, and classes. Administrators tend to see curriculum as a tool of instructors, published materials and related companies. Parents consider the number and types of courses offered by the school to be the curriculum.<sup>3</sup>

For example, it has been clearly seen that learners are exposed to a series of learning tasks, a set of learning materials and changes which impose individual personalities and collective standards.

Even scholars, such as John Dewey, have commented on how the learning and social environment have a powerful impact on the student's behavior and how this should be considered as an important component in curriculum development. Robert Sinclair (1979) stated, "We reserve the term curriculum for the environment ingredients that have been deliberately shaped to create a context for learning."<sup>4</sup>

Murray (1938) suggests that, "It is the learner's perception of environmental conditions that guides his or her behavior. Individuals actively respond to the environmental demands and expectations according to the ways they perceive them."<sup>5</sup> Because the individual's perceptions of school environment serve as determinants of behavior which the curriculum does not take into account, it becomes a weak instrument of instruction. Here environmental and cultural factors of the individual social structure must be accounted for in the implementation of a curriculum.

Upon examining this aspect in terms of a definition, we must consider its practical implementation in the school. It has been found that curriculum can be more specifically characterized, as Sinclair suggested in 1979, by individual but interrelated parts: the expressed, the implied, and the emergent.

The Expressed--this encompasses all that is written expressing the terms of intended learning objectives, learning opportunities, a

sequence of content, and evaluation procedures. This dimension is what sets the course of study or the syllabus, an acknowledged plan stating what is to be learned and describing how to teach and evaluate. The major data sources are often dependent upon the academic disciplines greatly influencing the expressed curriculum.

The Implied--this dimension of the curriculum is composed of suggestions or views received by learners from the physical, social and intellectual environment of the school.

This dimension is also known as the hidden curriculum, that which is implied as a product of what is included or omitted in the curriculum. The implied aspect is very important because the student's concept of the perceived environment may result in a personal view fostering positive or negative learning conditions.

To further clarify this, we see that the student's interpretation of what has been planned or unplanned takes form in a curriculum. The student will re-evaluate and redesign the intended objectives based on his/her view of goals and objectives. This new hidden curriculum sets in motion the race for learning.

The Emergent--this dimension of the curriculum accounts for those extreme variables affecting the learning environment. Any alterations, additions and adjustments made in the expressed and implied curriculum are checked through this dimension as to insure harmony between the uniqueness of the learner and the character of the curriculum. The emergent acts as a balance system to produce a concomitant function between learners and curriculum. Within this



dimension of the curriculum, a reduction in the possibilities of disconnection, unnecessary failure and unintended boredom is made. Here the needs of the individual learner are major information sources for the emergent dimension.

There must be consistency and a support system within the expressed and implied curriculum in order to insure that learning is at its most powerful. Here attitudes and values are learned most effectively. It can be expected that when the expressed and the implied are in conflict, that the implied dimension will become dominant. It is not what is intended, but what actions are taken that become compelling. Also, in situations where the expressed and the implied are contrary to each other, the information received by the learner is perceived as contradictory. The learning experiences may suffer greatly because what is learned at one time may be suppressed at another. When the emergent dimension takes precedence, the instructor must make the decisions to correct the disconnections between the expressed and implied dimensions or between the curriculum and the student as Robert Sinclair has stated (April 1979). "Our definition of a curriculum as externally and perceived environmental conditions for learning bends the ends of the continuum closer to form a curriculum circuit."<sup>6</sup> All three dimensions, the expressed, the implied and the emergent, have the clear purpose of associating the realities of curriculum as it is seen by the instructors and their pupils. Viewing all elements involved in learning, we see that the conditions created by the teachers in the classroom are open to be viewed and interrupted by the student.

When the instructors are able to see differences between the learning environment they have created and the needs of the students as a learning group, the desire by the teachers to devise a curriculum is expressed. Curriculum writing is then the tool to create the needed conditions for learning. With this definition, curriculum is viewed as, "The variable occurring prior to instruction and student progress as the final product of instruction."<sup>7</sup> According to this concept, the purpose of linear curriculum models is "Simply to instruct the student in achieving the objective."<sup>8</sup> But the reality of the school situation is more profound. An ecological view of curriculum would seem practical in including the needs of the students in relation to their environment and practical function. "The development of proper learning environments is the product of the instructor and how well he/she relates this to the curriculum."<sup>9</sup> Here we see curriculum with an added dimension within its own structure, as Robert Sinclair has stated (1979).

Education today must have a comprehensive philosophy in order to guide and adjust curriculum, but also the flexibility to permit the consideration of modern environmental factors.

Decisions about curriculum are made upon multibased theories of educational development. These include decisions made by legislators, departments of education and school districts. The final decisions, which shape the heart of the curriculum, should be made by the local school and its instructors. This input can be obtained in groups or individually. Once this input is received, the development of

curriculum is to be viewed in terms of its adequacy. Are all the needs being met competently, on a recognized and valid basis, and with some degree of consistency?

Regardless of the particular design the curriculum chooses to follow, there are certain elements which are basic. First, the curriculum needs an aim and a set of specific objectives. Second, it needs procedures which suggest or manifest certain patterns of learning and instruction. Third, it requires a process for self-evaluation. The extent to which these three areas are emphasized depends strongly on the theories of learning that are applied.

This author strongly believes that curriculum development takes its best form when the theories upon which it is based take into account the needs and demands of culture and society at the present time and project toward a productive future. We are preparing young people to be productive members of our society and gain a comprehensive understanding of their culture. Also, cultures vary and do not require of their members the same kinds of capacities, knowledge, or intellectual skills at the same time. These variables are important factors to comprehend in curriculum development.

Knowledge about the learning process and the nature of students provide another set of criteria for curriculum development. The idea set forth in the curriculum is the plan for learning. The curriculum is shaped by what is known about the learning and developmental process of the individual. Therefore, knowledge about the nature of the learning process sets criteria and limits on the shape of the curriculum.

Curriculum development requires careful attention as far as the decision-making process is concerned. Its success depends upon the relevance of the items to be discussed. Objectives must be clear and comprehensive to insure an essential platform for the curriculum. The objectives determine what is important and how the material should be organized. The central purpose of curriculum design is to direct knowledge and establish a continuity of learning.

An understanding of the environmental factors relevant to culture are also decisive factors in curriculum development. In understanding the purpose of a curriculum, it is important to understand the cultural needs of the learners.

#### Importance of the Bilingual Kindergarten

One of the great benefits of bilingual instruction in Kindergarten for the young child may be the help it provides in developing the use of his/her native language for problem solving. Once the child has learned in his/her first language the value of words for memory and thought, he/she can then apply his/her knowledge to a second language. The acquisition of a second language at this point may, in turn, further expand his/her intellectual abilities and skills.

Most of the Kindergarten children speak their parents' language. Many of these children do not speak English and do not understand it. They have to learn a new language and adapt to the style and values of the Anglo-American culture. This transition is not easy for them. When they go to school their lives change suddenly. They have to learn how to function in a group with children of the Anglo-American



culture of the same age and to share practically everything with them. This is very hard for children whose cultural background is different from the Anglo-American culture.

Two of the biggest problems for children who do not speak English are socialization and learning to conceptualize in another language. The child who enters preschool speaking limited English will often have a difficult time. He/she is unable to talk and understand instruction other than in his/her primary language, and therefore cannot participate fully in activities that lead to concept building and other aspects of development. The child is likely to feel frustrated or rejected.

These problems can be eliminated to some extent by placement in bilingual-bicultural Kindergarten classroom programs. In making the transition from home to school, a child must be able to blend his cultural and linguistic expectations and experiences at home with those of school. The child has a language, and with it a rich cultural background. This provides him/her with a strong basis for learning. Children should be made to feel that their language and culture are valuable. They will then, in our opinion, learn whatever language they need.

According to Soledad Arenas (1978), there is a consensus among specialists in bilingual/bicultural or multicultural early childhood program development that effective programs share some fundamental principles. Successful programs are those which:

Just as not two English-speaking children are at the same stage of language development, neither are two Spanish-speaking children. And what a child needs to learn in one language may not be the same as what he needs to learn in another. A child may be at a stage where he can be taught certain concepts in one language, for example, but be unable to learn those same concepts in the second language. This is why it is so important for the teacher to be able to assess each child's stage of development in either or both languages.

5. avoid problems that may arise in conceptualization or socialization.

Bilingual/bicultural children may have a different frame of reference and, therefore, different learning styles. Some children, who are competitive and do not require too much interaction with the teacher, prefer to work alone. Other children who like guidance and praise from teachers prefer to work with others to achieve a common goal. Children who prefer to work in one style should be reinforced in that particular style, but they should also be encouraged to work in the style in which they have had less exposure.

6. emphasize parent involvement.

A successful preschool program is one in which is an extension of the home. Teachers have to be aware of the child's home values and expectations, and one way of acquiring this information is by involving the parents in various aspects of the program.

### Importance of Culture in the Learning Process

Instruction in the native language is particularly important in light of the present shift to a cognitive view of learning to learn as the major task of education for young children:

According to the cognitive view, a great deal of a child's learning consists of ordering the world around him, reducing ambiguities and simplifying the confusion that surround him; imitating and discovering ordering devices; grouping events and people into classes; learning to recognize regularities in time, sequence, and routines. This view holds that language plays a critical role in the young child's ordering process.<sup>10</sup>

If we accept the fact that language plays an important cognitive role in the child's development, it follows that the introduction of a second weaker language, at this point, simply confuses the ordering process.<sup>11</sup> Therefore, when referring to a language other than English spoken by a Kindergarten child, it is important to be precise about the geographic area and community in which the child lives, how long his family has lived there, and, consequently, the dialect he speaks.

Psychologists, sociologists, and educators all recognize that, in order for the young child to be a successful student and person, he must have pride in his native culture.<sup>12</sup> If the school does not meet the needs of the child, it is considered inadequate for the non-English speaking child. The child enters school with foreign language skills which would suggest a richer potential than that which many other children may bring. Yet, too often he/she leaves school with more limited prospects than most of his/her English-speaking peers. His/her native language has been destroyed or carefully closeted, and

his/her second language has not been well enough developed to offer him/her even the narrow range of options open to the educated monolingual.

There are some obvious long range benefits for children in a bilingual education program. Research studies in bilingual-bicultural programs indicate that:

1. Children who are bilingual use language better and with more accuracy than monolingual children. Knowing two or more words for an object or situation enables bilingual children to conceptualize more easily. The bilingual student has the advantage of having a second way to acquire abstract thinking skills and two different ways of communicating the same knowledge to others.

A child who is able to express one thought in more than one way can move more quickly to the concept itself and not stay at the stage of just labelling the thought.

2. "Children who feel good about themselves do better in school than children who have a poor self-concept. Children in a bilingual-bicultural educational setting have a better feeling about themselves than children whose language and culture are not part of the school program."<sup>13</sup>
3. Another benefit, not evidenced in research but implied through experience, is the effect of a sound bilingual-bicultural program on the community. Such a program, which actively involves parents, can serve as a vehicle for parents



from different linguistic and cultural backgrounds to learn about each other's values and cultures while working together toward a common goal: a quality developmental program for their children.<sup>14</sup>

In the past, the focus of the educational system was to assimilate through acculturation the children of minority groups. This often alienated them from their culture. The fact is that by preparing them to properly adjust and participate in American society the children were hurt psychologically:

Spanish-American Psychologists have pointed out that permanent psychological damage often results when the student's cultural identity is denied or suppressed in school, and maintain that the non-English dominant child enters Kindergarten with his own developed rule-based culture and language which is not deficient, but merely different from that of the school. If the school provides a curriculum based on the cultural background of the children, it will enhance their motivation, performance and academic achievement.<sup>15</sup>

Importance should be given to the fact that the minority child's language is not deficient but simply different from the one used in school.

There is a movement toward the preservation and reinforcement of the culture and language of minority linguistic groups. This preservation can serve as an asset to the American society as well as to the individual and his/her aspirations. Educators have it within their power to mold and educate bilingual Americans to enrich our society.

Cultural differences influence educational development and it is upon this premise that this researcher proposes to develop a

curriculum centered on Puerto Rican culture. There are many overlaps in reference to culture of Latin Americans, but, at the same time, there are cultural and linguistic differences which must be accounted for in the implementation of an educational curriculum. Since cultural advantage is seen as an important component in education, a culturally oriented curriculum is advantageous to proper instructional development. This author thinks that Hispanic children bring to school the necessary tools needed to function educationally. The only thing they need is an environment that fosters enriching experiences where they can function happily and without discrimination. According to an evaluation of the Head Start Bilingual/Bicultural Curriculum Development Projects, there is a lack of common understanding about what should be included as a cultural component of bilingual programs. Most programs do not have a clear view of what direction the cultural training should take. For example, should the program focus on the symbolic aspects of the respective cultures (clothing, foods, flags, holidays, etcetera), or should it address itself to transmitting and reinforcing culturally-based behaviors? It is very important in this matter to consider how parents view biculturality and what they think children should be taught to maintain the home's culture. There is little information about what parents expect from bilingual-bicultural programs, how these expectations may influence language acquisition and use, and how parental attitudes and perceptions vary with the time spent in the program, and ethnicity. Another important aspect is to

determine the attitudes of the community toward bilingual-bicultural programs.

These issues concerning the cultural component give rise to two major considerations which should be taken into account in program evaluations involving parents. They include:

1. Sensitivity to the parents and their culture on the part of the interviewer.
2. Utilization of the parent as a resource in assessment.

#### Importance of Curriculum Development for Bilingual Kindergarten Children

Recent research has supported the notion that sets of curriculum materials by themselves do not make an educational program; it is the people, the staff, parents, students and the community itself which shape the curriculum. Therefore, developing a curriculum model which culturally and linguistically reinforces a child's home environment within a context which promotes cognitive, psychomotor, socio-emotional skills and language development is essential.

According to Esperanza Medina-Spyropoulos, there are five significant factors in the development of a bilingual/multicultural curriculum:

1. careful and systematic determination of language of instruction.
2. emphasis on educational approaches which build children's self-concepts within their cultural milieu.



3. active participation of parents as important resources in all phases of the curriculum, beginning with its design.
4. cooperation from parents, educators and community agencies to assume health and safety practices for the physical and emotional well-being of Spanish-speaking/surnamed children.
5. comprehensive plans for learning activities commensurate with curriculum goals and objectives, for evaluation of curriculum and for validation and replication of the curriculum model.

Curriculum is traditionally conceptualized as an end-means process involving purposes, experiences, organization and evaluation. Within this broad overview, however, there are those who emphasize one or more aspects of the process to the near exclusion of others. For example, some believe that the learning environment is the most important component of the curriculum while others view learning outcomes as the only aspect worthy of attention. Still others may view the educational process, or what happens to learners, as crucial and significant.<sup>16</sup>

Before any curriculum can be designed which purports to utilize the learner's language and culture, it is crucial to have a philosophy of bilingualism and biculturalism. Nothing is more important to the success of a bilingual-bicultural program, particularly during the learner's first year of exposure to the school, than the teacher's attitude toward the child's language and culture.

A curriculum should be formulated in such a way as to have enough flexibility in order to "fit" the child's experiences and other incidental opportunities for learning. The curriculum developer should present a comprehensive statement including the status of the field and his philosophy which recognizes the importance of the early childhood years. There should be an integration of early childhood and bilingual-bicultural philosophies.

It is necessary to keep in mind social and cultural roots in designing a curriculum for Hispanic Kindergarten children. It should include relevant information about Puerto Rican history and culture. Parents are good resources and can bring to school information on their history and cultural backgrounds. They have a high degree of interest and involvement in their child's school life. Most of them will be able to help in making the curriculum adequate for their child's needs.

The curriculum developer must establish what kind of early childhood development model will best meet the goals and objectives of the program to develop the model curriculum. According to Esperanza Medina-Spyropoulos, there are three common preschool models. Each model has a different emphasis, manner of operating, and base with respect to different early childhood theories.

1. Pre-Academic Model

The Pre-Academic Model is specifically oriented toward cognitive development and is based on a relatively high proportion of content-oriented work to give children specific

information and skills necessary to compete in the school system. Some programs using the Pre-Academic Model do not state any goals outside the cognitive areas, assuming that success in the cognitive domain is the prime aspect to develop in all areas. The major emphasis is on children working in small groups under adult direction. There is a greater proportion of teacher-directed requests and prescribed and guided feedback to children's responses.

## 2. Cognitive Discovery Model

The Cognitive Discovery Model is characterized by a wide variety of experiences with emphasis on the inquiry approach rather than academic information tasks. In addition to independent child activities, there is much adult interaction with individual children and small groups. Adults give children choices rather than make direct requests. Generally, this model is easy to implement.

## 3. Discovery Oriented Model

The Discovery Oriented Model is based largely on free inquiry and a wide variety of child play activities; it emphasizes the development of skills in every aspect of the child's work through adult work with individual children and pairs of children. Also, individual children work independently. There is a greater degree of child talk while adults focus on communicating with individual children. The teacher's task is to create a stimulating classroom

environment to meet the needs of individual children.

Affective learnings are regarded with as much significance as cognitive learnings, and the two are interwoven in curriculum planning.

Another aspect that is very important for the curriculum developer are the characteristics of the five year old children. An awareness of the fundamental needs and interests of children is basic in the planning of the daily program and suitable methods of meeting objectives. Children are different, but they grow according to a broad general pattern. The following characteristics normally describe the five-year-old child:<sup>17</sup>

#### Physically

- Grows rapidly.
- Is active but tires easily.
- Has a short attention span.
- Has better control over large muscles than small muscles.
- Generally has developed hand preference.
- Has difficulty focusing eyes sharply on an object; is usually far-sighted.
- Is experimenting with language.
- Is susceptible to communicable diseases and common colds.

#### Intellectually

- Is interested in the why, the how, the here, and the now.
- Is learning to listen purposefully and without interruptions.
- Is highly imaginative and creative.

- Is curious about the world in which he lives.
- Learns through the use of the five senses.
- Learns by doing, imitating, observing, exploring, examining, investigating, experimenting, and questioning.
- Learns through concrete and direct experience rather than abstract learning.
- Has limited powers to organize, to generalize, and to draw relationships.
- Talks almost constantly; is developing vocabulary rapidly.
- Enjoys repetition and routine.
- Needs satisfaction of finishing what he starts.

#### Socially

- Is interested in himself; self-reliance and self-dependence are increasing; self-criticism is appearing.
- Is ready and anxious for new experiences.
- Seeks companionship of other children; forms intense, short lived friendships.
- Is an attentive observer or eager participant.
- Is ready to share and work with others.
- Is curious about his world as it relates to him.
- Is eager to gain approval.

#### Emotionally

- Needs a sense of belonging.
- Needs a feeling of security; fears new experiences.
- Has a strong emotional link with home and family.



- Is growing in emotional stability.
- Is developing a self-image.
- Is developing inner self-control.
- Is developing sexual identity.
- Is learning a sex role.
- Is usually happy, but moods change rapidly.
- Wants and seeks adult help; is anxious for adult acceptance.

The Puerto Rican family sees school as part of the education of the home. The values in both environments (school and home) and the roles of parent and teacher are almost the same. The curriculum will be very successful if the curriculum designer takes into consideration all of those aspects that make a curriculum. If the curriculum is based on the children's background, the parents are able to help their children and the curriculum designer. Then, all Hispanic children will be prepared to understand and function in two different cultures. This could be of great promise for the future of American education.

#### Importance of Parental Involvement

The primacy of the family has been borne out increasingly in early childhood development research. According to this researcher, the family is the most effective and economical system for fostering and sustaining the development of the child. The process of learning should be viewed from a broad perspective which recognizes that learning takes place through a multitude of experiences including the values, attitudes and customs taught at home.<sup>18</sup> Parents care about the welfare of their children and can assume active roles in their



education if they understand the school's role and their own role, within an atmosphere of mutual respect and reinforcement. The relationship between the home, the school and the community affects the total development of the child.

Parental involvement is a crucial factor which will bring about positive change in the educational system. The development of strategies for the direct involvement of parents and other extended family members in the child's learning process (i.e., in the child's home language) is a key element.

Parents want the best for their children. They need to understand why their children are recommended for a bilingual-bicultural education program and why they will start in their own language and gradually be introduced to the second language. If the parents' views of bilingual-bicultural education are positive, then it is logical that they will transmit this positive attitude to their children. If parents are involved in the planning, acquire an understanding of the bilingual program's purposes and goals and take part in activities, they are likely to accept and endorse the program. If parents do not become involved and do not feel welcome in the school, the program may be headed for failure. The parents are the best source of information about the child's individual needs and personality, and about what constitutes appropriate behavior in their culture. If the parents are involved in the program's activities and the culture of the community, they will become part of the curriculum and a truly bicultural program can emerge. This will

strengthen the bonds between home and school and will usually result in increased parental support for the program. Parents of students in bilingual programs generally react favorably when asked about the quality of their children's education.

Parents are also important to the students' learning experience and should be considered in the development and implementation of a curriculum. Culturally oriented materials would allow for better understanding on the part of the parents and students. Parents are very interested in helping their children and participating in many school activities. They enjoy sharing aspects of their culture with the children in the bilingual program and in the regular program. They like to serve as classroom volunteers. If the curriculum is based on activities related to culture, parents may better understand what they are doing. In this way, parents may help their children and the teacher more effectively. When the parents come to school, they can observe and participate in different activities in the classrooms. They can also bring back some ideas and materials to use at home with the children.

While parents are helping in classrooms, they will be able to discuss their children's problems with teachers and may also be able to better understand their children's behavior. They will also familiarize themselves with the goals of the bilingual program. Many of them do not know or are not familiar with the goals of the program. They think that instruction is delivered only in Spanish and, as a consequence, their children will never learn English. That is why

most of them send their children to standard English language programs. When they find out the importance of the bilingual program, they can judge best. Sometimes, unfortunately, they become familiar with the bilingual program when their children have already been placed in a standard Kindergarten classroom. Some of these students are fortunate because the monolingual English-speaking teacher realizes that they are having problems due to the language and refer them to a bilingual classroom; others are not so lucky. Some teachers do not understand why these students are having problems. They try to find a solution for the students, and, in many cases, the teachers recommend psychological evaluations because of learning problems. Most of them end up in a Special Education classroom without really needing it.

One of the most important aspects of parental involvement in the classrooms and teaching situations is that the children feel very proud when they see their parents at school. In this way, they see that their parents care about them and their school activities. They also see that their parents are willing to help them when they need the help.

Parental assistance may help students to perform better at school and increase their acceptance of themselves.

#### Bilingual Staff

The key role in early childhood curriculum is played by the classroom staff. The teacher plays a central role in each model of curriculum whether that role is child-centered, programmed, open

framework or custodial:

The teacher's role may vary from a didactic one, to one where the teacher structures the environment, to one where he/she is encouraged to be creative and adjust the curriculum to the children's personalities and characteristics. Central to all the models for successful curriculum implementation is a teacher who is not only aware of the role prescribed by the model of curriculum, but who is also willing to carry out that role at all times.<sup>19</sup>

All classroom staff members working with Puerto Rican Kindergarten children in bilingual classrooms should be completely bilingual.

This is an extremely important consideration since the comprehension of teachers and aides in Spanish and English can be a key factor in the design of the curriculum. Each curriculum should be flexible enough to be adapted across a spectrum of age levels and ethnic differences.

Staff training components are an essential part of curriculum implementation. All staff working with Kindergarten children should know the characteristics of a Kindergarten child and the different activities that are needed for his/her development. If the staff knows all of these aspects about children, they can better understand the children's behavior. They can also help to prepare them for the first grade. If a Kindergarten child is not taught appropriately, he/she can be frustrated and develop an inaccurate image of what school life is.

Kindergarten children cannot be taught in the same way as children in the first or second grade because the attention span of a Kindergarten child is very short. Teachers must develop appropriate activities which address attention span issues. Children of Kindergarten age are not able to sit for long periods of time. It is in



Kindergarten where they learn to sit, listen to another person, and share with other children of their own age. Children cannot be expected to learn this type of behavior in one day or in one week. It is a process that takes time. The teacher who is aware of this will provide activities that teach and, at the same time, involve the child so that his/her attention span is enhanced by enjoyment. This approach will make the child learn and not become frustrated.

The need for a Kindergarten curriculum for Puerto Rican children enrolled in bilingual education programs is most evident. To further neglect this issue would delay the positive educational rewards necessary for placing Puerto Rican students into the mainstream of American life.

## FOOTNOTES

<sup>1</sup> Bilingual-Bicultural Education Professions Program, The School of Education, the University of Massachusetts, A Framework for the Training of Bilingual ESL Teachers in the Schools of Holyoke, Massachusetts, (Holyoke Study), 1975, p. 27.

<sup>2</sup> Donald C. Orlich, Robert J. Harder, Richard C. Callahan, Constance H. Kravas, Donald P. Kauchak, R. A. Pendergrass; Andrew J. Keogh, Dorothy I. Hellene, Teaching Strategies--A Guide to Better Instruction, D.C. Heath and Company with the assistance of Ian A. Armitage, p. 17.

<sup>3</sup> This data is based on a paper presented at the annual meeting of the American Educational Research Association in San Francisco, California, April 1970, p. 3.

<sup>4</sup> Robert Sinclair, Curriculum as Environments for Learning: A Practical Meaning and Model, An unpublished paper (April 1979), p. 3.

<sup>5</sup> Henry Murray, Explorations in Personality, (New York: Oxford University Press, 1938).

<sup>6</sup> Robert L. Sinclair, p. 9.

<sup>7</sup> Ibid., p. 10.

<sup>8</sup> Ibid., p. 11.

<sup>9</sup> Ibid., p. 12.

<sup>10</sup> Vera P. John and Vivian M. Horner, Early Childhood Bilingual Education (The Modern Language Association of America, 1971), p. xxiii.

<sup>11</sup> Ibid., p. xxiv.

<sup>12</sup> Marcia Bernbaum, Early Childhood Programs for Non-English-Speaking Children (ERIC Clearinghouse on Early Childhood Education, University of Illinois, U.S. Department of Health, Education, and Welfare, Washington, D.C.: Government Office, 1972), p. 2.

<sup>13</sup> Soledad Arenas, "Bilingual/Bicultural Programs for Preschool Children." Children Today, (July-August, 1978), p. 6.



<sup>14</sup>Ibid., p. 6.

<sup>15</sup>Esperanza Medina-Spyropoulos, Significant Factors in the Development of Curricula for Bilingual-Multicultural Preschool Children (Development Associates, Inc., Washington, D.C., Office of Child Development (DHEW), Washington, D.C., 1975), pp. 28-29.

<sup>16</sup>Administration for Children, Youth and Families (DHEW), Bilingual/Bicultural Preschool Projects Conference, November 15-18, 1977, (Washington, D.C., November 1977), p. 51.

<sup>17</sup>Lubbock Independent School District, Texas: National Consortia for Bilingual Education, Fort Worth, Texas. Kindergarten Bilingual Handbook. Office of Education (DHEW), Washington, D.C. October 1971, pp. 8-9.

<sup>18</sup>Administration for Children, Youth and Families (DHEW), Bilingual/Bicultural Preschool Projects Conference, November 15-18, 1977, (Washington, D.C., November 1977), pp. 5-6.

<sup>19</sup>Administration for Children, Youth and Families (DHEW), pp. 52-53.

C H A P T E R   I I I  
C U R R I C U L U M   M O D E L   T O   B E   F O L L O W E D

This chapter presents the steps suggested by Hilda Taba for curriculum development. It includes the steps in the order she recommends to have a more thoughtfully and dynamically planned curriculum. It also includes the procedure followed by this author to develop a curriculum for Puerto Rican Kindergarten students. Curriculum development is a task that involves many important decisions. Decisions need to be made about:

1. General aims which schools are to pursue and about the more specific objectives of instruction.
2. Areas of the curriculum and the specific content to be covered in each.
3. Type of learning experiences.
4. How to evaluate what the students are learning and the effectiveness of the curriculum.

To develop an adequate curriculum, all of these decisions have to be made carefully, competently, and with consistency. The steps suggested by Hilda Taba for curriculum development are:

- Step 1: Diagnosis of needs.
- Step 2: Formulation of objectives.
- Step 3: Selection of content.
- Step 4: Organization of content.

Step 5: Selection of learning experiences.

Step 6: Organization of learning experiences.

Step 7: Determination of what to evaluate and of ways and means of doing it.

A step by step recount of the suggested methodology of Taba follows along with a recount of the researcher's completion of such steps.

Step 1: Diagnosis of Needs

Diagnosis of needs is the most important step because it determines what the curriculum should be for a given population. It is very important to diagnose the gaps, deficiencies, and variations in the backgrounds of students because the backgrounds of students may differ. The general aims of the curriculum are going to depend on the diagnosis of needs. According to Taba: "it is necessary to know something about students' cultural backgrounds, motivational patterns, and the content of their social learning, such as the particular meanings they bring to school, their particular approach to learning tasks, and the expectations they have of themselves and of others."<sup>1</sup> "To evolve a theory of curriculum development and a method of thinking about it, one needs to ask what the demands and requirements of culture and society are, both for the present and for the future."<sup>2</sup>

The curriculum must be adjusted to the demands of security needs, and schools need to provide learning conditions which at least do not create insecurities. Considering the total program and using adequate learning conditions, it has to be decided where and to what extent certain needs can be met. The Puerto Rican Kindergarten students are travelling constantly between Puerto Rico and the city of Worcester.

Those students need continuity in their education. If they spend some years or even months in Puerto Rico and then move again to Worcester, they will have no problem in their education if they have a curriculum based on the same culture. In conversations with parents, teachers, supervisors, coordinators and directors of bilingual programs, this author found that there was a big concern about the curriculum development for Puerto Rican Kindergarten students. As a Kindergarten teacher during the last 10 years in the city of Worcester, this author observed the following needs for Puerto Rican Kindergarten students living in this city:

- a. The need for the integration of Puerto Rican culture in the curriculum being used in the subject of Language Arts. This cultural aspect has to be integrated not only for the sake of the teachers but also because the majority of the students have a Puerto Rican cultural background and only one out of four Hispanic bilingual Kindergarten teachers is Puerto Rican.
- b. There was a need for time to teach the subjects of Science and Social Studies to Kindergarten students.

Given these aforementioned reasons this author decided that something had to be done in order to integrate the Puerto Rican culture, the Science and Social Studies subjects into the Language Arts Curriculum for Kindergarten students.

To satisfy the needs of those students, this author developed a curriculum for Puerto Rican Kindergarten students based on their own culture and integrated the subject of Science and Social Studies in it.

## Step 2: Formulation of Objectives

According to Hilda Taba, in order for objectives to perform their functions well, a systematic approach to the formulation and organization of clear and comprehensive objectives is needed. The approach will provide an essential platform for the curriculum. Those objectives determine what content is important and how it should be organized. One of the educational aims that should be derived is the analysis of the particular culture and society which the educational program serves: what its problems, needs, and requirements are, and therefore what it demands of individuals living in it. The analysis of society leads to consideration of the competencies and qualities necessary to sustain a culture and to survive in it."<sup>3</sup> "It is equally important to consider what is known about individuals as persons and their needs for self-fulfillment, for education must be both vital to national life and essential to individual development."<sup>4</sup> "It is also necessary to study the subjects which compose in order to decide which intellectual skills and understandings are appropriate to each."<sup>5</sup>

One of the most important functions of the educational objectives is guiding decisions about the selection of content and of learning experiences and providing criteria on what to teach and how to teach it. The specific objectives to be developed in the Puerto Rican Kindergarten students are based on the general objectives that this author had in mind for the development of this curriculum.

There are two different kinds of objectives: those which this author had in mind for the development of this curriculum and the



specific ones to be developed with the students. The specific objectives to be developed in the students will be found in the next chapter.

Based on the needs of Puerto Rican Kindergarten students, clear and comprehensive objectives for the development of such curriculum were formulated. These educational objectives follow:

- a. to develop a bilingual-bicultural curriculum for Puerto Rican Kindergarten students based on their culture
- b. to integrate the Science and Social Studies into the Language Arts curriculum for Puerto Rican Kindergarten students
- c. to develop the Language Arts, Science and Social Studies skills and knowledge expected in Kindergarten students
- d. to relate Puerto Rican Kindergarten students to their culture
- e. to help other Kindergarten teachers working with Puerto Rican students whose cultural background is not Puerto Rican.

### Step 3: Selection of Content

Selection of content is one of the most important decisions in curriculum development. There has always been more to learn in a given period of time. According to Taba: "It is necessary either to add more subjects or to assign new priorities in the current offerings to make room for new knowledge and new concepts."<sup>6</sup>

There are new areas of learning which demand to be included as part of the curriculum. These areas deal with the sociology of family and an effective understanding of different cultures. A consideration has to be made to establish some priorities on what it is possible to offer and a re-evaluation of the scope of objectives for

which the school can be responsible. The curriculum content should be valid and significant as well as learnable and adaptable to students' experiences. Most important in the validity of content is how fundamental the knowledge is. If the curriculum is to be a useful prescription for learning, its content and the outcomes it pursues need to be in tune with the social and cultural realities of the times. This criterion also allows for the selection from scientifically valid and fundamental knowledge that which is significant. Some knowledge has the value of providing the most useful orientation toward the world around us.

In selecting content, its validity and significance are the primary criteria. An effective design of curriculum should contain:

- a. some provisions for specialized knowledge
- b. organized subject matter content
- c. firsthand experiences

According to Taba, there are many areas of problems in our culture and in the world that provide the cues which the curriculum makers must use in searching for content and learning experiences. They are:

1. cultural needs
2. social needs
3. the needs of individual development
4. learners' needs as individuals .
5. characteristics of learners
6. characteristics of the learning process
7. changes in the cultural needs

8. changes in the nature of the students' population
9. the impact of technological changes in the society
10. explosion of knowledge

Having formulated needs and objectives this author proceeded to select the content of the curriculum. The curriculums being used for Kindergarten students in Puerto Rico and in the city of Worcester were reviewed. All aspects from both curriculums that this author considered of vital importance were selected as content for the curriculum.

#### Step 4: Organization of Content

According to Hilda Taba "the organization of curriculum content poses many questions and requires an application of all we know about the nature of knowledge, about child growth and development, and about learning."<sup>7</sup> The problem of organization has two dimensions: the organization of content and the organization of learning experiences. Both organizations deserve careful theoretical consideration. They are very complex and important and they cannot be left to the judgement of individual teachers at the moment of teaching. One of the most important aspects in the organization of content is the sequence for the topics and subjects to be covered, and cumulative learning or continuity of integration. The principle of sequence is usually suggested in only very general terms such as beginning with the simplest and the most concrete and proceeding to the more complex and abstract."<sup>8</sup>

An inductive logical arrangement of the content and a psychological sequence for learning experiences need to be established to

facilitate learning. The content of ideas has to be arranged in a sequence which proceeds from those which psychologically form the "background" for the perception to other more complex ideas. A few thoughts are considered for the organization of content:

1. shape the content to facilitate the type of learning activities that are needed to achieve the objectives
2. aspects of the content which shall serve as the focusing center. The ideas and relationships which will stand out and which will have to be put together without support from the pattern of organization will depend on this focusing center.
3. methods of instruction to be pursued.

The content of the curriculum should be organized around the educational process of the students, their cultural background, and their learning experiences. Such organization should meet the interests of the students in order to be successful.

The organization of content for this curriculum was made by this author based on the proper distinctions between the various levels of content and development at which to introduce it. This organization took into consideration the integration of Science, Social Studies and culture into the Language Arts Curriculum. It also considered the continuities and sequences in learning.

#### Step 5: Selection of Learning Experiences

The selection and organization of learning experiences involve ideas about principles of learning as strategies of concept attainment and sequences in information of attitudes and sensitivities. Learning

experiences become a part of a major strategy of curriculum building instead of being relegated to incidental decisions made by the teacher at the moment of teaching."<sup>9</sup>

It is the function of the school to arrange the experiences of children and youth so that desirable learning takes place. The curriculum organization should preserve and protect the logic of the subject matter and the psychological sequence of the learning experiences. To develop an effective and efficient curriculum it is necessary to choose all the learning experiences that the students have. Most of those experiences are based on their culture and the immediate world around them. There are a few aspects that should be considered in the selection of curriculum experiences. According to Taba, one of these is that curriculum should develop knowledge and perspective commensurate with the kind of world in which we live, a world that has shrunk unbelievably as far as contact and interdependence are concerned, and yet is composed of an unlimited variety of outlooks, backgrounds, and standards of living.

The present curriculum must begin to build the foundation needed to develop a cosmopolitan orientation toward the diversities of the cultures of the world. Curriculum makers should also be concerned about the examination of values and value conflicts in our culture.

The selection of learning experiences was based on a variety of activities related to the family and the community where the students live. The experiences are also related to the two cultures which have an impact on the students: the Puerto Rican and the American



cultures. An activity book for use by the student was developed. All the activities and illustrations in this book are based on both cultures.

#### Step 6: Organization of Learning Experiences

According to Taba, "If the curriculum is to be a plan for learning, its content and learning experiences need to be organized so that they serve the educational objectives."<sup>10</sup> As in the organization of content, the sequence is also very important in the organization of learning experience.

Planning learning sequences requires a way of organizing content as well as a sequence of reactions and behaviors of learning experiences. Both the content and the learning experiences need to be broken into appropriate steps so that an active understanding becomes possible. A way has to be found, in addition, to translate the essence of the particular idea, process, or concept into the thought forms and perception patterns of the students. Since these thought forms and perception patterns vary according to the developmental sequences in the growth of students as well as according to the nature of their social learning and previous experiences, building such developmental sequences requires considerable theoretical understanding and as practical insight.<sup>11</sup>

When the curriculum is viewed as a plan for learning and not merely a plan for exposition of content, additional considerations emerge regarding sequence. One consideration concerns the sequence of learning experiences necessary to master the necessary behavior: in acquiring an abstract concept, in developing a method of analyzing problems or an

attitude of tolerance toward differences, in mastering a skill in analyzing data or in learning a method of inquiry.<sup>12</sup> These steps vary depending on the objective of learning.

This author established some priorities in the organization of learning experiences. The immediate experiences related to the language and culture of the family and the community where the children live were considered first. The learning experiences considered the curriculum content, the needs and requirements of the society and the personal demands and needs of the students.

Step 7: Determination of What to Evaluate and Ways and Means of Doing it

The evaluation has an important role in the curriculum as well as in teaching and learning. The evaluation should be concerned with the progress of pupils and should evaluate the curriculum in terms of its efficiency in helping students progress toward the educational objectives.

According to Taba, in order to perform the necessary functions, the evaluation program should have certain characteristics. These characteristics are:

1. Consistency with the objectives of the curriculum. The evaluation should be based on the same perceptions of what is significant achievement as it related to the curriculum. The curriculum needs to have an integral relationship to the chief intentions of the program and be animated by the same philosophy that underlines the curriculum and teaching. To

To develop consistency, it is necessary that the decisions about any specific part of the evaluation program such as choosing a particular test, or employing a particular method of grading, be made in light of a perspective on the whole program, and that each instrument of evaluation serve a clear function.<sup>13</sup>

2. Comprehensiveness. The evaluation program should be as comprehensive in scope as the objectives of the school. It is important to state clearly what the teachers are trying to teach and devise means to discover what has been learned.
3. Sufficient diagnostic value. It is very important that the results of the evaluation be sufficiently diagnostic to distinguish various levels of performance or mastery attained and to describe the strengths and weaknesses in the processes as well as in the product of performance.<sup>14</sup>
4. Validity. The validity is very important in improving curriculum and teaching. The validity of evaluation instruments is enhanced as long as the instruments are consistent with the objectives. The objectives must be based on a careful analysis of the behaviors to be evaluated must address what the students have had an opportunity to learn.<sup>15</sup>
5. Unity of evaluative judgment. The greatest threat to validity lies in the way in which evaluative judgments about individuals or groups are derived from available evidence. To "measure" behavior clearly and precisely, and to note the differences among the individuals accurately, it is necessary to break down

the larger complexes of behavior into smaller units and to measure each of these separately. To permit its evaluation at all, an objective needs to be broken into its component units for an analytical differentiation of the specific behaviors it entails, and specific devices used to secure evidence on these specific behaviors.

However, since human behavior has an organic unity in which each component part is related to another, these component parts need to be put together again at several points. The major objectives, taken together, must represent a reasonably related and unified pattern of development of the individual. Each single instrument needs to measure closely related aspects of behavior, and a battery of instruments should compose a unified pattern in which instruments are, in a sense, "mates" to each other. That is, one is either checking, extending, or supplementing information secured from the other.<sup>16</sup>

6. Continuity. Evaluation should be a continuous process and form an integral part of curriculum development and instruction. Evidence of progress, strengths and weaknesses is needed throughout the year. Diagnosis of difficulties and of readiness for the following steps is more useful before rather than after certain curriculum units or courses. Progress must be observed and recorded when it occurs. This means that the final tests and examinations are only a small part of the total



program of evaluation. Evaluation should begin with a diagnosis at the start of any new program or unit of program, continue throughout its development, and end in whatever checks are appropriate at the conclusion.<sup>17</sup>

There are three types of techniques for securing evidence for evaluation:

1. standardized tests
2. teacher-made pencil and paper tests
3. informal devices

The interpretation of the evaluation data needs to be analytical enough to suggest hypotheses regarding the causes of strengths and weaknesses in individuals and groups. These causes are important in developing profiles of performance from all available evidence and to see the current status of students in light of their history and their development up to that point. The interpretation should suggest possible hypotheses regarding the weaknesses and should recommend appropriate remedial action. It is important to remember that evaluation data in and of themselves do not solve the problems of what to do in teaching or in guidance. They only call attention to the problems to be solved and do not provide the solutions.<sup>18</sup>

Another important aspect in the evaluation is cooperation. A balanced set of objectives is more likely to be developed through the participation of the whole staff. This cooperation is necessary in order to see the specialized lines of growth in a proper perspective. But it is also especially important in formulating and clarifying



those objectives which can be fully achieved only through a combined emphasis in various subject areas and in various realms of activity in the school.<sup>19</sup>

To evaluate the progress toward the specific objectives of the curriculum this author established an evaluation of what the students learned while differentiating weaknesses and strengths. The technique used in such an evaluation was the teacher-made paper and pencil test. However, teachers can always use informal devices to be sure what the weaknesses of each student are and what kind of remedial activities may be needed.

## FOOTNOTES

<sup>1</sup>Hilda Taba. Curriculum Development--Theory and Practice. New York: Harcourt, Brace and World, Inc., 1962, p. 234.

<sup>2</sup>Ibid., p. 10.

<sup>3</sup>Ibid., p. 194.

<sup>4</sup>Ibid., p. 194.

<sup>5</sup>Ibid., p. 195.

<sup>6</sup>Ibid., p. 263.

<sup>7</sup>Ibid., p. 290.

<sup>8</sup>Ibid., pp. 291-292.

<sup>9</sup>Ibid., p. 13.

<sup>10</sup>Ibid., p. 290.

<sup>11</sup>Ibid., p. 294.

<sup>12</sup>Ibid., p. 293.

<sup>13</sup>Ibid., p. 217.

<sup>14</sup>Ibid., p. 318.

<sup>15</sup>Ibid., p. 321.

<sup>16</sup>Ibid., p. 322.

<sup>17</sup>Ibid., p. 323.

<sup>18</sup>Ibid., p. 334.

<sup>19</sup>Ibid., p. 338.

CHAPTER IV  
ACTUAL BILINGUAL CURRICULUM

This chapter presents a Language Arts curriculum designed for Puerto Rican students. It is a Language Arts curriculum integrating the subjects of science and social studies. It is also based on the Puerto Rican culture. This curriculum includes:

1. A teacher's guide with the following contents:
  - a. Introduction
  - b. Recommendation for the teacher
  - c. Curriculum guide to be followed
  
2. A student activity book with the following contents:
  - a. Activities for the development of knowledge and skills
  - b. Cultural activities
  - c. Holiday activities
  - d. Seasonal activities

TEACHER'S GUIDE

## Introduction

Teaching language arts include four phases of vital importance in the kindergarten program. These are: listening, speaking, reading and writing.

### Listening

Listening is one of the most important skills for the student. Through this skill the student can develop and acquire the other vital skills important to learning. Reading and narration of stories are activities recommended for the development of this skill. These also familiarize the child with the area of literature. These activities help develop in the child an interest in reading. Narrated stories should possess a simple vocabulary that the child can understand.

### Speaking

One of the most important needs of a Kindergarten child is oral expression and communication. The teacher will stimulate children to develop spoken language and will help enrich their vocabulary. Children enjoy speaking about everything in their immediate environment. Also, they dramatize informally during play. These are valuable ways to develop oral expression and imagination. This will help to clarify concepts about the world they live in.

### Reading

Upon beginning the school year, Kindergarten children are not sufficiently developed physically and emotionally to receive formal



instruction in reading. In kindergarten the child initiates his gearing for reading. This gearing is obtained through such activities as:

- 1) the enrichment of their experiences and spoken vocabulary
- 2) stimulating interest in reading
- 3) informed familiarizations of written symbols
- 4) placing contact with pictures and books which stimulate interest in reading.

### Writing

Like reading, writing in kindergarten is not formally emphasized. It is a gearing where the official activities are for the development of perceptual motor and stimulate the desire to learn to write. Some valuable activities that develop these skills are:

- 1) write the names of the children on all their belongings.
- 2) write the names of the children on their daily work.
- 3) label everything in the classroom.
- 4) write daily news and date.

Children that demonstrate interest and are ready to write should receive individual help.

The four phases of language arts are taught through the activities which take place in the kindergarten classroom. It is important that the teacher provide the opportunity for each child to observe, listen, speak and perform.

### Recommendations to the Instructor

The following general aspects should be kept in mind each day during each class:

1. The calendar: these may be decorated according to the special event of each month. Students should take part in decorating and finishing the calendar each day and in decorating the classroom. In this way, the classroom has more meaning for the student, for while they decorate in groups the children develop oral skills, learn to share and work as a group.
2. Holidays should be noted daily this way the student relates the holiday with its corresponding date. Also, they familiarize themselves with aspects of social studies and the culture.
3. Weather should be observed daily. This way the student familiarizes himself with science and its vocabulary.
4. By learning the seasons of the year the student familiarizes him or herself with some aspect of science. Moreover, the comparison of the different seasons of the year in the city of Worcester with those temperatures of Puerto Rico can be established.

The following curriculum will integrate the areas of science, social studies, and culture in the curriculum of Language Arts. Each instructor will select the number of activities to be completed daily according to the amount of time available and the capabilities of each

group. Through all the activities related to the calendar, holidays, weather conditions, and season of the year, the instructor can take advantage of the opportunity to emphasize cultural aspects and compare the Puerto Rican and American cultures that Puerto Rican children share in Worcester.

This curriculum will be used with a manual of activities for the student. The activity book consists of the following:

1. Activities for the development of knowledge and skills.
2. Activities related to the culture.
3. Activities related to the different holidays in each month.
4. Activities related to the four seasons.

Skills:

1. Motor Coordination
  - a. Development of large muscles
  - b. Development of small muscles
2. Relate to the student
  - a. the family and its members how help each other
  - b. roles of each family member
  - c. holidays, colors, seasons

Activities:

1. climb bars
2. throw and catch a ball

3. walk on straight and curved lines
4. kick a ball
5. imitate how animals walk
6. play on a slide
7. jump rope
8. movement with music
9. march with music
10. obstacle running
11. organized games

#### El Gato y el Ratón (Cat and Mouse)

Children join hands to form a circle. One will be the mouse and another the cat. While the children move in circular fashion they sing the following rhyme:

Alla viene el gato y el ratón  
a darle combate al tiburón.

The cat tries to catch the mouse that is running out of the circle formed by the rest of the students. The mouse is safe only inside the circle.

Note: Each child should have the opportunity to play the part of the mouse or cat.

#### La Cinta (The Ribbon)

Children form a row or small group. Each child is assigned a color that only he or she knows. Another plays the part of the angel, while another serves as host. When the angel arrives, knocks on the

door and says, "Tun Tun," the host asks, "¿Quién es?"

The angel answers: "El Ángel"

Host: ¿Qué busca?

Angel: Cinta.

Host: ¿De qué color?

When the angel says the color, the child who has had that color assigned to him or her runs, not allowing him or herself to be taken by the angel. If the angel traps the child before returning to his or her assigned place, the angel takes the place of the trapped color while the other becomes the angel.

### La Cebollita

A row of children is formed and hold each other by the waist. The first child firmly holds onto a pole, a tree, or a fixed tube. Another child comes to him and says, "¡Mama..." The child that came to search for the onion touches all the children and tries to take the last one in line by pulling strongly until the chain breaks. All resist the attempt to break the chain. The process is repeated using other children sent to get the onion.

## 12. Games and rhymes using fingers

### Los cinco pollitos

Cinco pollitos tiene mi tía  
 Uno le canta, otro le pía  
 Los otros le tocan la sinfonía

The children, in a group or individually, can represent the suggested actions of the poem while using their fingers to demonstrate



the actions.

Mi cabeza

Mi cabeza hacia el frente  
 Mi cabeza hacia atrás  
 a la izquierda, a la derecha  
 mi cabeza siempre va.

The children move slowly following the directions suggested.

Mi ojos

Mis ojos hacia arriba,  
 Mis ojos hacia abajo,  
 Mis ojos hacia la derecha,  
 Mis ojos hacia la izquierda,  
 Mis ojos a todos lados.

Mis pies

Una costa descubrí  
 y te la voy a decir,  
 tengo dedos en los pies,  
 cinco aquí y cinco acá,  
 cuéntalos tú y lo verás  
 cinco aquí y cinco acá  
 y juntitos siempre están.

13. Molding with play dough
14. Place sticks in a soda bottle
15. String objects
16. Hammer
17. Paint with brushes
18. Finger paint
19. Color different aspects of Puerto Rican culture

See activity book, page 1.

## 20. Pick up sticks

Children can play two at a time. Take a handful of sticks and let them fall, then pick them up using another stick without moving any of the remaining sticks.

## 21. Tie shoes

## 22. Button shirts

## 23. Pull up their zipper

## 24. Dramatize stories using puppets

## 25. Dramatize different events that take place in the home with the family

## 26. Write on the blackboard

## 27. Play with figures and silhouettes on a feltboard

## 28. Assemble puzzles

29. Complete projects where the child can color, cut and paste.  
For this activity the instructor will use drawings related to culture, holidays and seasons of the year.

See activity book, page 2.

The instructor can use some of suggested activities given in the section of the activity book on holidays and the seasons of the year.

## 30. Opportunities to trace lines

Example: Solve mazes

See activity book, page 3.

## Skills:

1. Special Relationships: identify left and right.

**Activities:**

1. Place a small ice cube in the right hand of the child and have him hold it until it melts.
2. Place objects in the hand of the child so as to make the right hand heavier.
3. March using the right foot first.
4. Touch different parts of the body using their right hand.
5. Create bracelets using different objects such as pasta shells, straws, rings, etcetera.
6. Point to all parts of the left side of the body.
7. Number all objects in the classroom.
8. Identify the right hand side of a paper.
9. Point to objects which are on the right of a drawing.

See activity book, page 4.

10. Point to the right side of another person.
11. Point to the right side of different objects.

**Skills:**

1. Sequence of events.
2. Familiarize children with:
  - a. the family.
  - b. the families of animals.
  - c. animals and their benefits to mankind.

Activities:

1. Narrate the story "The Three Bears."
2. Remember the details and sequence of events in the story "The Three Bears."
3. Through this story, take the opportunity to discuss the following items:

The Family

The teacher will fully discuss the family with the students.

- a. Each student says the people which make up a family.
- b. Present drawings of different family groups.
- c. Speak about each person's responsibility in the home.
- d. Study a picture of a family.

See activity book, page 5.

Who composes this family?

Where are they in the home?

What is each one doing?

Animals also have families

- a. Present pictures of animal families.

Example: Chicken with chicks, pig with piglets,  
birds with baby birds.

Children draw lines uniting animals with their corresponding offsprings.

See activity book, page 6.

- b. Discuss with the children how and where these animals live. They will draw lines connecting the animals to their habitat.

See activity book, page 7.

Animals are beneficial to mankind

- a. Discuss with the children how animals benefit us:
- food
  - clothing
  - entertainment, etcetera.
4. Identify in sequence things children do from the moment they awaken until they arrive at school.

Skills and Objectives:

1. Sequence of events.
2. Familiarize the children with plants and their benefits to mankind.

Activities:

1. Narrate the story "The Three Little Pigs."
2. Remember the details and sequence of events in the story "The Three Little Pigs."
3. Say the sequence of events in the classe's daily routine.
4. Tour the school and name in sequence the places visited.
5. Place pictures of stories and poems in sequence.
6. Study the sequence of growth of a plant from the seed to flower or fruit.

See activity book, page 8.



7. Study the following aspects of plant life with the children.

How plants benefit mankind

- a. They give fruit.
- b. They give flowers.
- c. They bring beauty.

Skills:

1. Point out, identify, and match colors.

Activities:

1. Name different objects in the classroom and say what color each one is.
2. Identify the color of the children.
3. Divide the children in groups according to the color of their clothing.
4. Present colored objects and try to find something in the room to match its color.
5. Color drawings according to the holiday. The teacher will select the drawings according to the holiday being celebrated.

Examples: October - Black & Orange

November - Orange & Brown

December - Red-Green-White

January - Black & White

February - Red & White

March - Green & White

April - different colors

May - different colors

June - different colors

See activity book, section on holidays.

6. Color objects according to their natural color.

See activity book, page 9.

Example: apple - red, banana - yellow, pear - green,  
etcetera.

7. Catch fish and identify their different colors.
8. Play different games in which children will have to identify colors by their names.

Example: Make an envelope for each child with cards of  
different colors.

When the teacher says a color, each child looks through  
their respective envelopes and pulls out the colored  
card to show the group.

9. Search old magazines for colors that match the ones the teacher displays.
10. The children string beads and describe them by colors. This activity informally introduces the concept of patterns.
11. Find and describe colors in natural objects, plants and flowers.
12. Sort and order cards by color and shade.
13. Produce shades and colors using tempera paints.
14. Evaluation: identifying the color of stickers. Following your directions, children are to glue stickers onto the

strips from left to right. This activity is also an informal practice to sequencing from left to right.

Skills and Objectives:

Familiarize students with the community

- a. large and small
- b. tall and short
- c. long and narrow

Activities:

1. Compare objects in the classroom according to size, identifying the larger and smaller ones.
2. Cut out pictures and arrange them according to size, from large to small.
3. Provide other activities where students identify objects according to size, from larger to smaller ones.
  - a. The student will use their work manual and color the largest object.

See activity book, page 10.
  - b. The students will work in their student book and color the smallest object.

See activity book, page 11.
4. Compare the size of students to identify the tallest and shortest.
5. Compare pictures of buildings and identify the tallest and shortest.

In this section the community is studied. They will name the different buildings in the community and their use, as well as various community members.

Home

Hospitals

Schools

Fire Station

Police Station

Courthouse

Stores

Post Office

Supermarkets

Public Servants

Police

Teacher

Mailman

Fireman

Doctor

Nurse

6. Observe the trees around the school and compare them by size.
7. Compare students hair length to see who has longer and shorter hair.
8. Compare sizes by having the teacher stand next to the students to see who is taller and shorter.

9. Compare pictures of trains to see which one is longer and which one shorter. Students will work in their activity books to color the larger ones.

See activity book, page 12.

10. Study the means of transportation

- a. air
- b. land
- c. water.

11. Discuss with the students

- a. how to get to Puerto Rico
- b. why you can not get there by car, etcetera.

12. The students color and demonstrate all the means of transportation.

See activity book, page 13.

13. Distribute objects among the children, such as strings, straws, ribbons, etcetera, to identify the longer and the shorter ones.

14. The students color shorter objects.

See activity book, page 14.

#### Skills:

1. Familiarize the children with the five senses.
2. Familiarize the children with different fruits.
3. Discuss similarities and differences: color, shape, size, position, smell, and texture.



## Activities:

1. Present different objects so that the children can identify all that are the same.
2. Place silouettes on the feltboard so that the children can classify by colors.
3. Provide the children with activities to mark all those objects that are the same color.

See activity book, page 15.

4. Provide the students with objects which have rough and soft surfaces in order to classify according to texture:

rough

smooth

oranges

apples

sandpaper

writing paper

corrugated paper

smooth cardboard

5. Place in a box objects of different textures so that the child can reach in and take out the one the teacher mentions (rough or smooth).
6. Describe objects according to their texture:
  - pineapple - rough
  - pear - smooth
  - mango - smooth
  - grapefruit - rough, etcetera.
7. Converse with the children about fruit.
  - a. Which can be grown in Worcester?
  - b. Which can be grown in Puerto Rico?

8. Draw a circle around the fruits that can be grown in Puerto Rico.

See activity book, page 16.

9. Sand a piece of rough wood to make it smooth.
10. Touch different objects in the classroom and have them determine if they are smooth or rough.
11. Provide different objects so that the children may identify them as soft or hard.

Examples: playdoh and crayon

softball and hardball

yellow banana and green banana

12. Touch different parts of the body to see which are soft or hard.

Examples: tongue and teeth

ears and fingers

nose and forehead

thigh and elbow

13. To smell different things so that children may identify the ones which are not the same.

Examples: ground coffee and sugar

garlic powder and onion

peanut butter and jelly

14. Provide activities where the children will identify likenesses and differences:

a. Shape: color all those objects that are the same

shape.

See activity book, page 17.

- b. Size: color all those which are the same in size.

See activity book, page 18.

- c. Color: color all those which are the same color.

See activity book, page 19.

- d. Position: color all those which are placed in the same position.

See activity book, page 20.

- e. Gender: cross out the ones which belong to the same group.

See activity book, page 21.

- f. Letters: circle the letters which are the same as in the square.

See activity book, page 22.

15. Taste different things and indicate if they are sweet, salty, bitter, tasteless, cold, hot.

16. Listen to different sounds of nature and identify them.

Examples: birds, insects, animals, etcetera.

17. Produce different sounds so that the children close may identify the ones that are not the same with their eyes.

Examples: a. tap on a glass and on a table.

b. slap the blackboard and clap hands.

c. teach songs where sounds are mentioned,

as follows:

Mi tambor (My Drum)

Mi tambor, mi tambor

suená, suena, Bom, bom, bom, bom, bom.

(The children clap while they say bom,  
bom...)

Los pollitos (The Chicks)

Los pollitos dicen pío, pío, pío...

Cuando tienen hambre,

Cuando tienen frío.

La gallina busca

el maíz y el trigo,

les da la comida

y les presta abrigo

Bajo sus dos alas, acurrucaditos

Hasta el otro día duermen los pollitos.

El coquí (The Frog)

El coquí - coquí

a mí me encanta

que bonito el cantar del coquí

Por las noches al ir a acostarme

Me adormece el cantar del coquí

Coquí - coquí, coquí - quí-quí-quí.

- d. recognize fellow students by the sound of their voice.
18. Study the five senses.
  19. The children will remember how they have been using the following body parts in the last activities: eyes, nose, ears, hands and mouth.
  20. Explain how those body parts are used to learn.

Skills:

1. Auditory discrimination of rhyme words.

Activities:

1. Study short poems to listen and identify rhyme words.

El aseo

Si quieres que a todos

tu presencia agrade.

Se limpio en tu cuerpo

y limpio en tu traje.

Virgilio Dávila

(Puertorriqueño)

Lección

Yo quisiera

aprender una cosa.

Cómo hacer con las manos



un pétalo de rosa.

José A. Dávila

(Puertorriqueño)

Ventanita florida

Ventanita florida

la de mi casa

le regals perfumes

a aquel que pasa.

-

Le regala perfumes

luz y alegría

dicen que no hay ventana

como la mía.

Ida Reboli

(Argentina)

La cebolla

Mi señora la cebolla

tiene miedo a un catarrón,

pues se pone un camisón,

después otro camisón,

y así sigue como el cuento

del señor gallo pelón.

José A. Dávila

(Puertorriqueño)

Borinquen

Borinquen es una islita  
 que parece un caracol,  
 por encima es una rosa  
 y por dentro una canción.

Isabel Freire de Matos

(Puertorriqueña)

2. Converse with the children about words that have the same ending.

niña - piña

gato - pato

sobre - nombre

palma - calma

trompo - tronco

televisión - camión

3. Activities to match the two words that rhyme.

See activity book, pages 23  
 and 24.

Skills:

1. Auditory discrimination of the letter "A."
2. Visual discrimination of the letter "A."
3. Auditory discrimination of the beginning sound of the letter "A" in pictures and words.
4. Association of the beginning sound "A" with the corresponding picture.

5. Visual discrimination of the likenesses and differences of the letter "A."
6. Recognition of the lower and upper case "A" by their shape and size.

Activities:

1. The teacher presents to the children pictures of objects beginning with the letter "A."
2. The teacher emphasizes the initial sound of each word.
3. The students repeat the words that the teacher says.
4. The teacher helps the students to observe that all the words he/she says begin with the letter "A."
5. The students say other words that begin with the letter "A."
6. The students remember the names of their family members to see which ones begin with the letter "A."
7. The students study picture and point out all the things that begin with the letter "A."

See activity book, page 25.

8. Students draw a circle around all the pictures that begin with the letter "A."

See activity book, page 26.

9. The students choose in each line the picture beginning with the same sound as the one in the box.

See activity book, page 27.

10. The students circle all the pictures beginning with the

letter "A."

See activity book, page 28.

11. The students make an X over all pictures beginning with the letter "A."

See activity book, page 29.

12. The students practice writing the letter "A."

See activity book, page 30.

13. Evaluation of the letter "A." The students draw an X over all pictures which begin with the letter "A."

See activity book, page 31.

#### Skills:

1. Auditory discrimination of the letter "E."
2. Visual discrimination of the letter "E."
3. Auditory discrimination of the beginning sound of the letter "E" in pictures and words.
4. Association of the beginning sound "E" with the corresponding picture.
5. Visual discrimination of likenesses and differences of the letter "E."
6. Auditory and visual discrimination of the beginning sound of the letters "E" and "A."
7. Recognition of the upper and lower case letters by their shape and size.

## Activities:

1. The teacher presents to the students pictures of objects that begin with the letter "E."
2. The teacher emphasizes the initial sound of each word.
3. The students repeat the words that the teacher says.
4. The teacher helps the students to observe that all the words he/she says begin with the letter "E."
6. The students say their names to see which ones begin with the letter "E."
7. The students remember the names of their family members to see which ones begin with the letter "E."
8. The students study a picture and point out all the things that begin with the letter "E."

See activity book, page 32.

9. The students draw a circle around all the pictures that begin with "E."

See activity book, page 33.

10. The students choose in each line the picture beginning with the same sound as the one in the box.

See activity book, page 34.

11. The students circle all pictures beginning with the letter "E."

See activity book, page 35.

12. The students make an X over the pictures beginning with the letter "E."

See activity book, page 36.



13. The students practice writing the letter "E."

See activity book, page 37.

14. Evaluation of the letter "E." The students will draw an X over all pictures which begin with the letter "E."

See activity book, page 38.

15. The students draw a circle around all the pictures beginning with the letter "A" and "E."

See activity book, page 39.

#### Skills:

1. Auditory discrimination of the letter "O."
2. Visual discrimination of the letter "O."
3. Auditory discrimination of the beginning letter "O" in pictures and words.
4. Association of the beginning sound "O" with the corresponding picture.
5. Visual discrimination of likenesses and differences with the letter "O."
6. Auditory and visual discrimination of the beginning letters i.e. "A," "E," "O."

#### Activities:

1. The teacher presents to the students pictures beginning with the letter "O."
2. The teacher emphasizes the initial sound of each word.
3. The students repeat the words that the teacher says.

4. The teacher helps students to observe that all the words he/she says begin with the letter "O."
5. The students says other words that begin with the letter "O."
6. The students says their names to see which ones begin with the letter "O."
7. The students remember the names of their family members to see which ones begin with the letter "O."
8. The students study a picture and point out all the things that begin with the letter "O."

See activity book, page 40.

9. The students draw a circle around all the pictures that begin with "O."

See activity book, page 41.

10. The students choose in each line the picture beginning with the letter "O."

See activity book, page 42.

11. The students circle all the pictures beginning with the letter "O."

See activity book, page 43.

12. The students draw an X over all the pictures beginning with the letter "O."

See activity book, page 44.

13. The students practice the writing of the letter "O."

See activity book, page 45.

14. The students draw a line between the letters "A," "E," "O," and their corresponding pictures beginning with each letter.

See activity book, page 46.

15. The students match the letters "A," "E," "O" with the corresponding pictures according to the initial sound.

See activity book, page 47.

16. The students circle the letter which indicates the initial sound of each picture.

See activity book, page 48.

17. Evaluation of the letter "O." The students draw an X over all pictures which begin with the letter "O."

See activity book, page 49.

#### Skills:

1. Auditory discrimination of the letter "I."
2. Visual discrimination of the letter "I."
3. Auditory discrimination of the beginning letter "I" in pictures and words.
4. Association of the beginning sound "I" with corresponding picture.
5. Visual discrimination of the likenesses and differences with the letter "I."
6. Auditory and visual discrimination of the beginning sounds "A," "E," "I," "O."
7. Recognition of the upper and lower case letters by their shape.
8. Auditory discrimination of words that rhyme.

## Activities:

1. The teacher presents to the students pictures beginning with the letter "I."
2. The teacher emphasizes the initial sound of each word.
3. The students repeat the words that the teacher says.
4. The teacher helps the students to observe that all the words that she says begin with the letter "I."
5. The students says other words that begin with the letter "I."
6. The students say their names to see which ones begin with the letter "I."
7. The student will be asked to remember the names of their family members to see which ones begin with the letter "I."
8. The students study a picture and point out all the things that begin with the letter "I."

See activity book, page 50.

9. The students draw a circle around all the pictures that begin with the letter "I."

See activity book, page 51.

10. The students choose in each line the pictures beginning with the same sound as the one in the box.

See activity book, page 52.

11. The students circle all the pictures beginning with the letter "I."

See activity book, page 53.

12. The students draw an X over all the pictures beginning with the letter "I."

See activity book, page 54.

13. The students practices writing the letter "I."

See activity book, page 55.

14. The students draw a circle around all the pictures beginning with the letters "A," "E," "I," "O."

See activity book, page 56.

15. Evaluation of the letter "I." The students draw an X over all pictures which begin with the letter "I."

See activity book, page 57.

16. The students study short poems to find the rhyme words.

Mi manita

Mi linda mamita

me abraza y me besa,

me pone mi ropa

y me lleva a la mesa.

La ardilla

La ardilla corre

la ardilla vuela,

la ardilla salta

como locuela.



**Skills:**

1. Auditory discrimination of the letter "U."
2. Visual discrimination of the letter "U."
3. Auditory discrimination of the beginning sound "U" in pictures and words.
4. Association of the beginning sound of "U" with corresponding pictures.
5. Visual discrimination of the likenesses and differences of the letter "U."
6. Auditory and visual discrimination of the beginning letters "A," "E," "I," "O," "U."
7. Association of upper case letters their corresponding lower cases.
8. Recognition of upper and lower case letters by their shape and size.
9. Auditory discrimination of words that rhyme.

**Activities:**

1. The teacher presents to the students pictures that begin with the letter "U."
2. The teacher emphasizes the initial sound of each word.
3. The students repeat the words that the teacher says.
4. The teacher helps the children take note that all words pronounced begin with the letter "U."
5. The children say other words that begin with "U."

6. The students say their names to see which ones begin with the letter "U."
7. The students remember the names of their family members to see which ones begin with the letter "U."
8. The students study a picture and point out all words that begin with "U."

See activity book, page 58.

9. The students circle all words beginning with "U."

See activity book, page 59.

10. The students choose in each line the picture beginning with the same sound as the one in the box.

See activity book, page 60.

11. The students circle all pictures beginning with the letter "U."

See activity book, page 61.

12. The students draw an X over all pictures beginning with the letter "U."

See activity book, page 62.

13. The students practices writing the letter "U."

See activity book, page 63.

14. The students draw a circle around all the pictures beginning with the same sound as the one in the first box.

See activity book, page 64.

15. The students circle the letter which indicates the initial sound of each picture.

See activity book, page 65.

16. The students circle the letter which corresponds to the initial sound of each picture.

See activity book, page 66.

17. Evaluation of the letter "U." The students draw an X over all those pictures that begin with the letter "U."

See activity book, page 67.

18. Evaluation of the letters "A," "E," "I," "O," "U." The students draw a line between the letters and their corresponding pictures.

See activity book, page 68.

BOOK OF ACTIVITIES  
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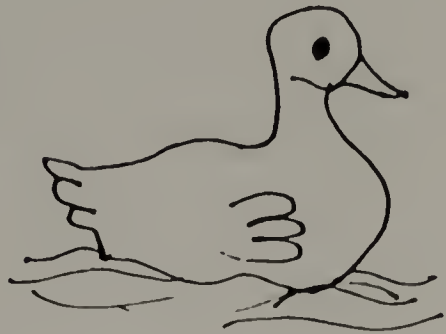
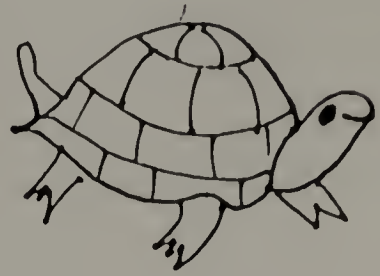
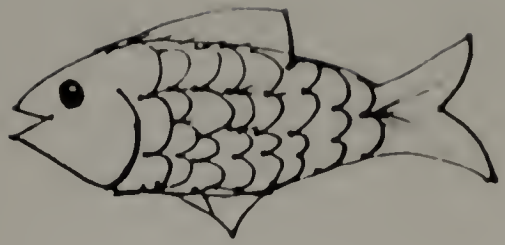
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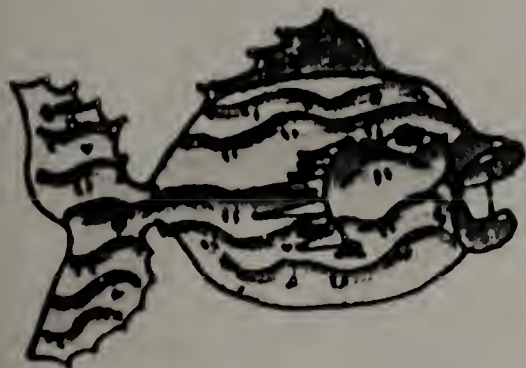
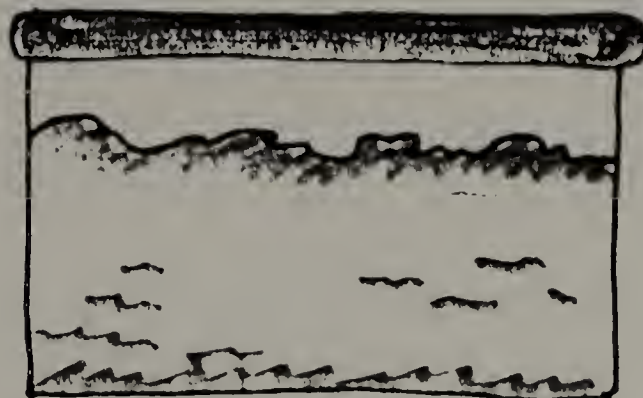




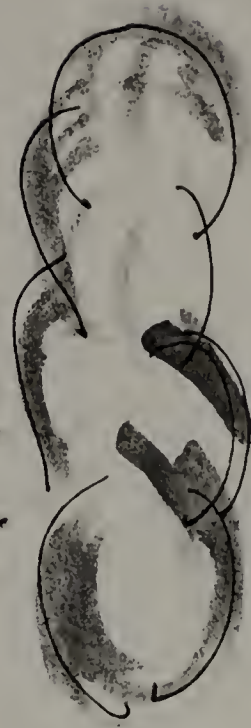
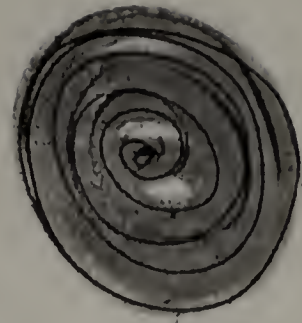


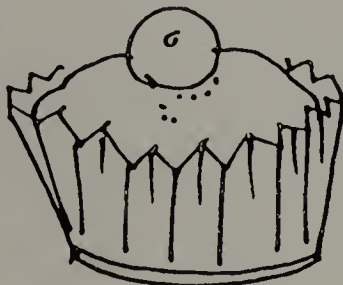
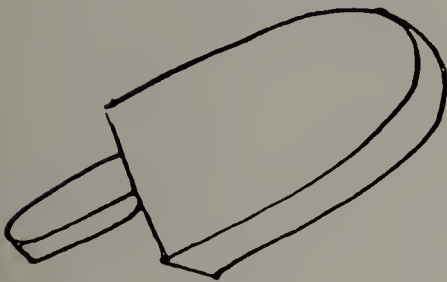
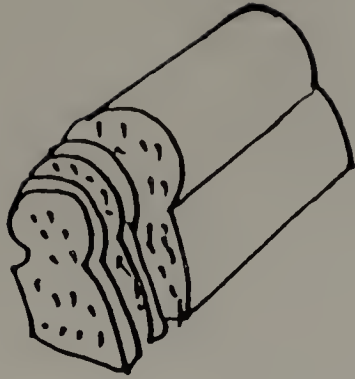


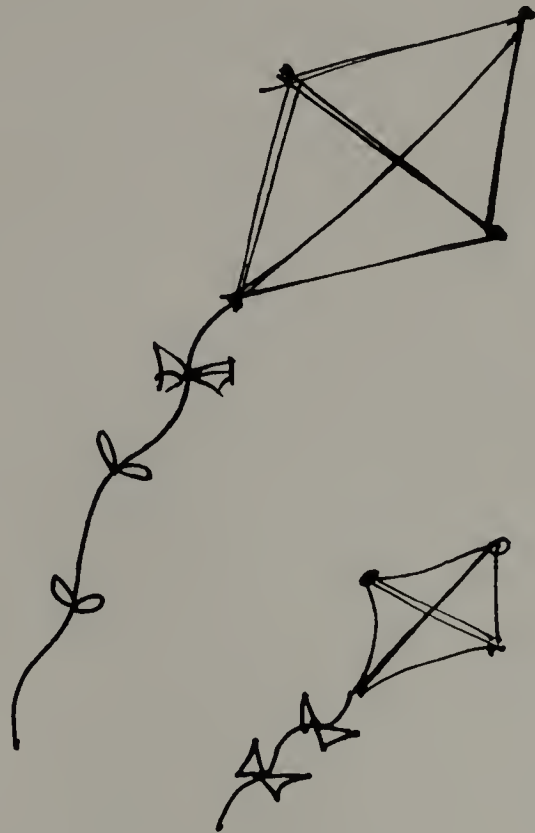
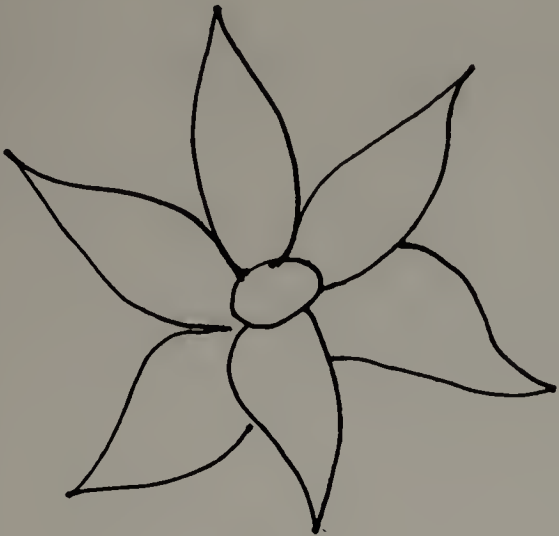


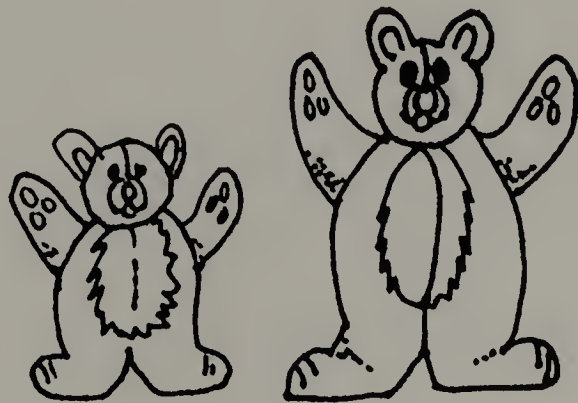




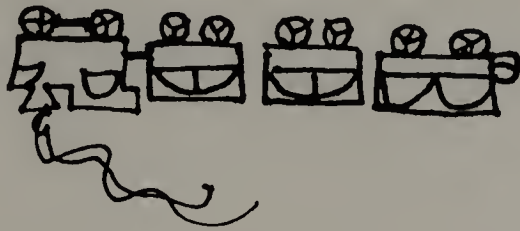
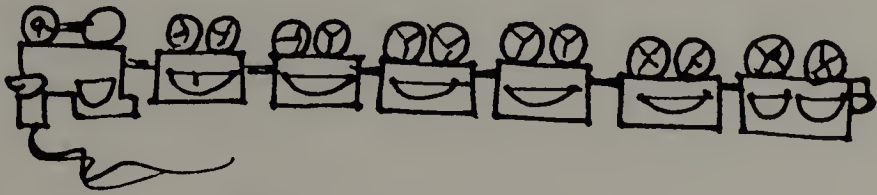
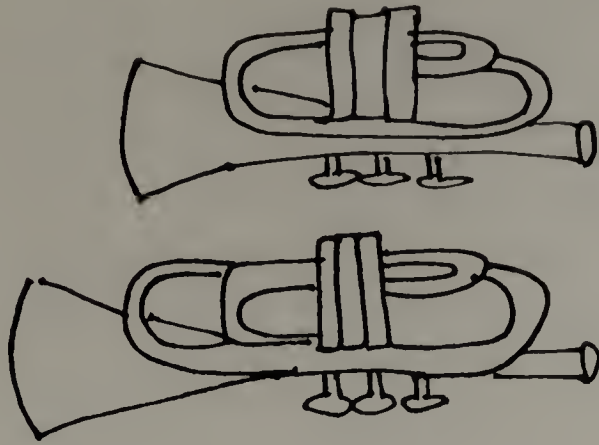




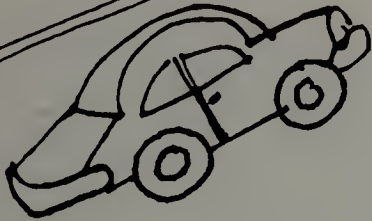
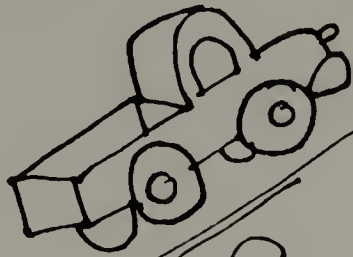
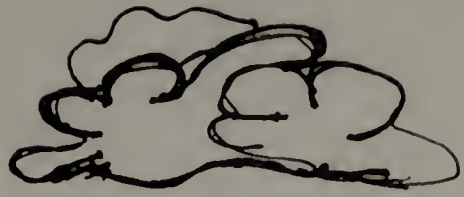
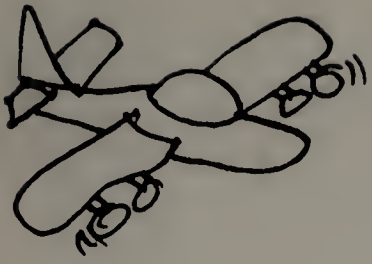


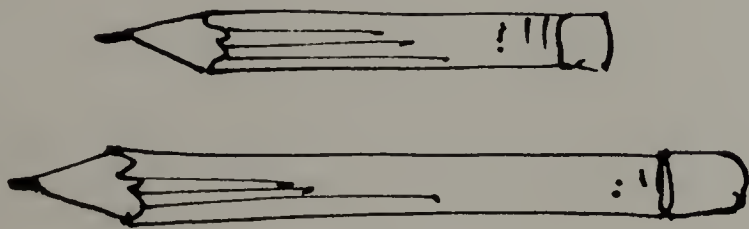
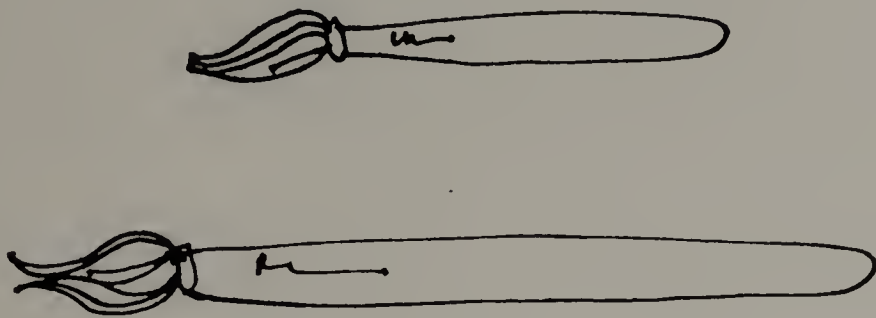
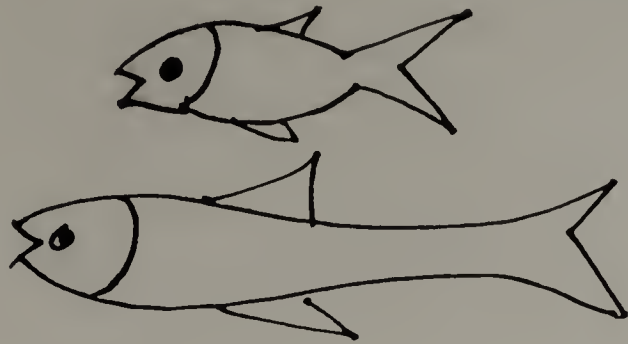


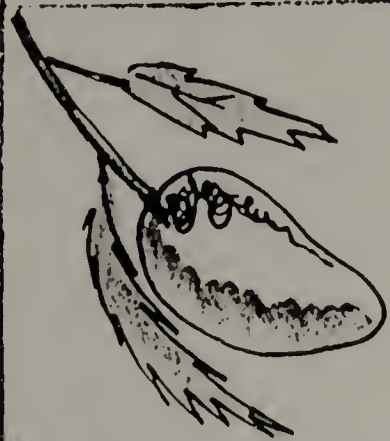
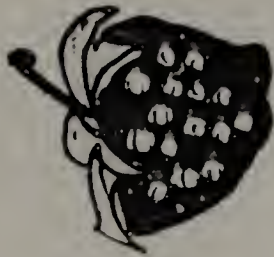
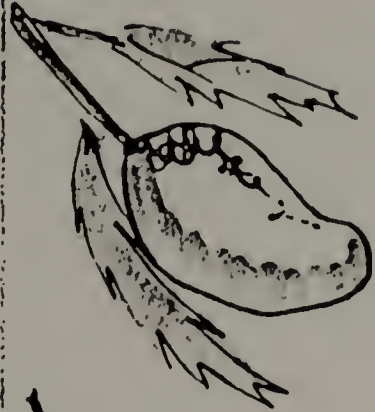


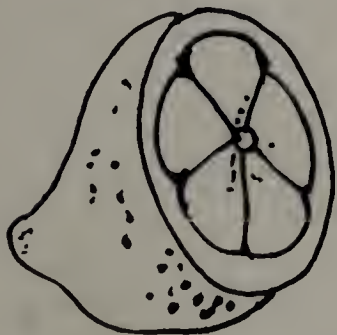




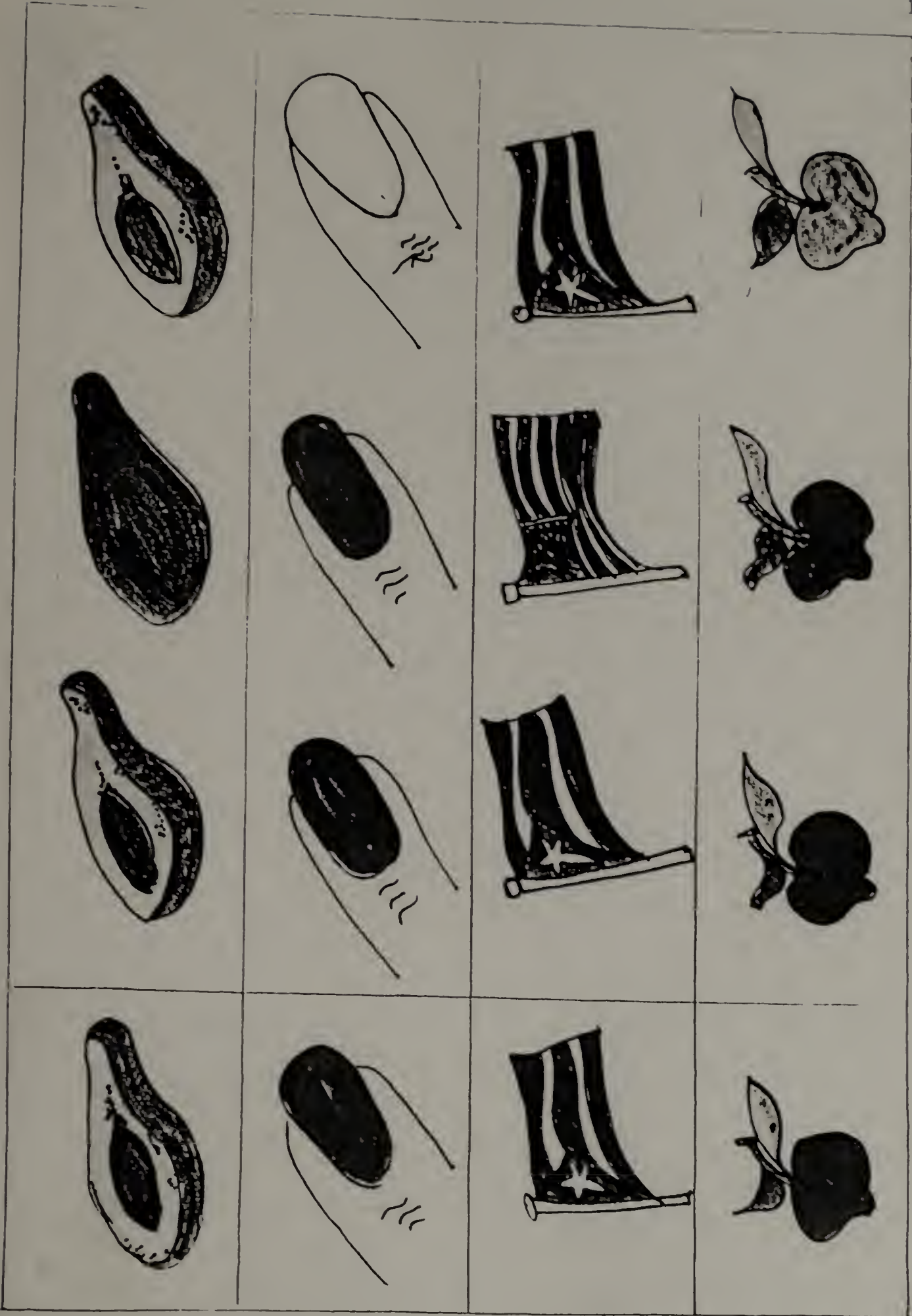






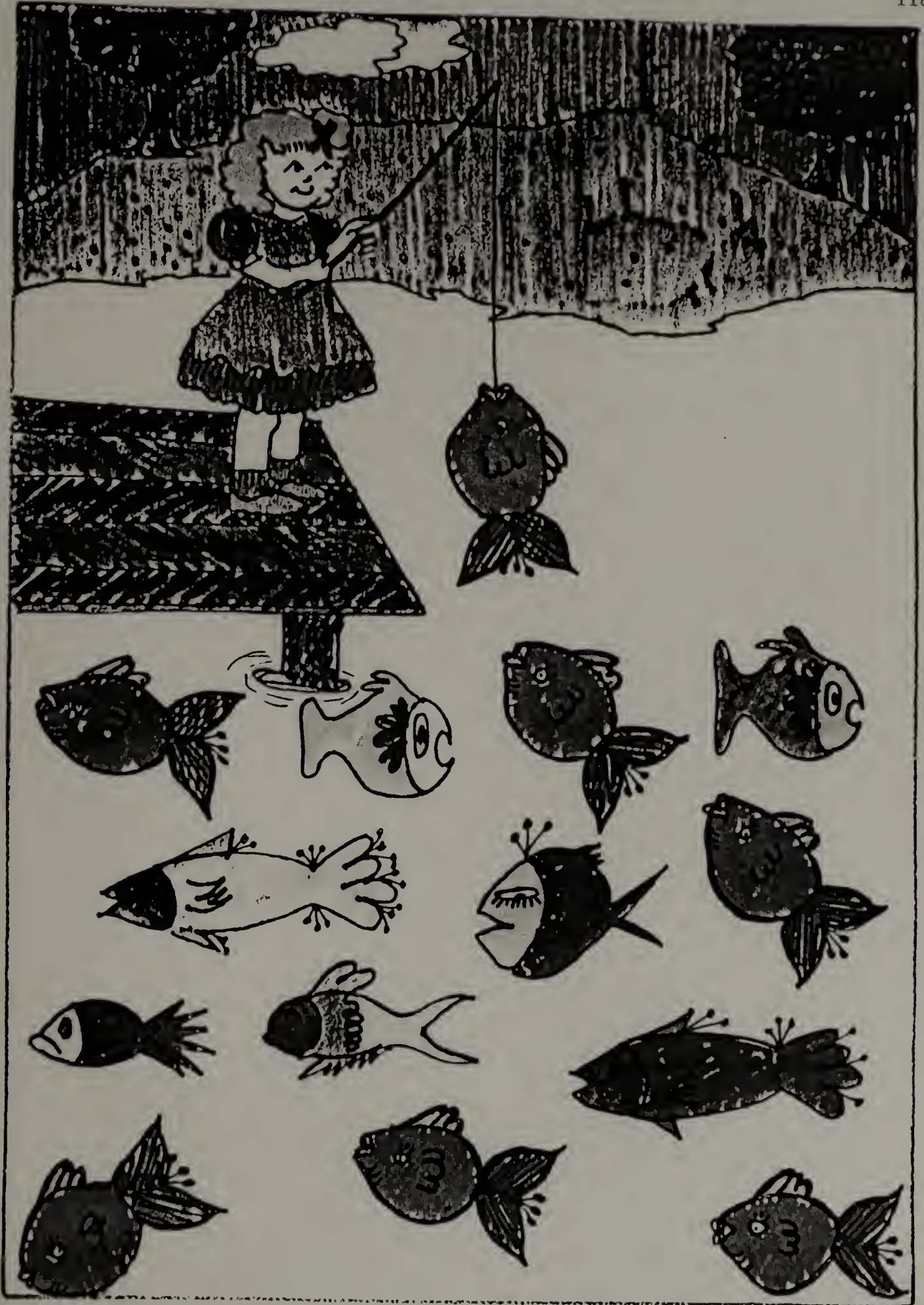


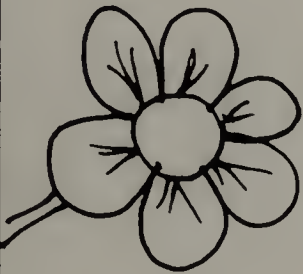
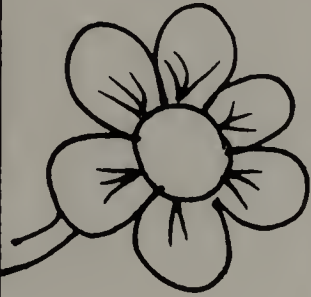
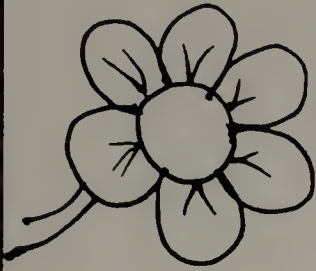
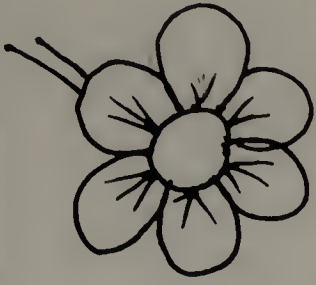










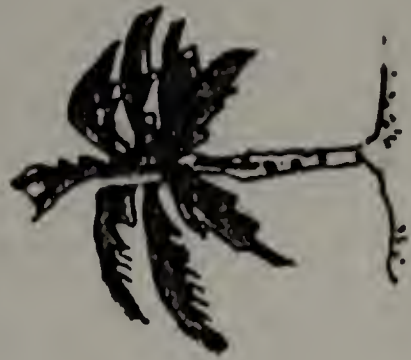


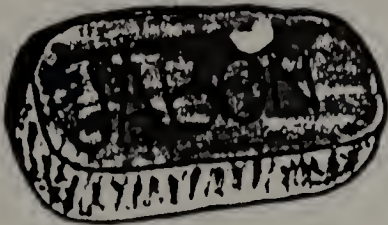
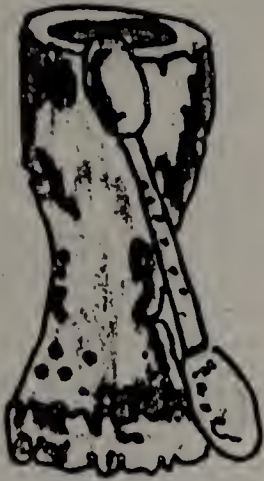




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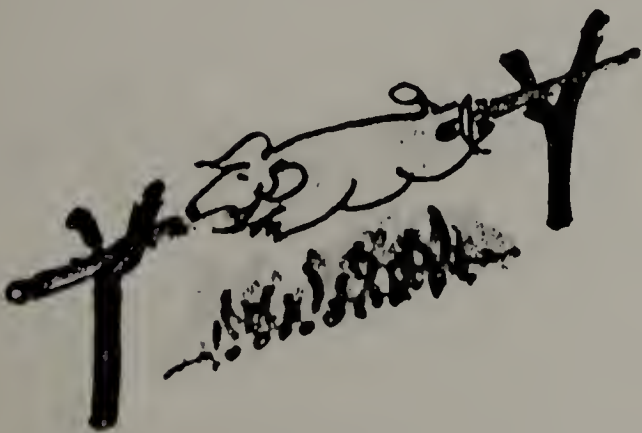
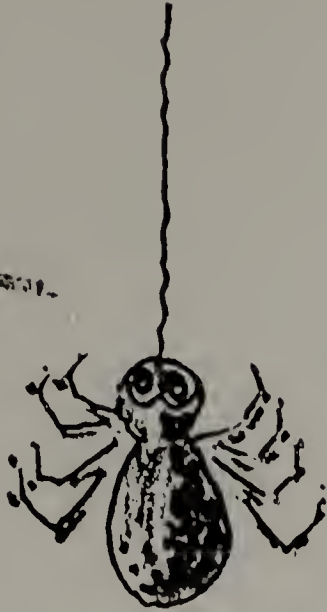




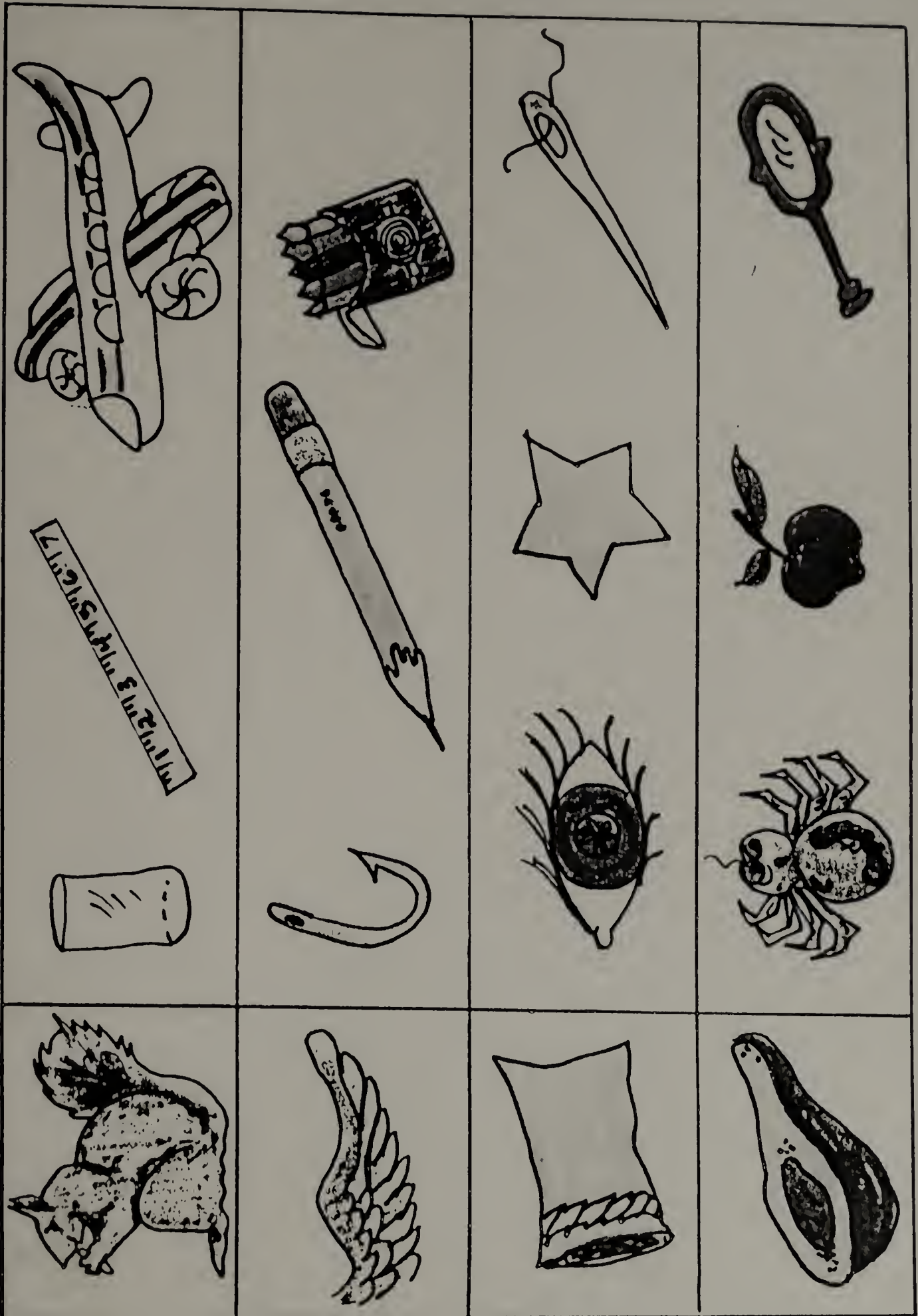




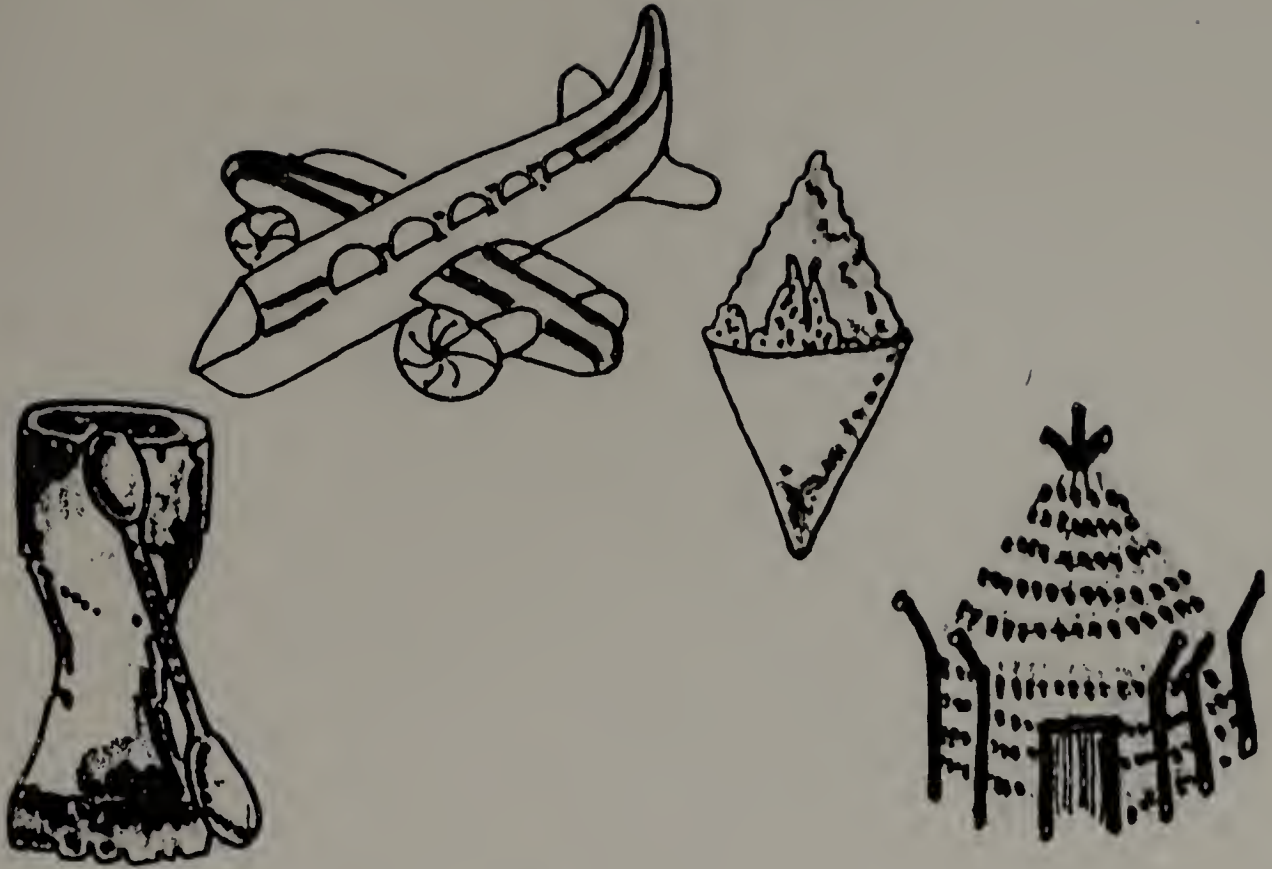
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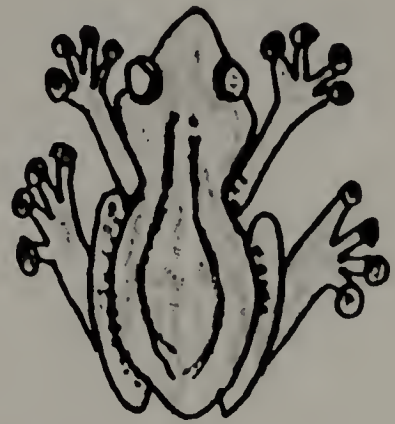
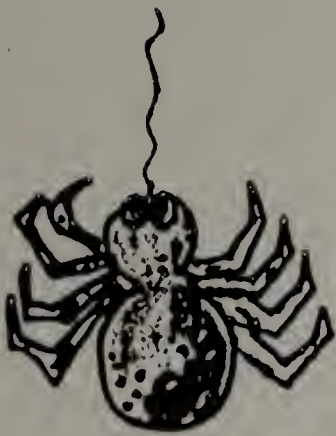




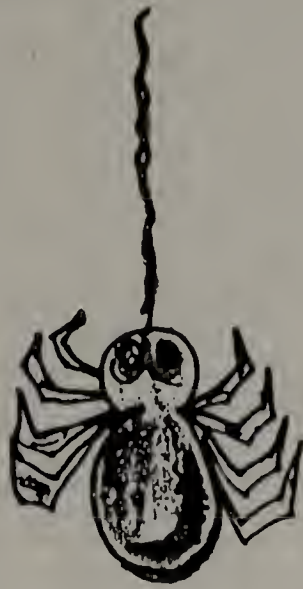




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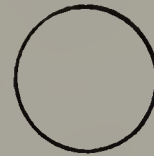
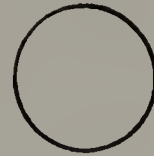
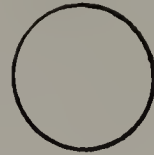
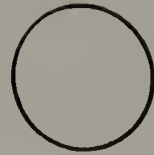
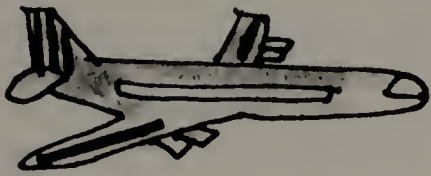
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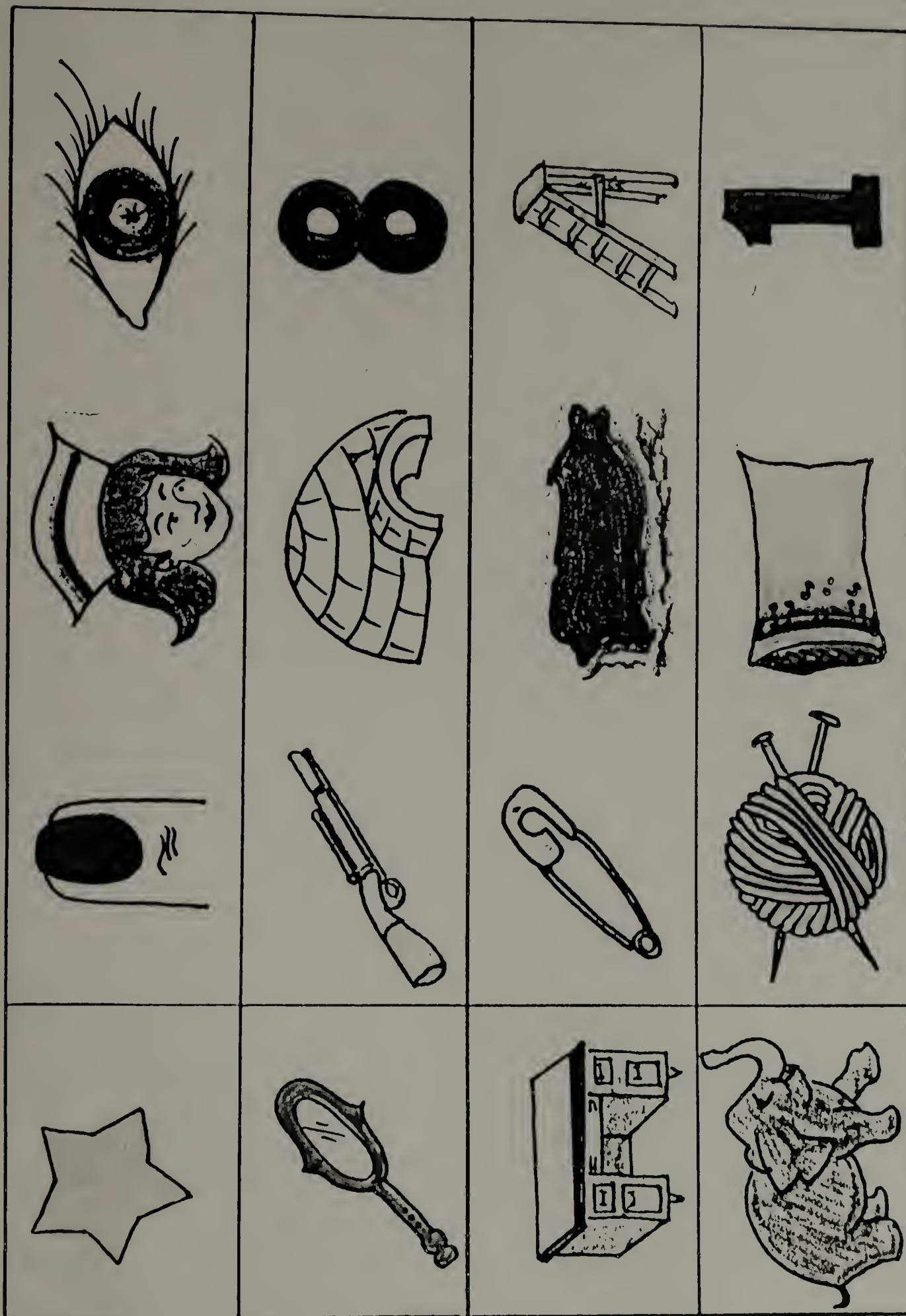






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# E e





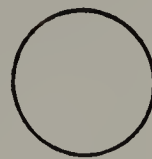
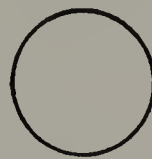
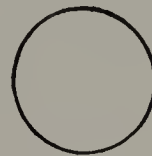
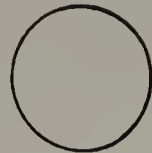
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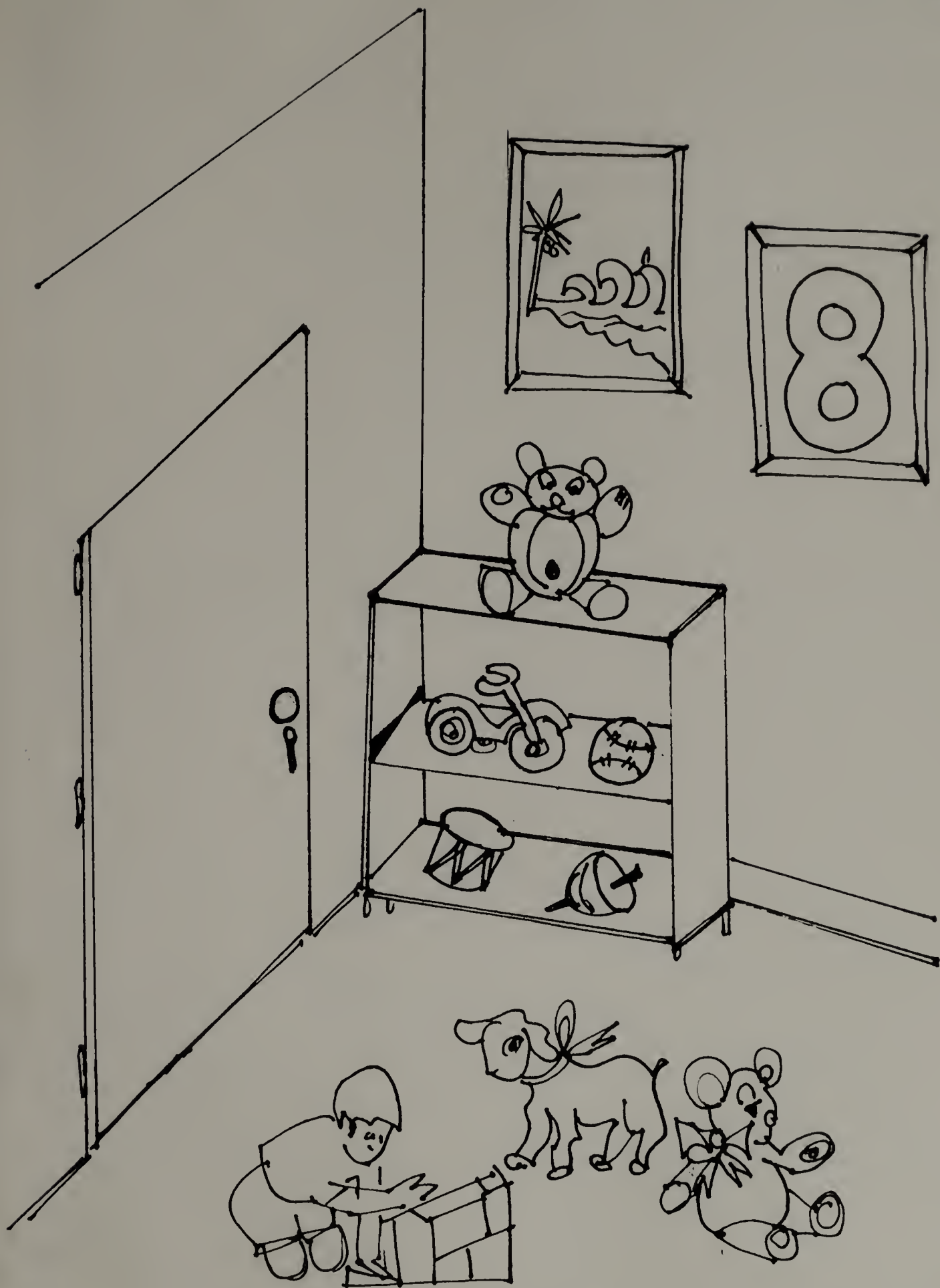


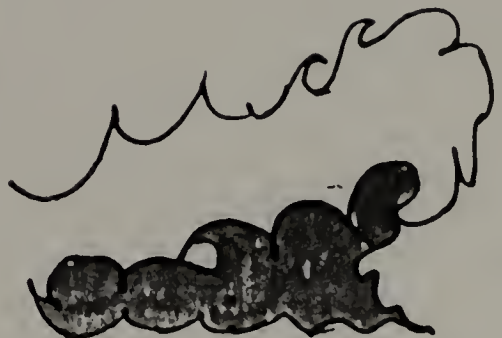
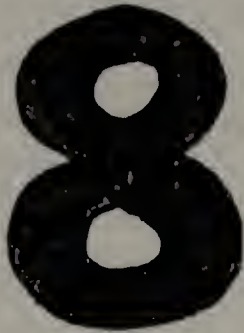
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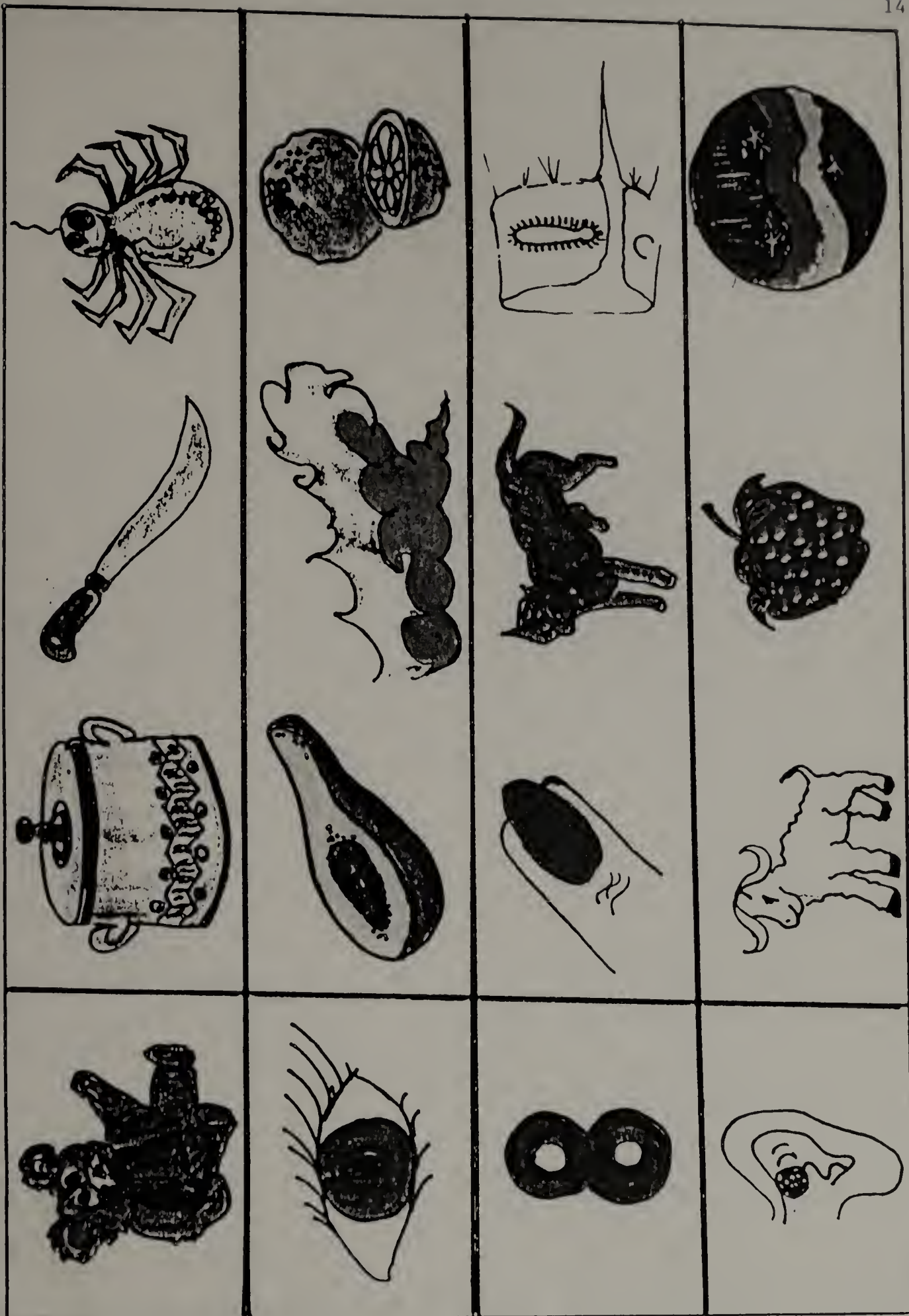
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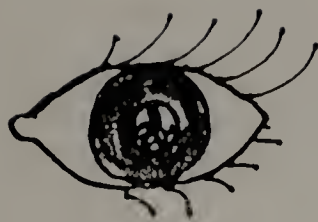
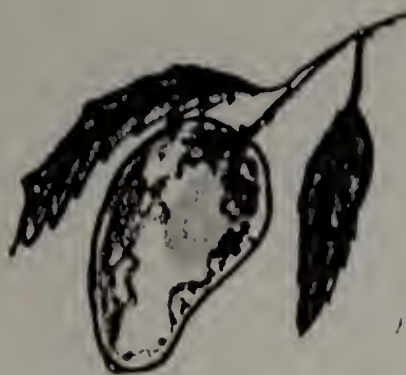




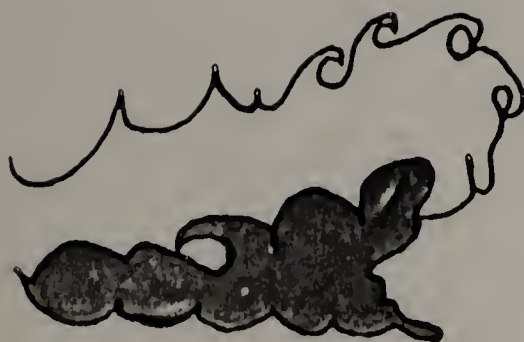
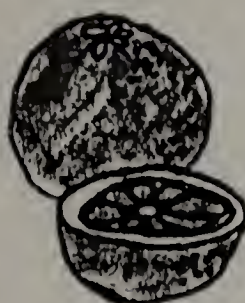
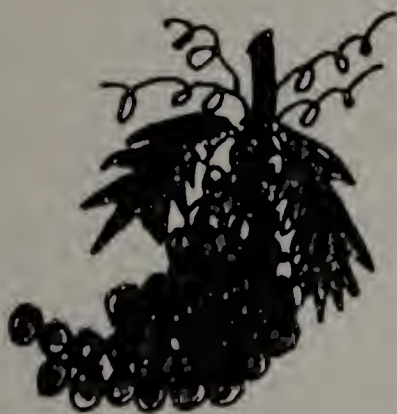


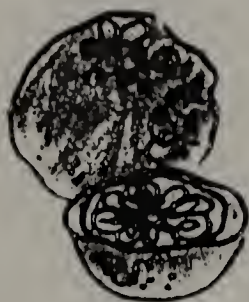
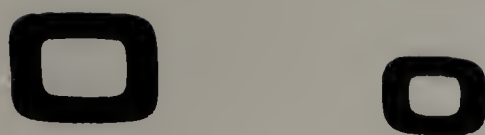






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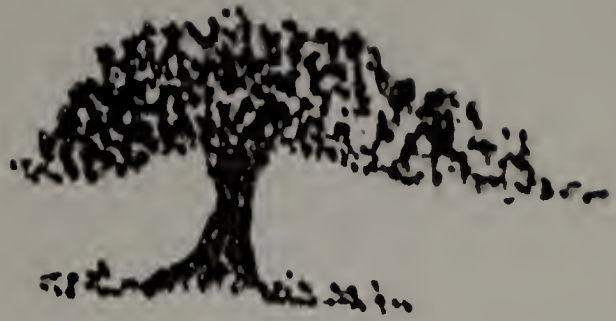


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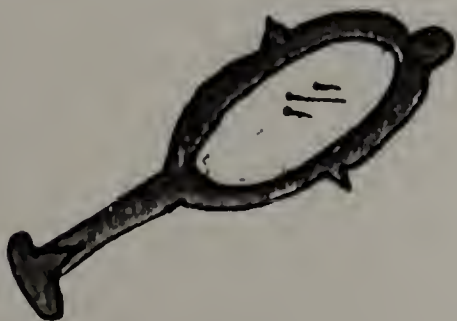
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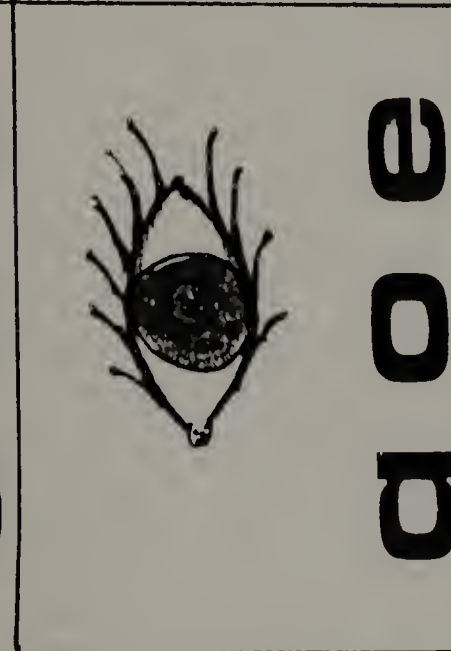
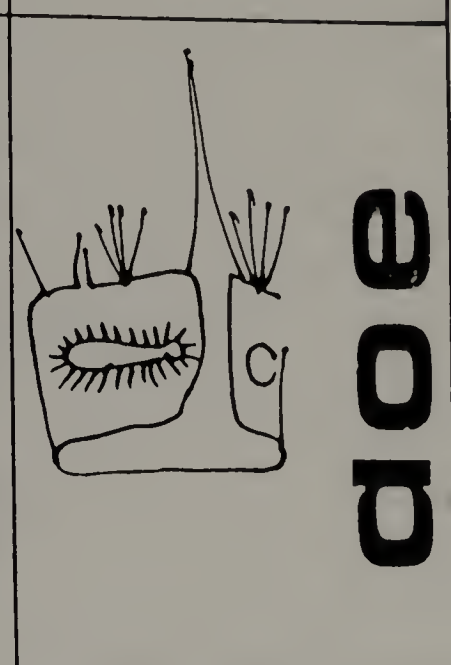
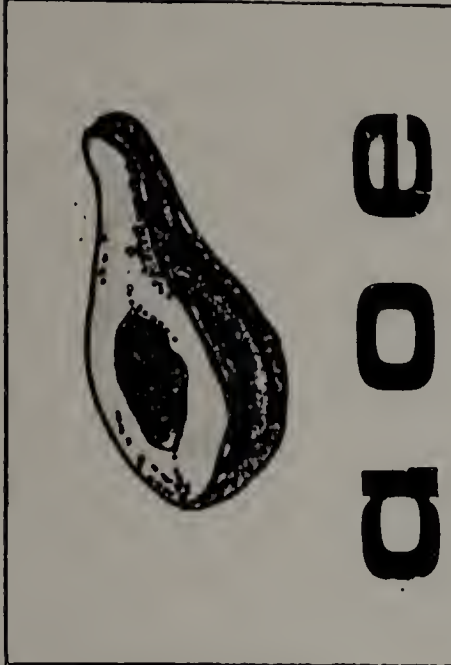
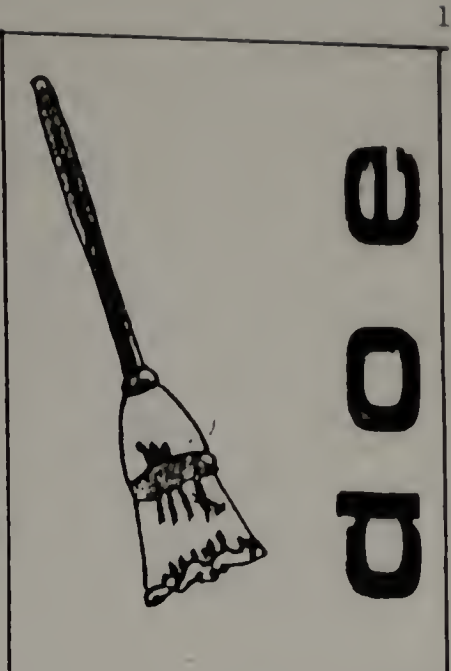
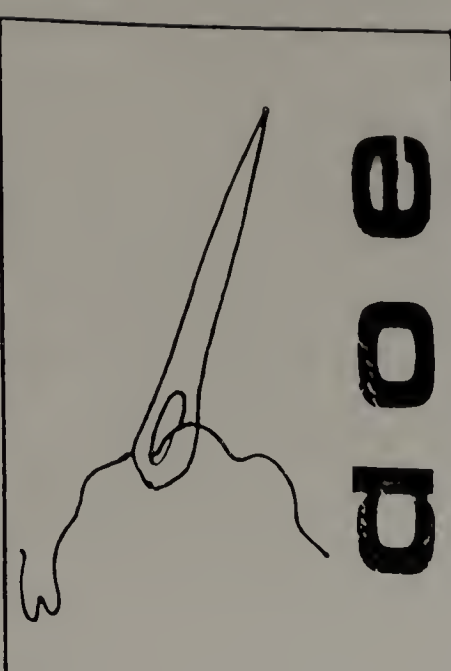
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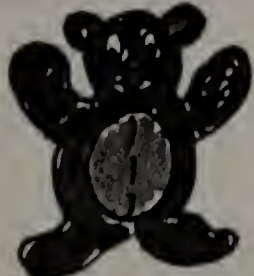
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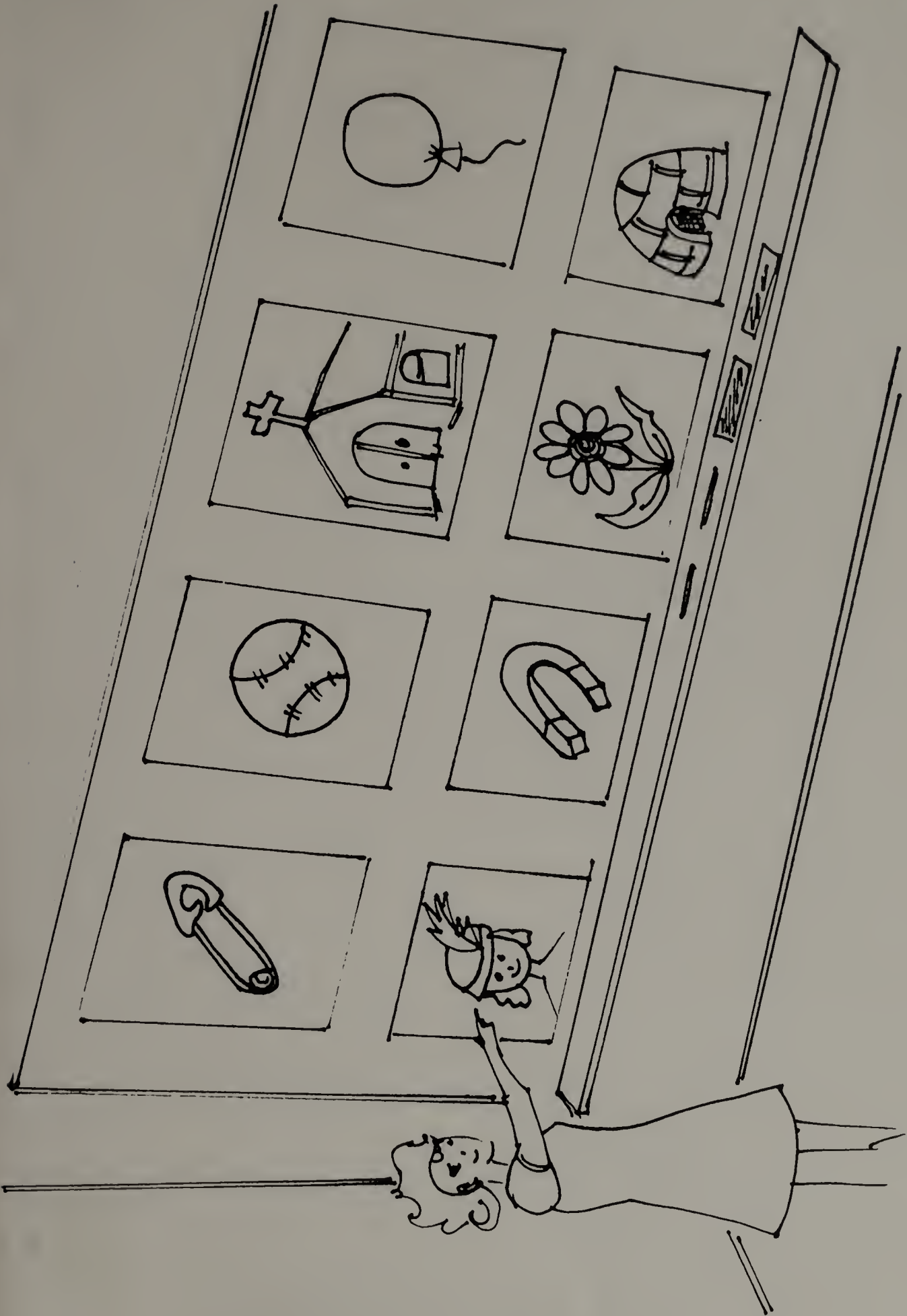




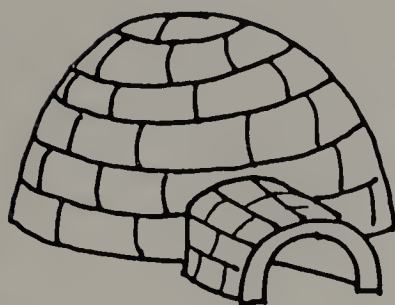
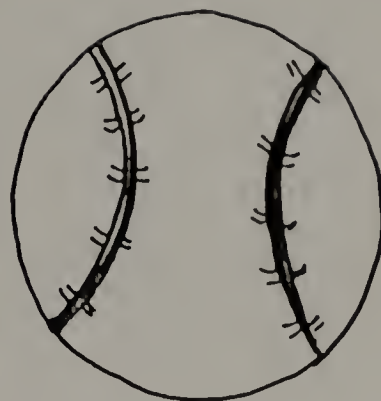
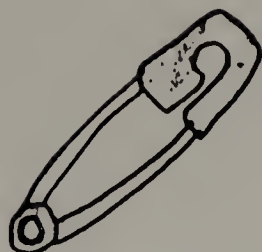




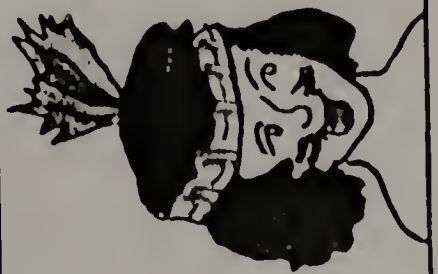
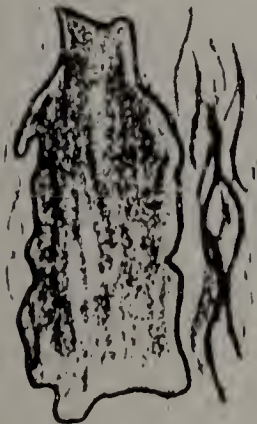
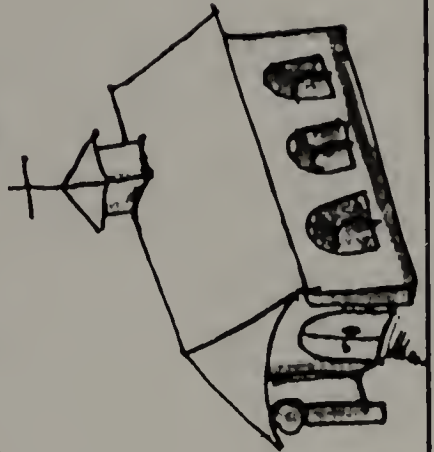
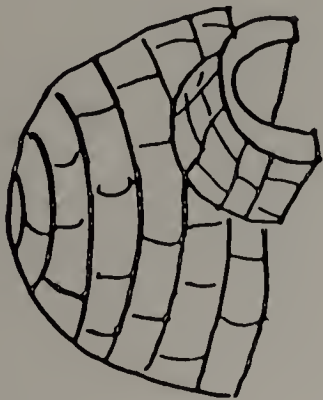
				
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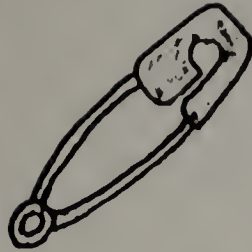
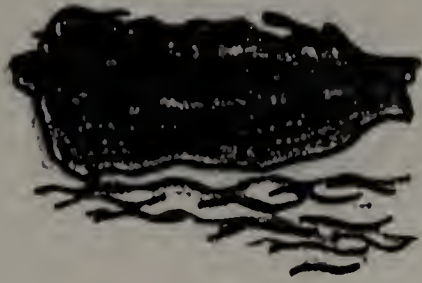
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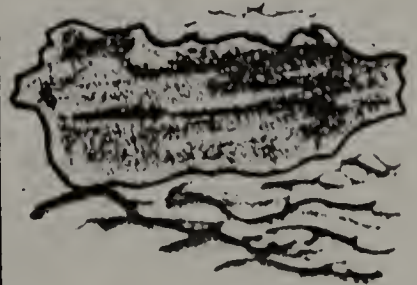


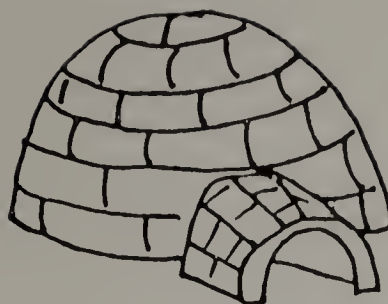


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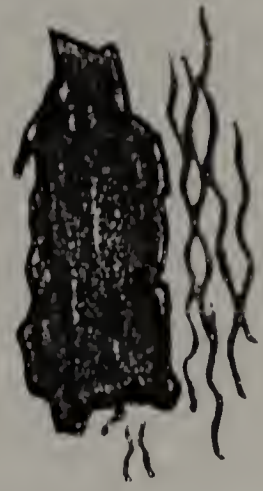
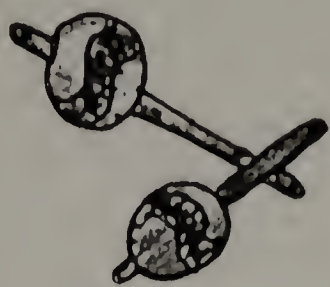




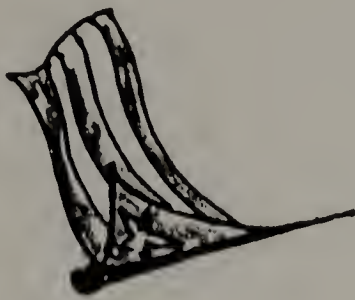
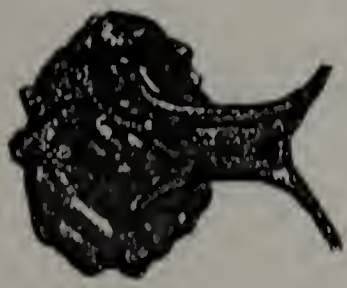
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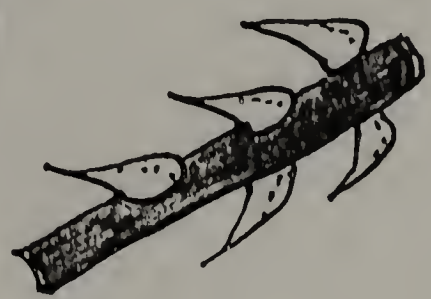
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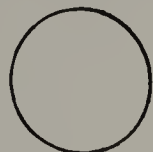
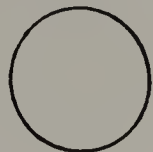
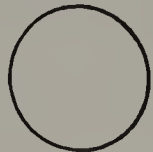
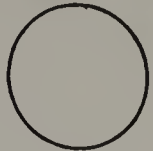
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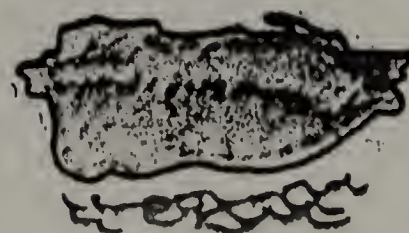
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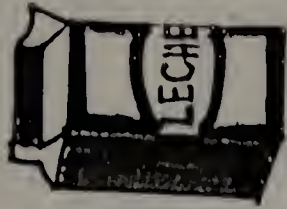




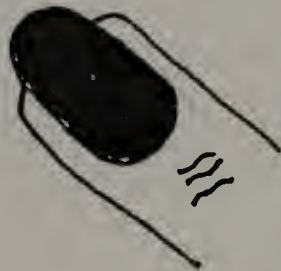


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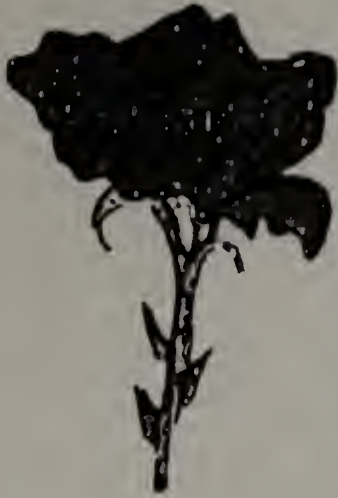
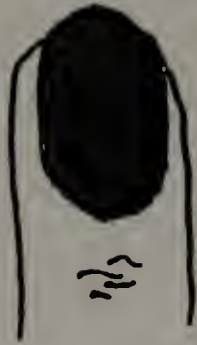




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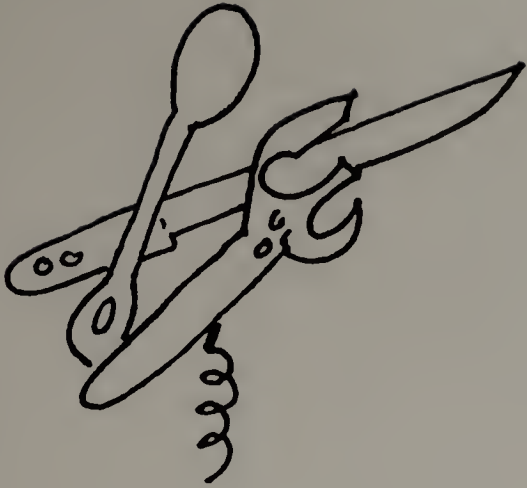




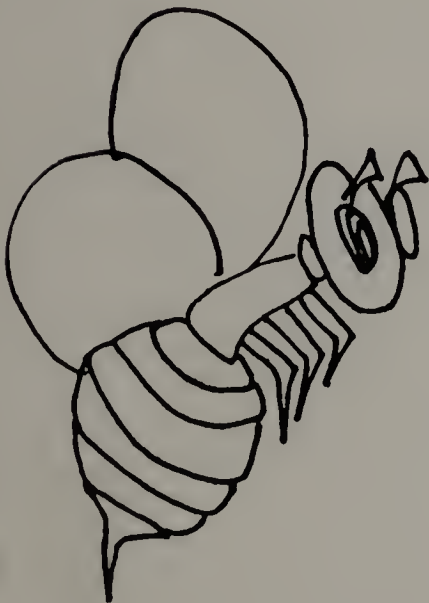
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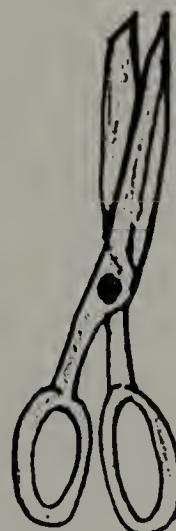
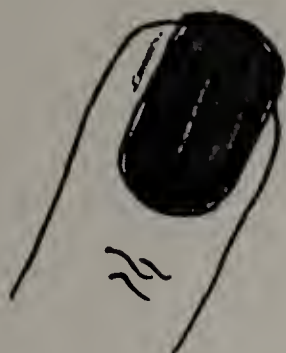
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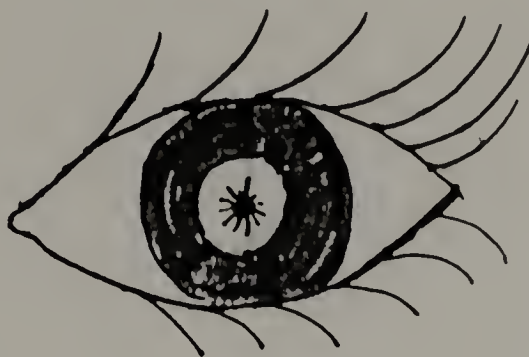
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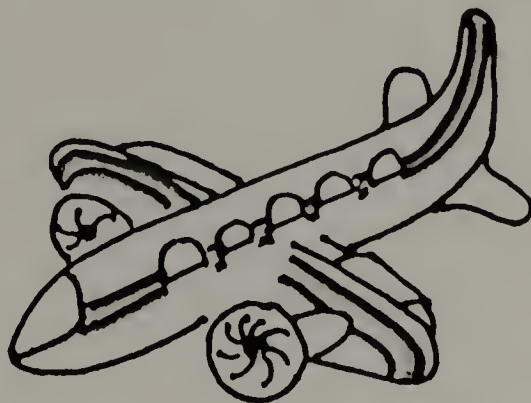
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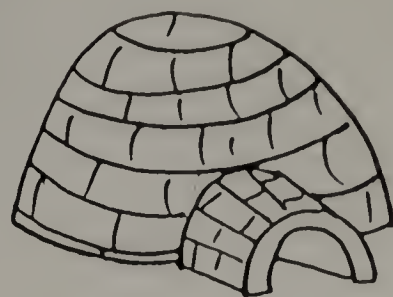
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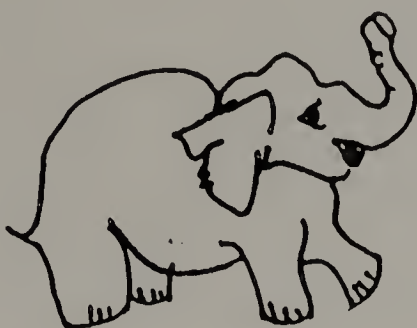
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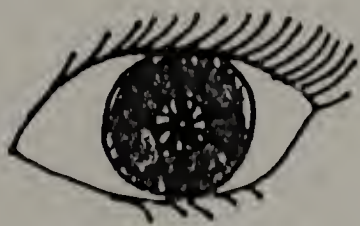
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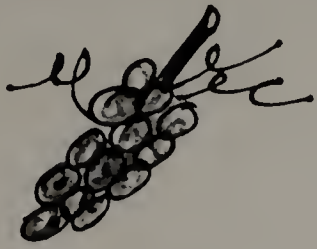



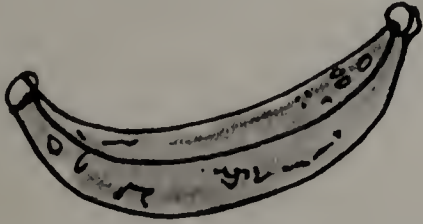


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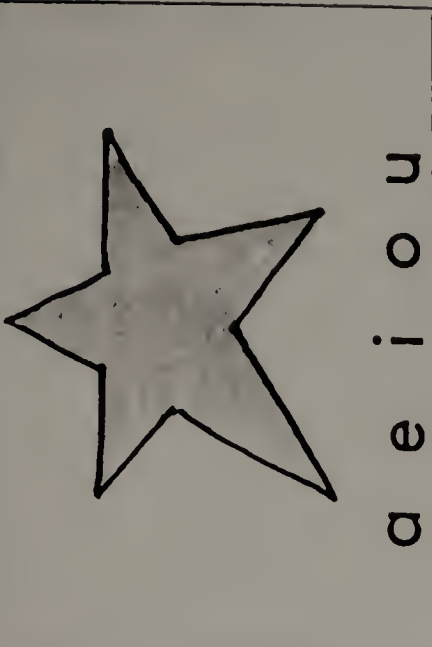


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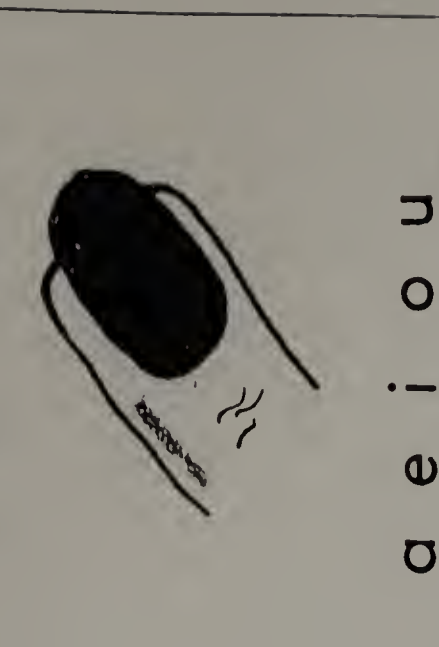
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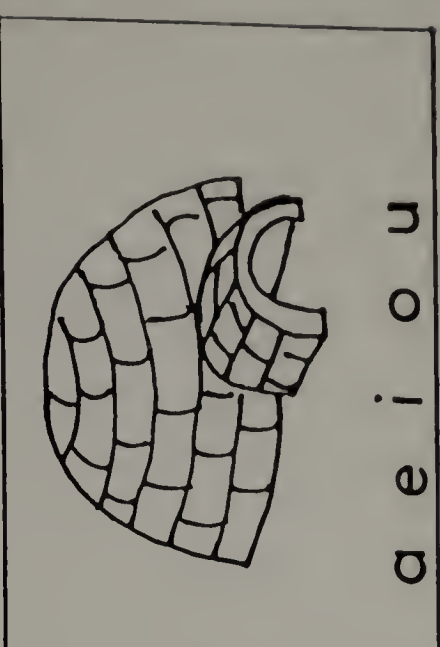




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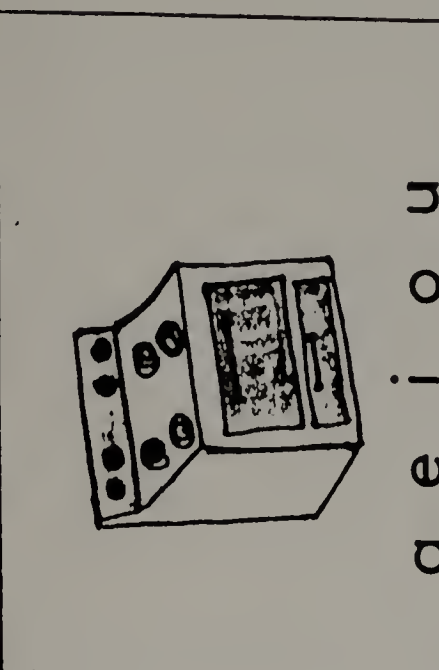
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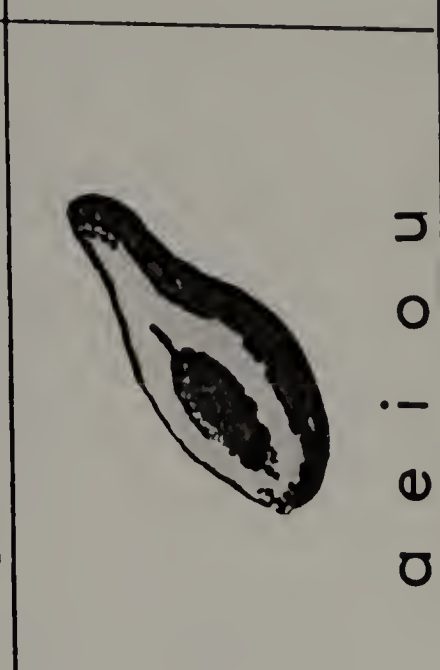
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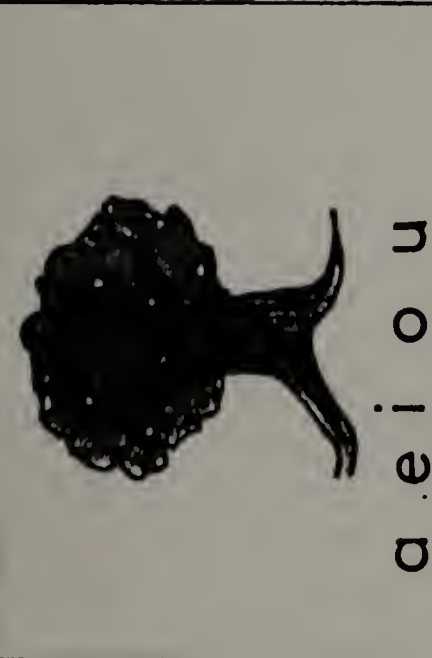
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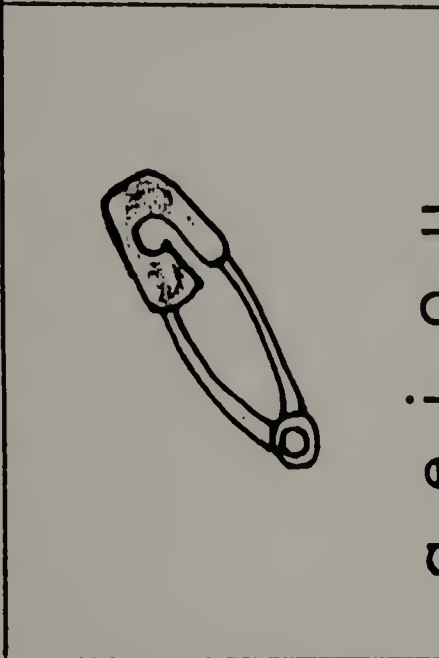
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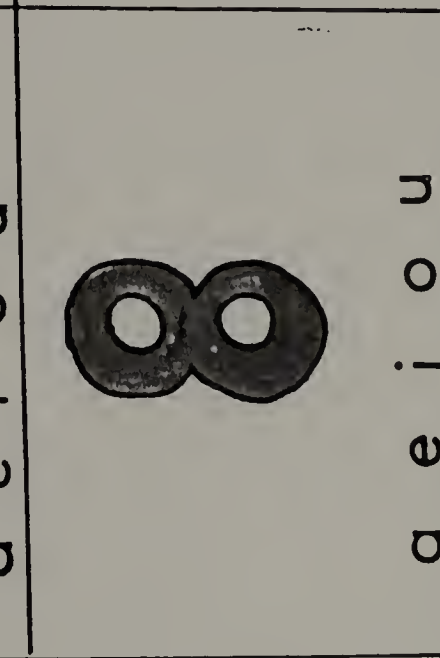
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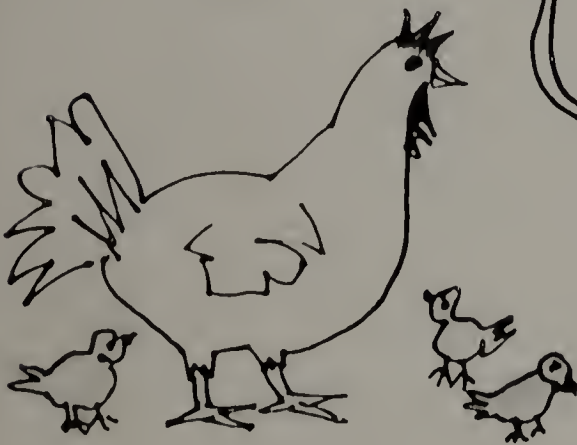
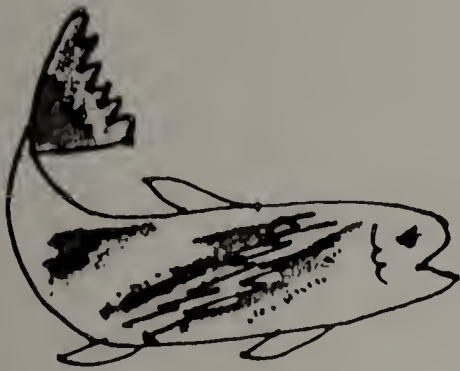
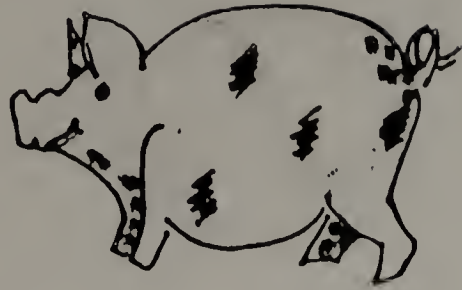
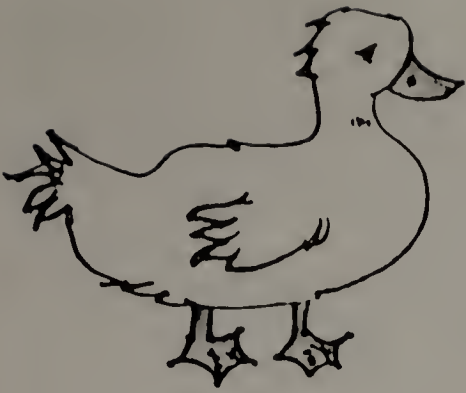
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CULTURE  
CULTURA

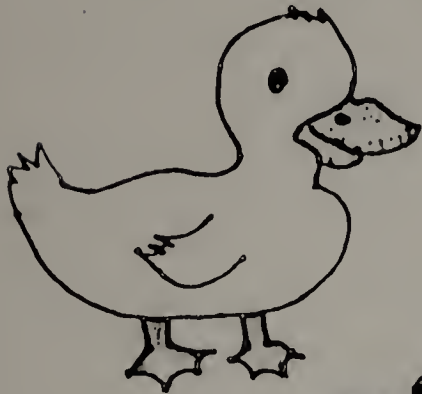
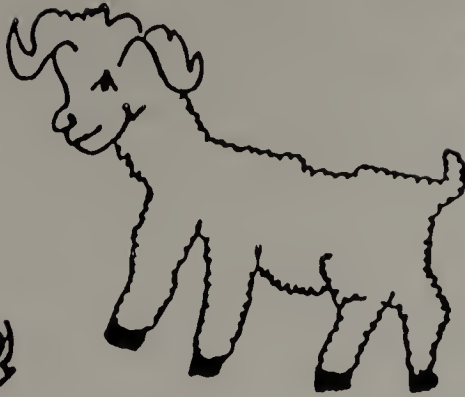
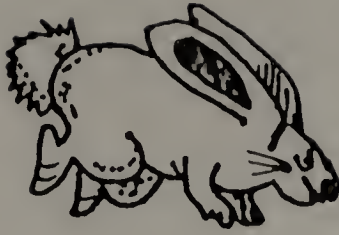




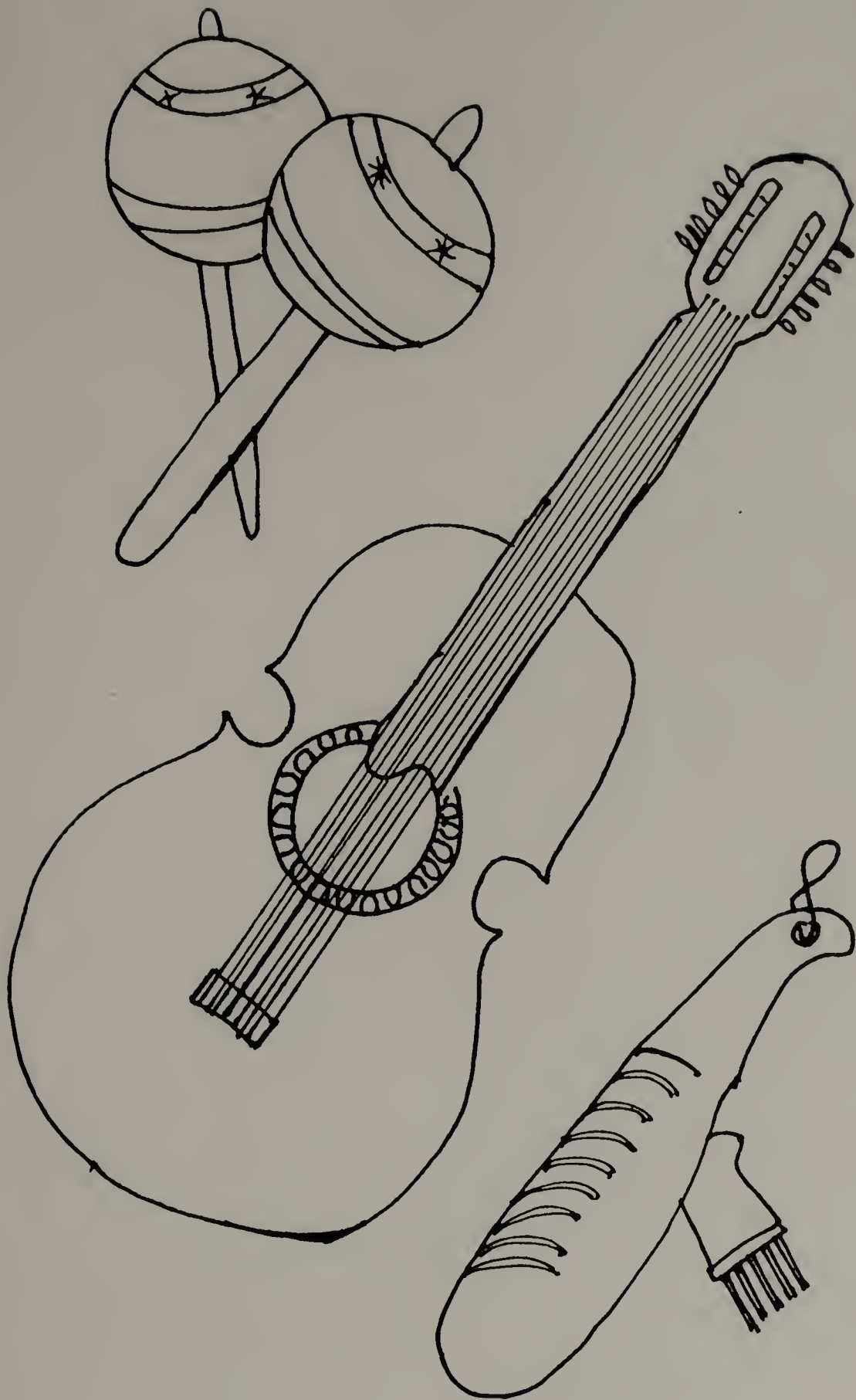


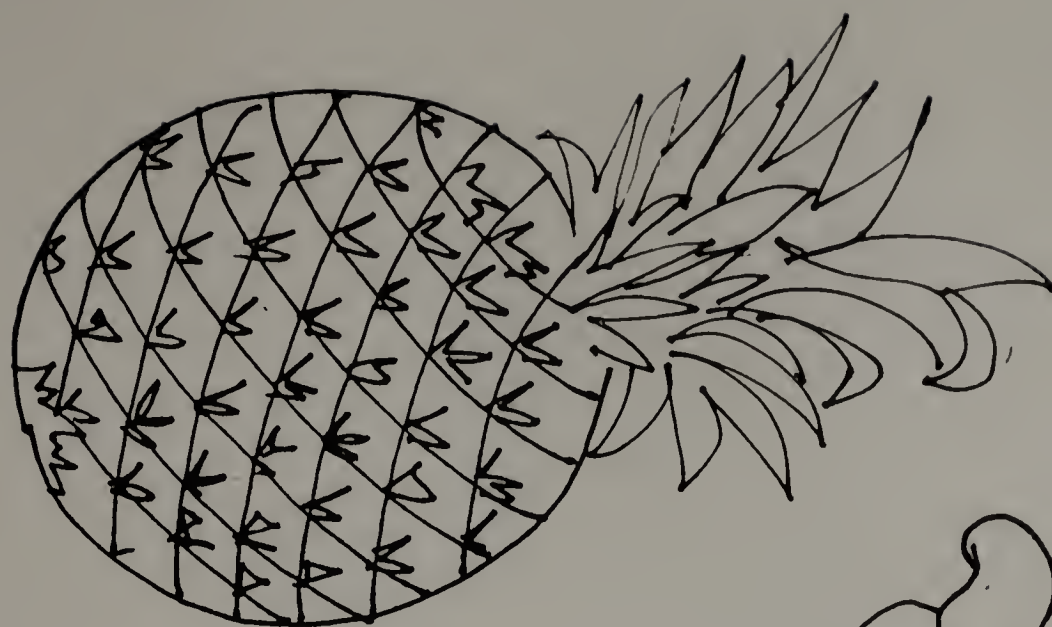




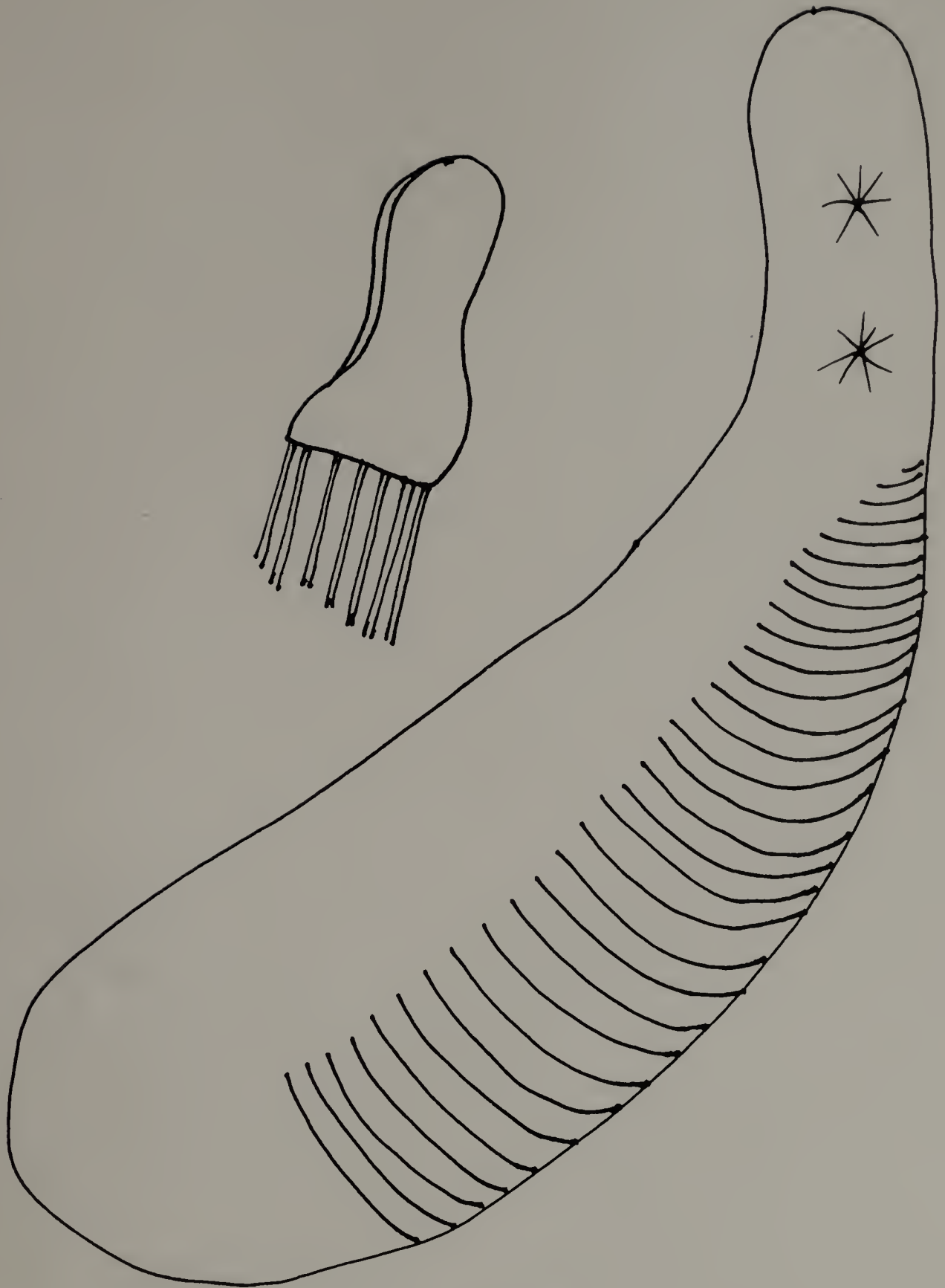












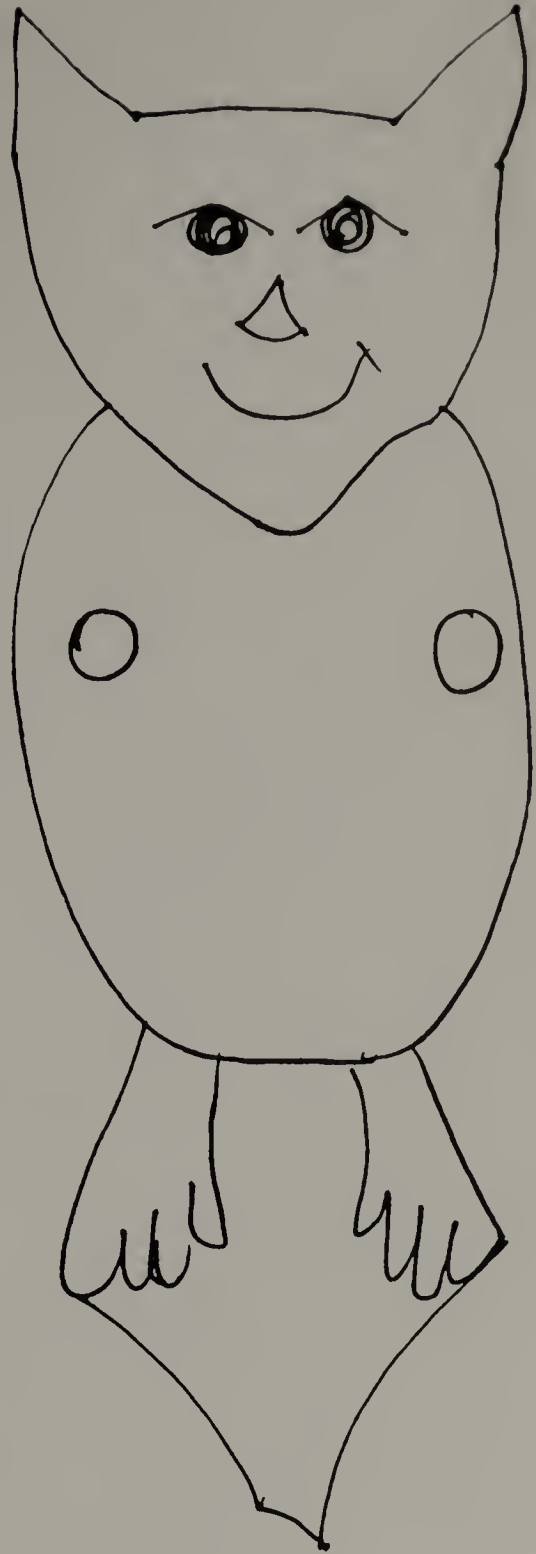




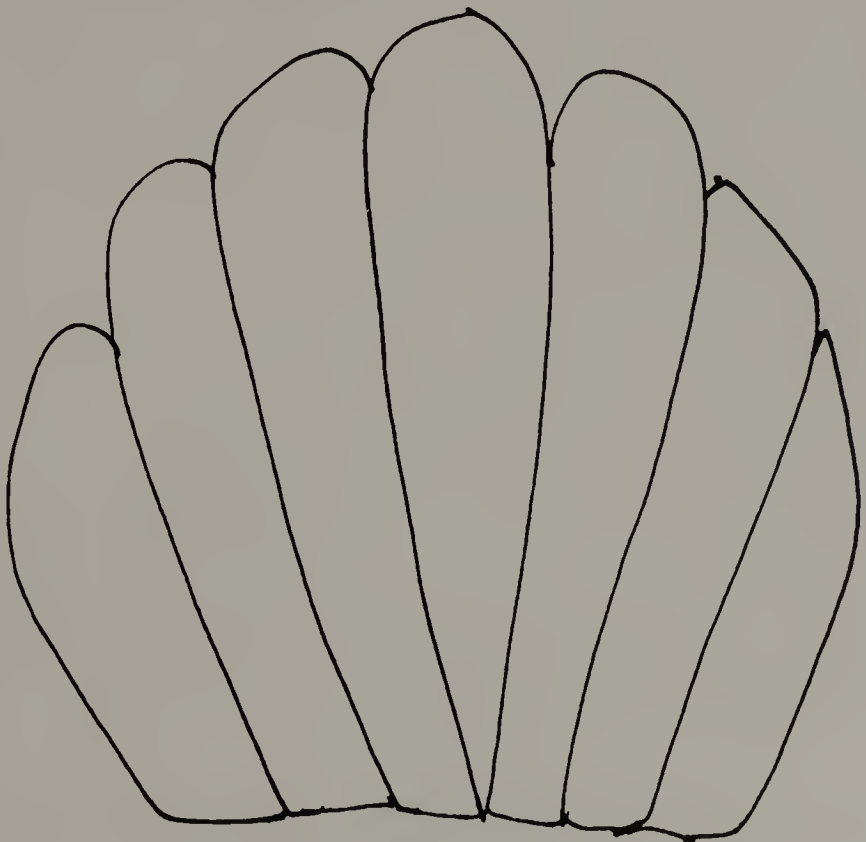
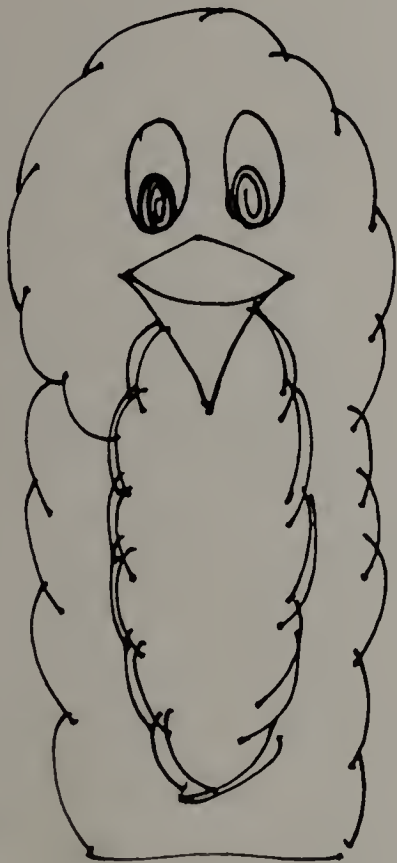
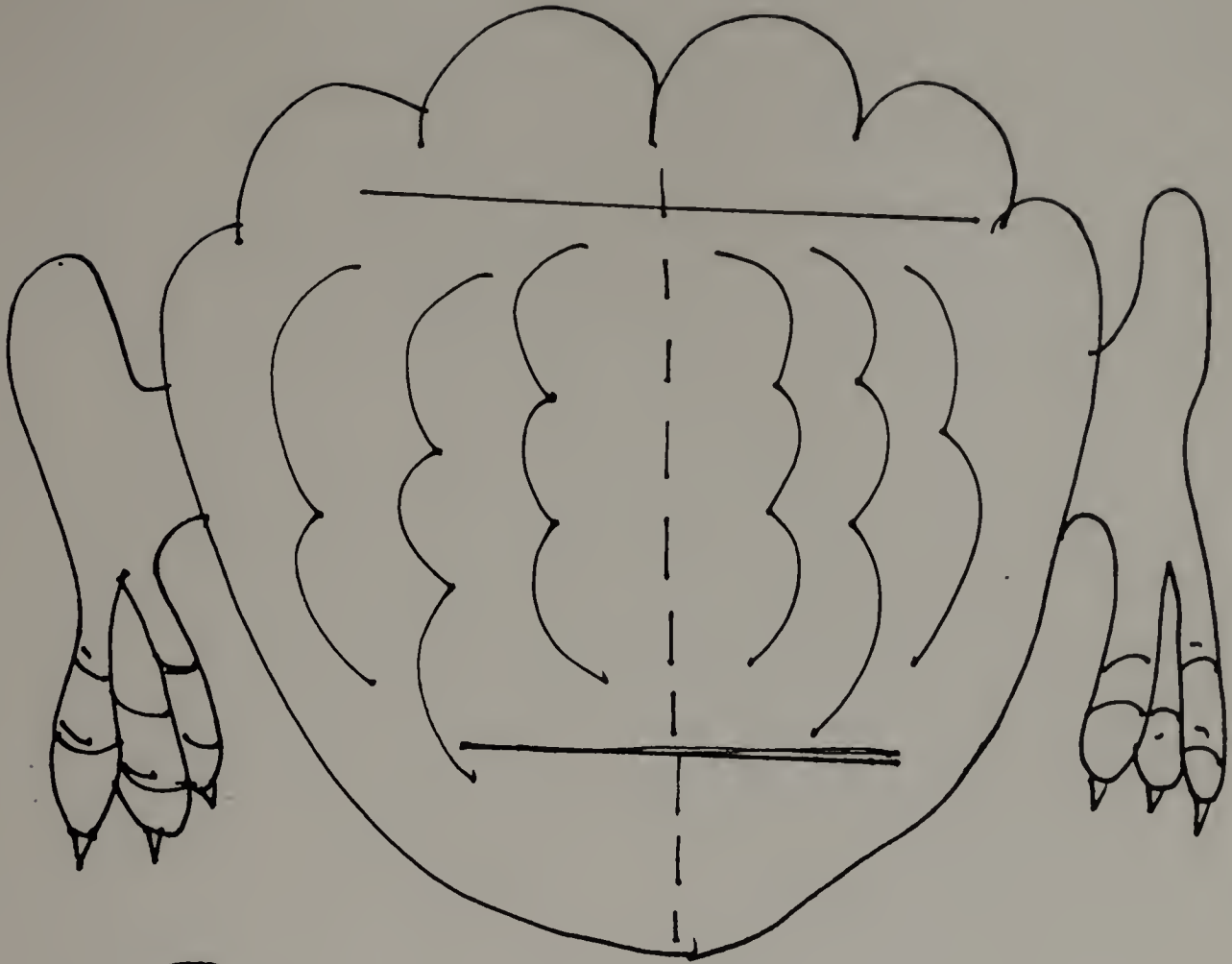


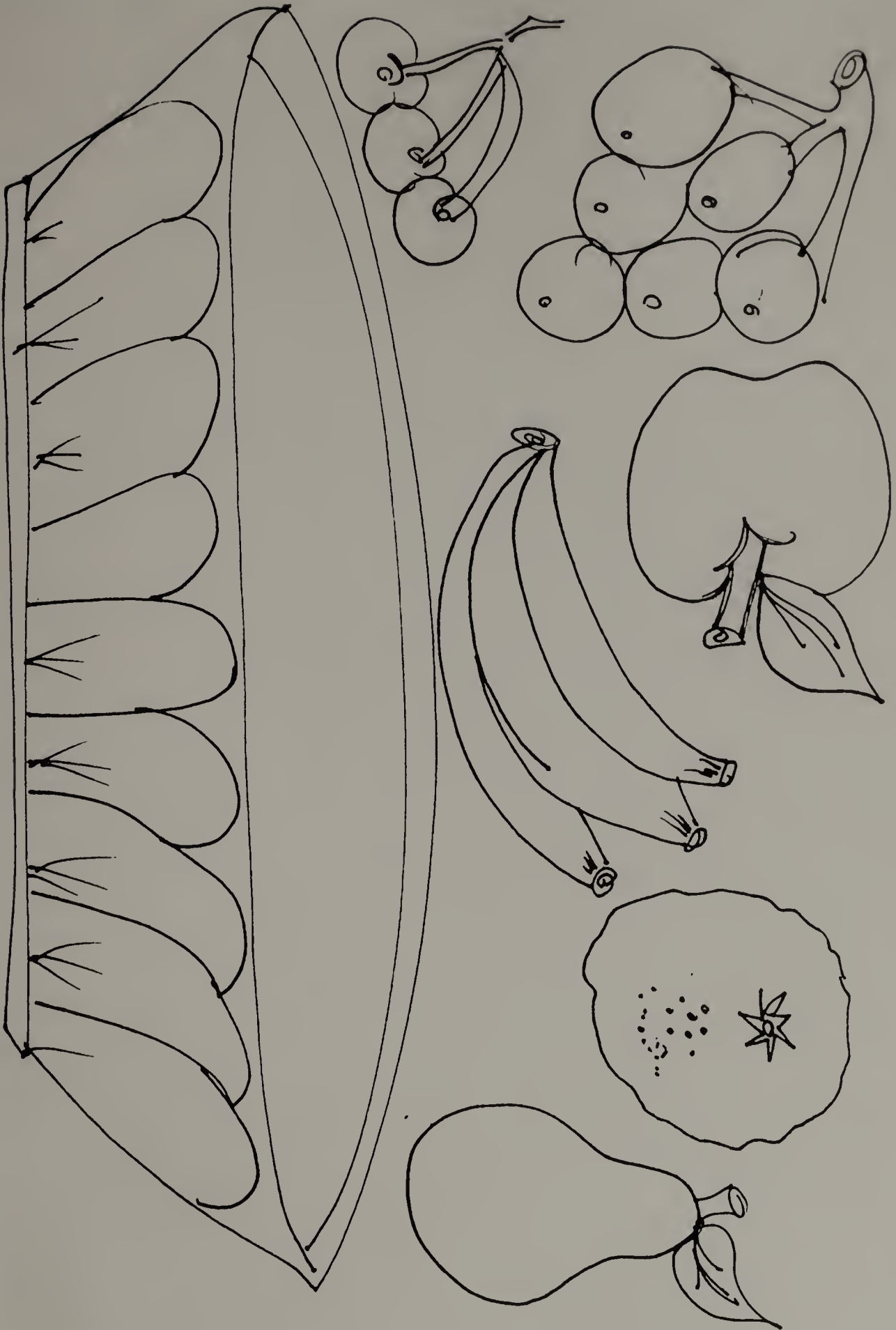
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DIAS FERIADOS

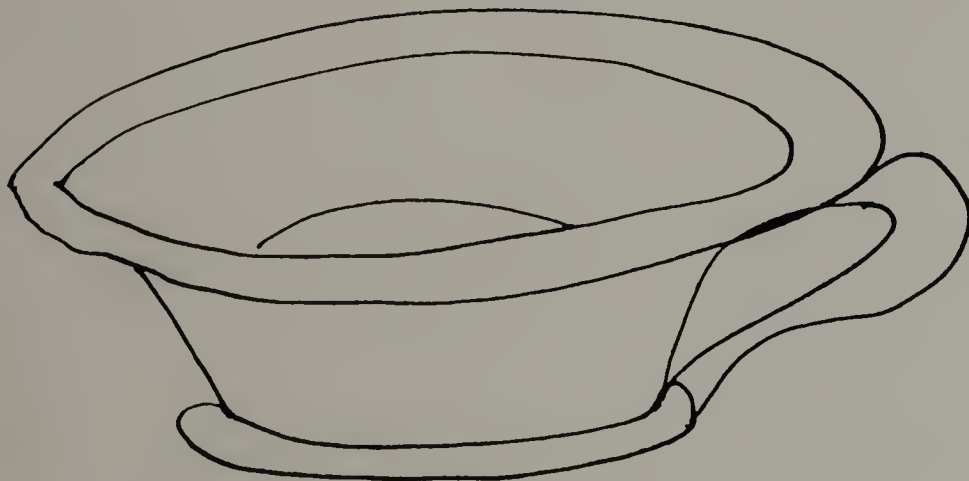
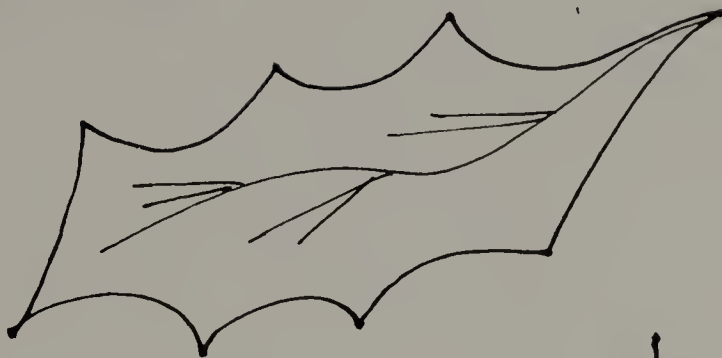




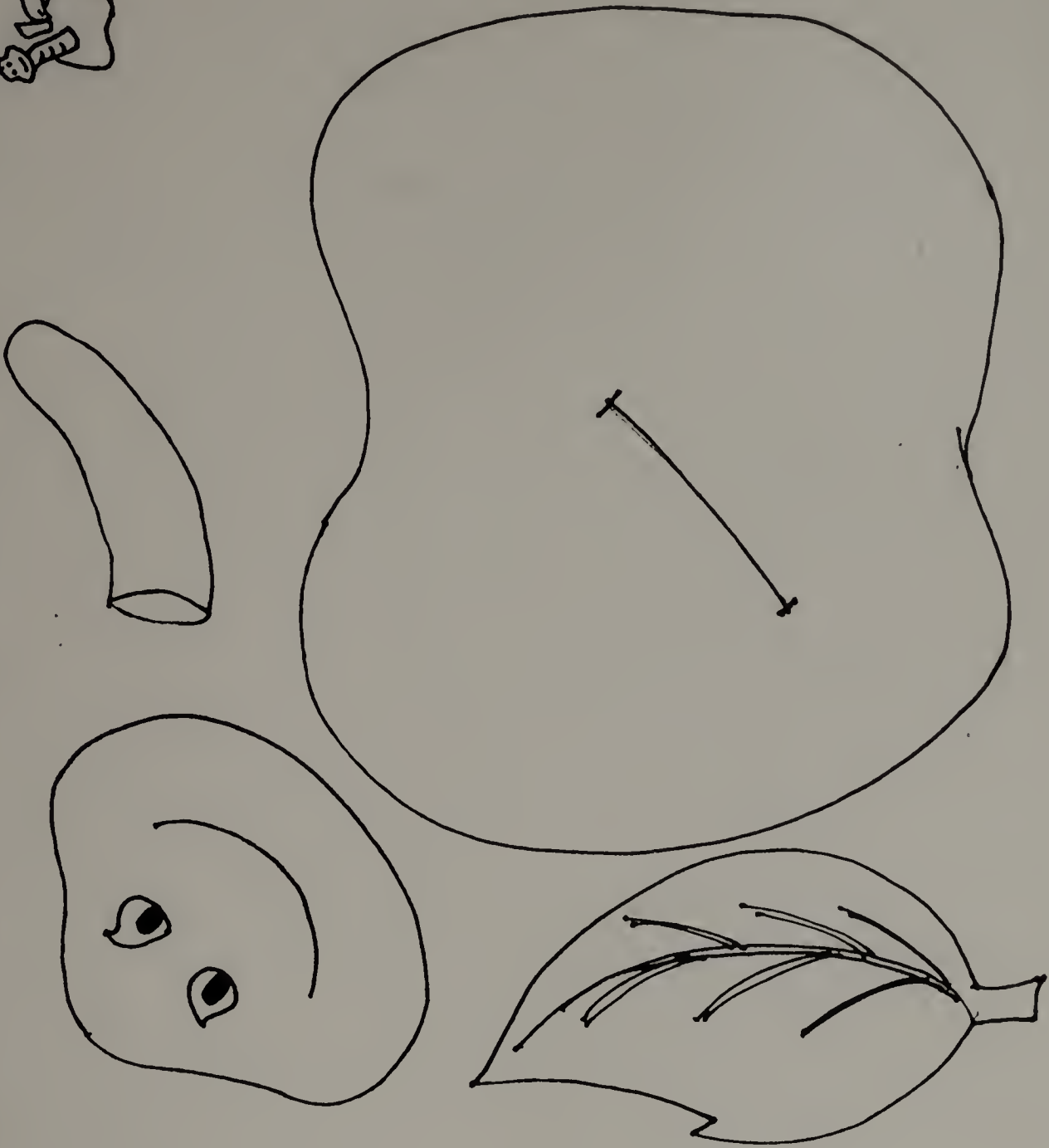










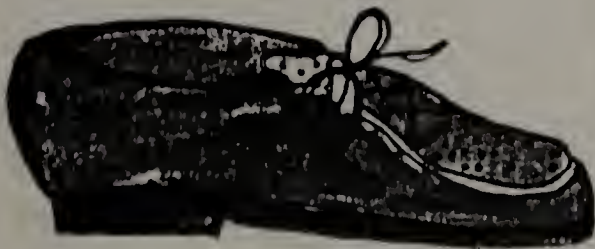


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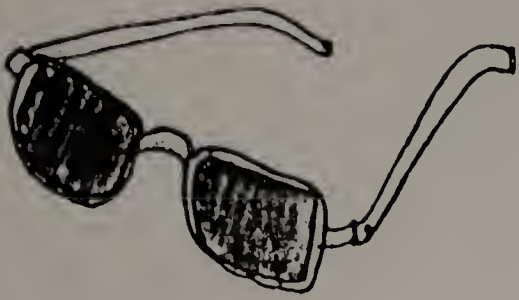
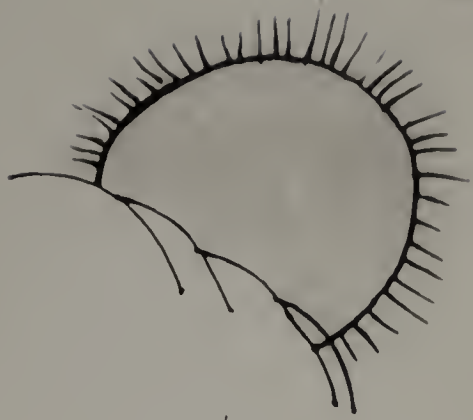


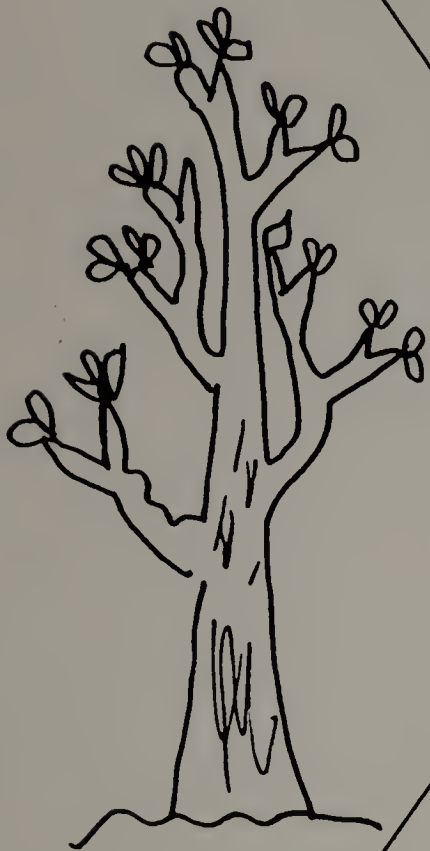
SEASONS  
ESTACIONES DEL AÑO



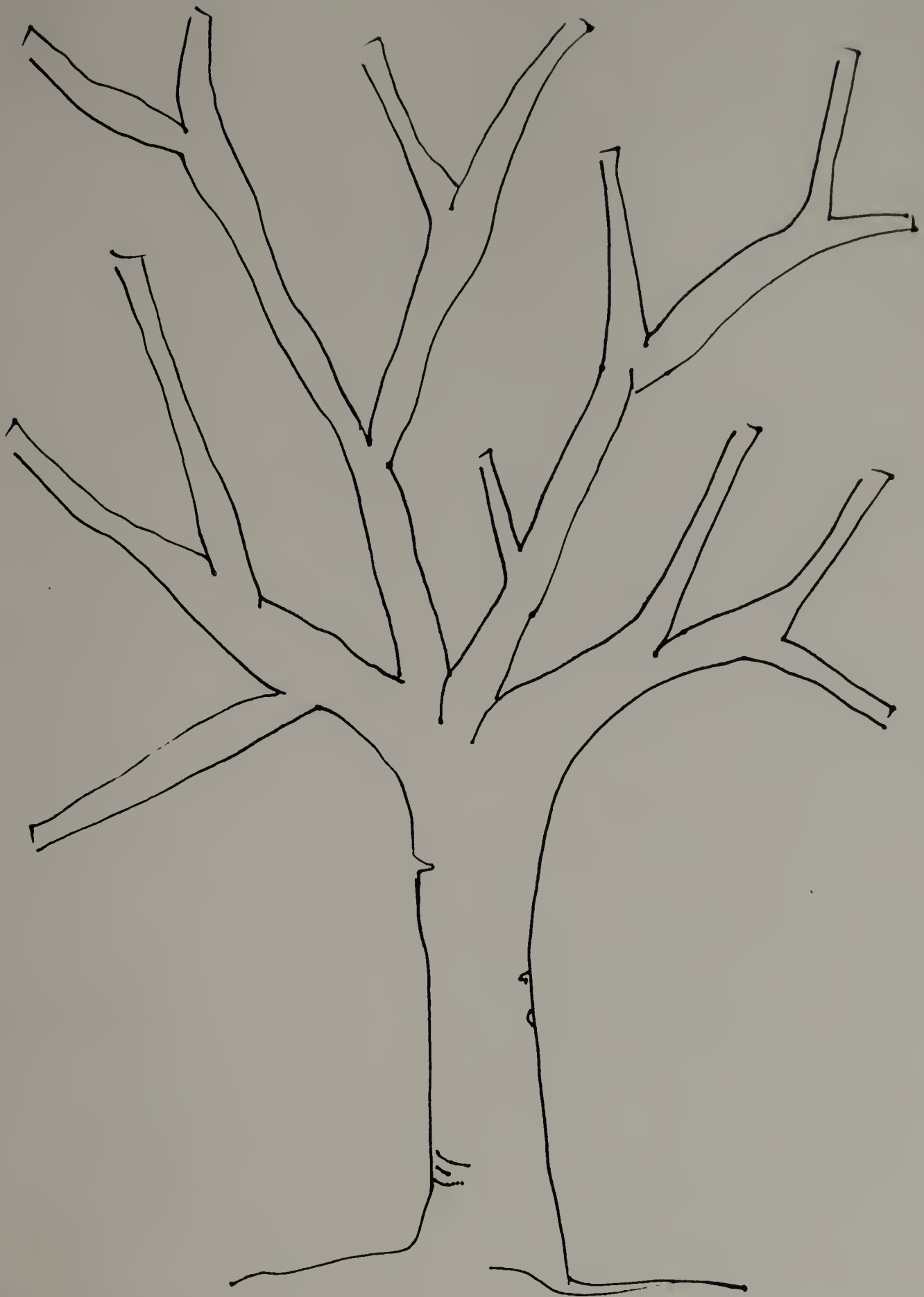


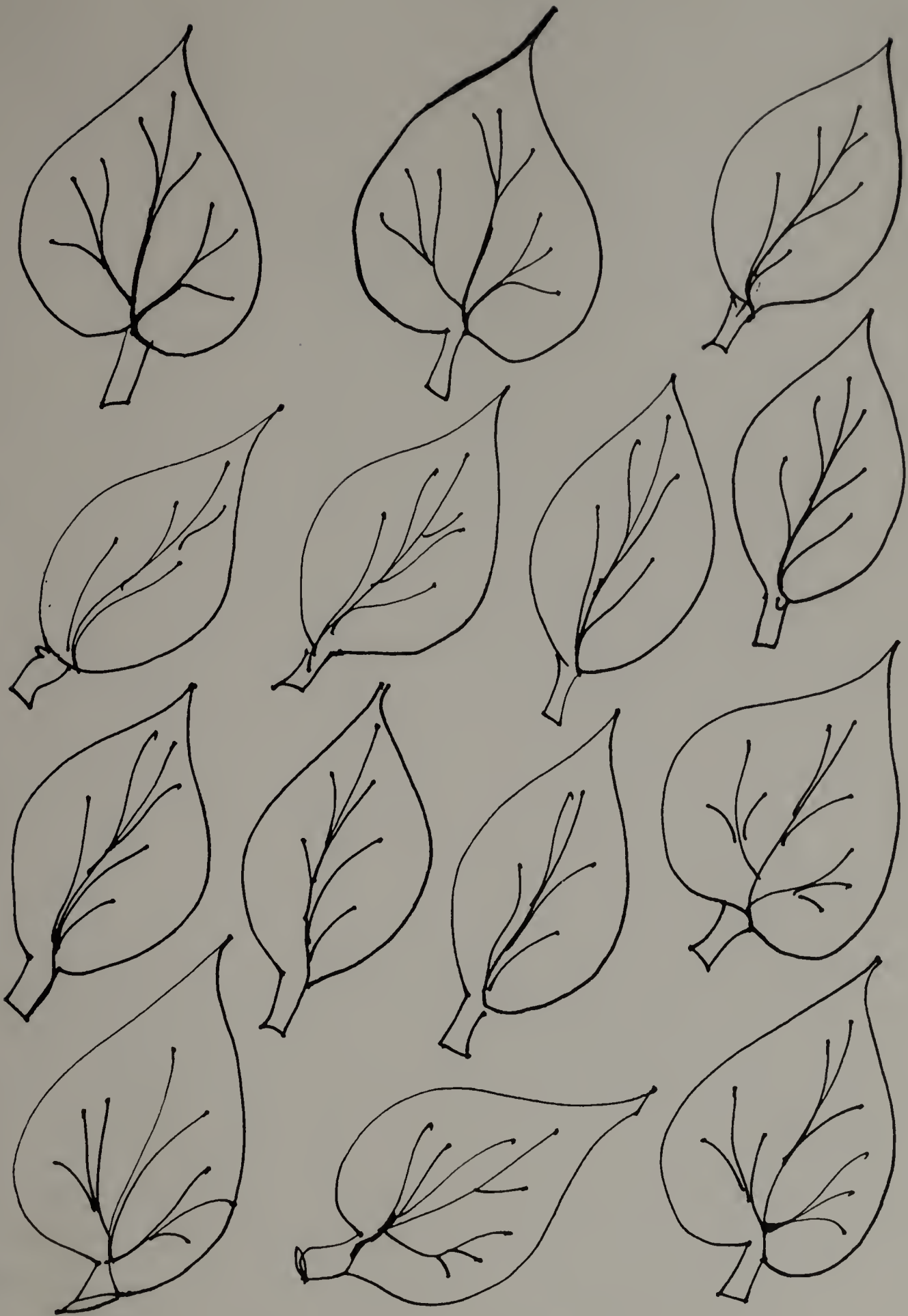




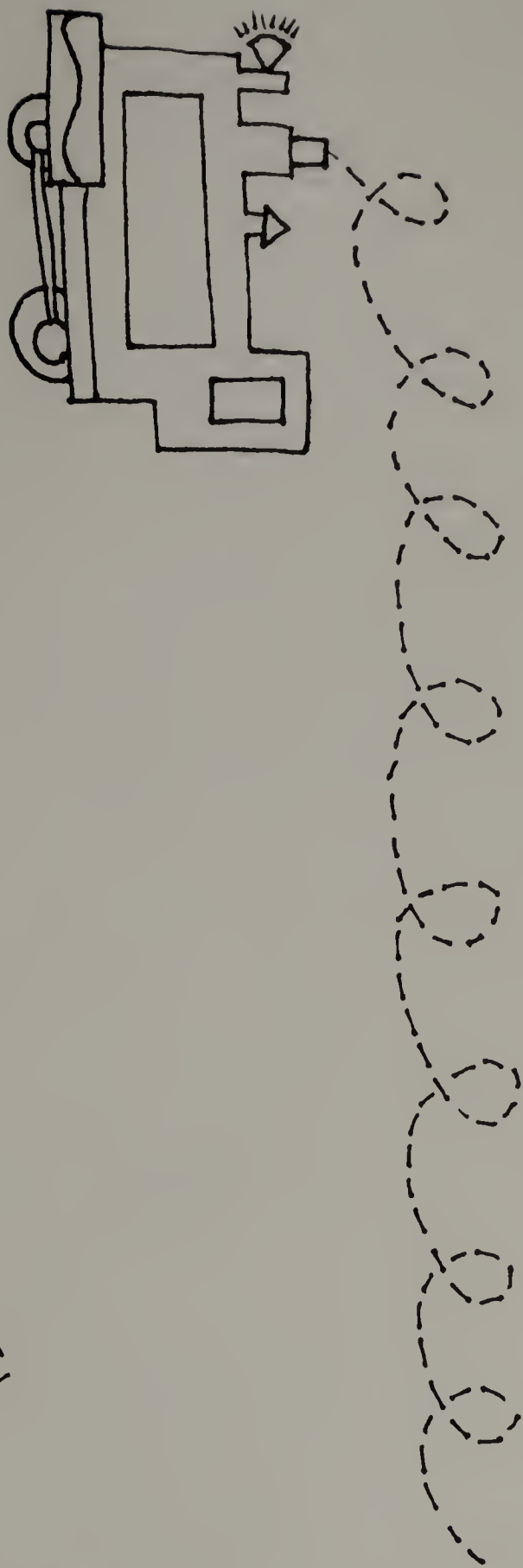
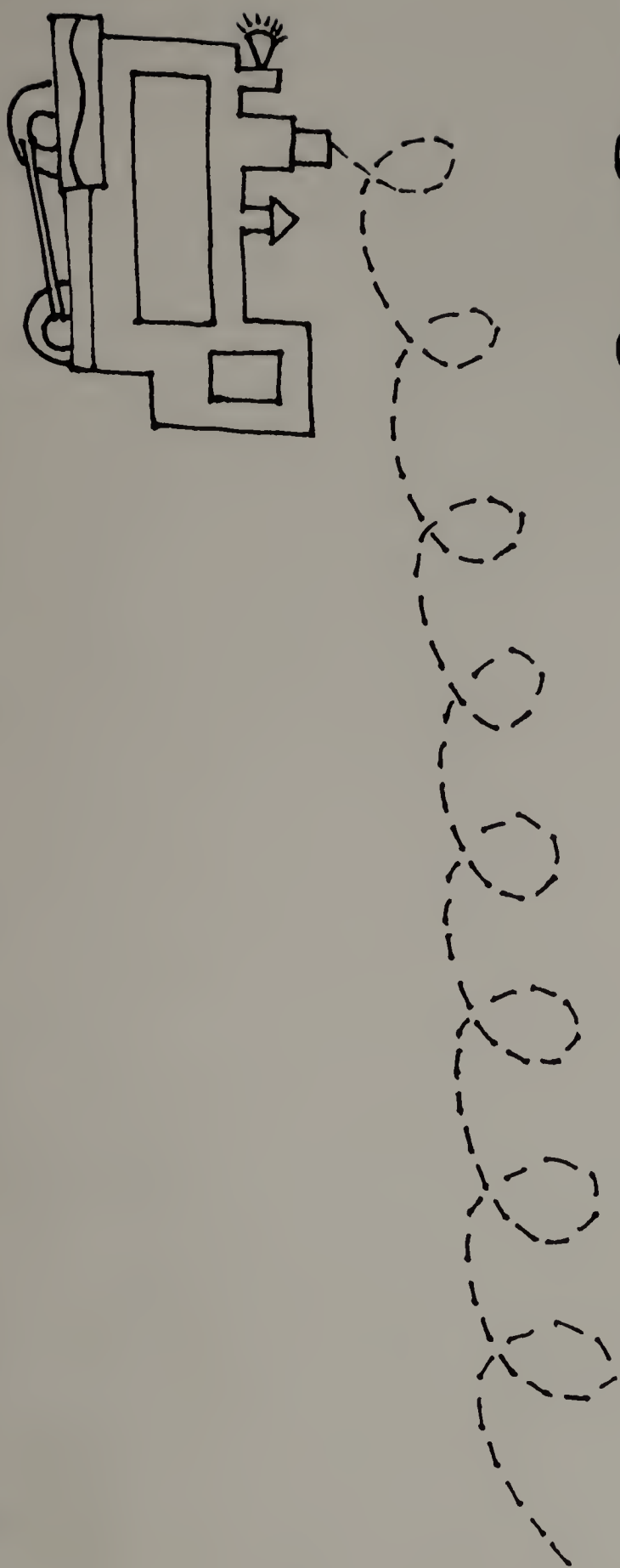


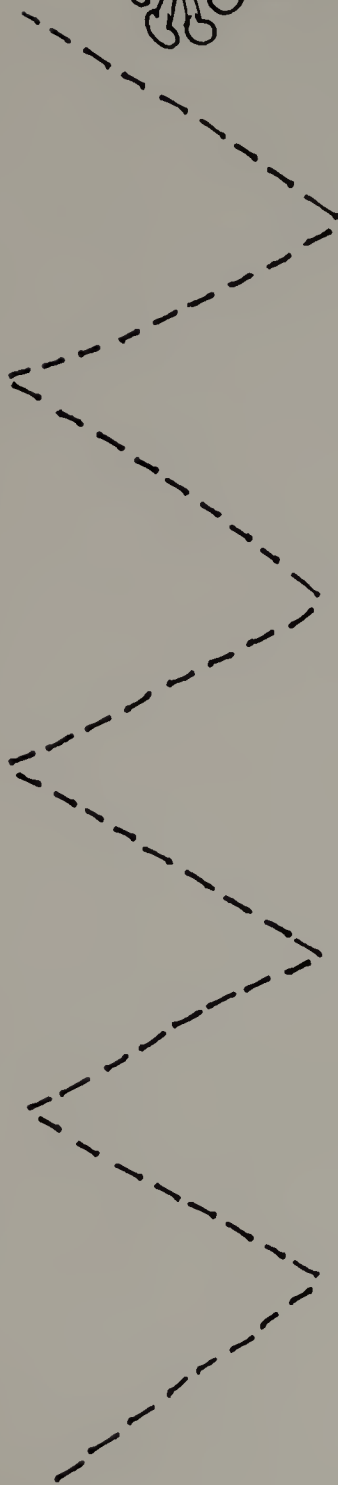




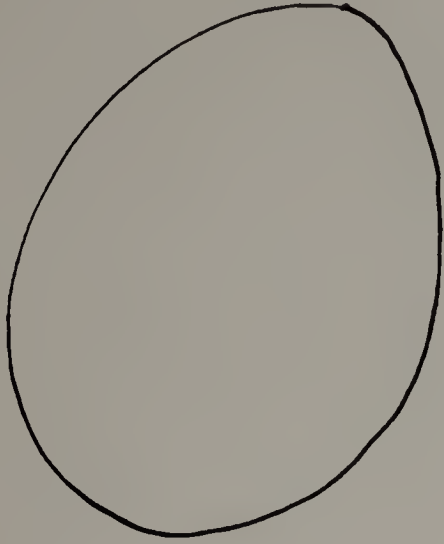


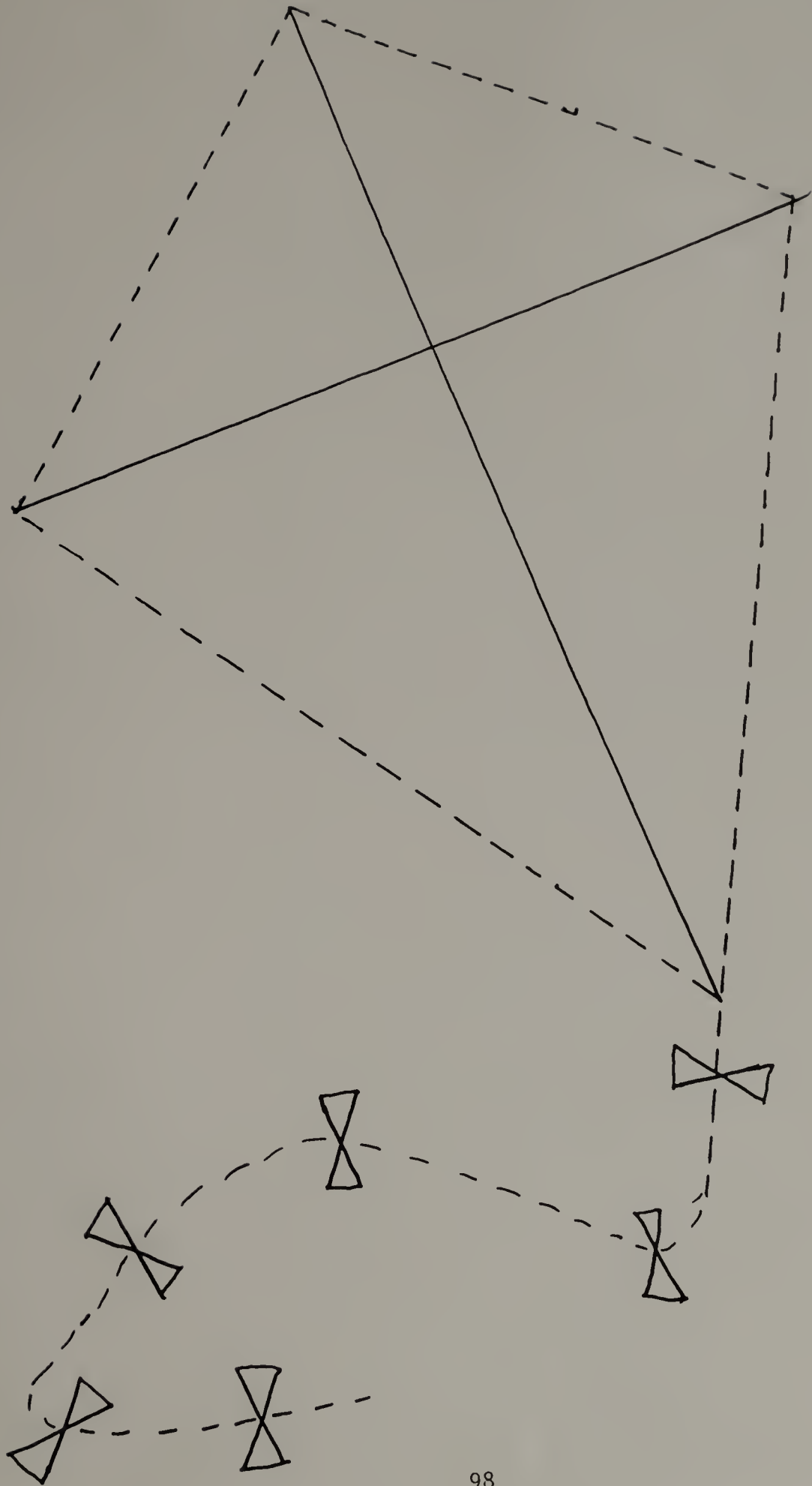












## C H A P T E R     V

## CONCLUSIONS AND RECOMMENDATIONS

Introduction

The following chapter discusses some conclusions that this researcher derived through the study of the previous chapters. It also includes some recommendations advanced by this researcher for administrators, teachers, students and parents.

Conclusions

Kindergarten is the first step in the development of a child's education. The five year old is able to explore and gain understanding of the world he/she lives in and comprehend order, respect, freedom and security. All activities at Kindergarten level are geared to develop a positive self-image and an appreciation of a child's environment. It is not important what limitations a child may have; he/she should be given every opportunity to grow at his/her individual rate of development. A child who has enjoyed a year of Kindergarten study has had the experience which gives the child a greater capacity to adapt him/herself to the school environment and the immediate environment in which he/she is growing.

Children in Kindergarten form part of a dynamic society, a society affected by industrialization, modern technology and the constant pressures of cultural shock. Puerto Rican children participating in

Worcester's Kindergarten program have to live in a society influenced by many cultures. They learn to live in an environment of many different cultural characteristics without losing their own cultural identity. The success of these children will depend greatly on the type of program offered to them in Kindergarten. It is also important that they be accepted in the classroom by the instructor and by other children who come from other cultural backgrounds. Children grow and learn in their own environment which may be their house, school or community. For this reason, it is very important to offer these children of preschool age a good educational beginning where house, school and community living complement each other in the creation of a sound framework of experiences.

The Puerto Rican child should be guided toward a development of individual thinking, positive activities, growth and knowledge in basic skills of communication and work. Creativity is an important skill to develop in a growing child as it aids in developing a child more able to cope with the rapid changes in the environment in which he/she lives.

#### Recommendations

Recommendations can be made based on the observations and conclusions made in the previous chapters. These recommendations include:

1. recommendations for improvement of the curriculum
2. recommendations for teachers
3. recommendations for parent involvement programs

4. recommendations for administrators
5. recommendations for those who are responsible for the education of the Kindergarten children.

#### Recommendations for the Improvement of the Curriculum

The language parts in Kindergarten curriculum are based on Puerto Rican culture. Also integrated into this curriculum are Social Studies and Science. Other areas of the curriculum may be used in the development of given and set activities. Many of these activities provide an opportunity to develop skills related to Mathematics, Art, Music, Physical Education, etcetera. The possibility of integrating other cultures when needed is taken into account and left to the discretion of the curriculum developer.

A set group of students is usually dominated by one culture; however, one or two pupils may be alien to this common factor and for this reason, their cultural nature should also be considered. Their integration into the group is an important factor to be respected in terms of educational growth. Since the culture forms part of the child's personality, which is important in the child's growth and development, it is necessary that the individuality of each child be respected and is accounted for in instruction.

#### Recommendations for Teachers

The teachers can adapt many activities in accordance with the individual needs of each child or group. Additional activities



which focus on developing skills and knowledge in the child may be implemented as well.

The teacher must keep in mind that for learning to take place the child should understand the language being used for teaching. The child's language and culture should never be looked upon by the school as inferior and must never be rejected. The child's reaction may be dangerous; he may become a passive member of the classroom or an aggressive and disruptive student. His/her learning process may be affected and may cause learning disabilities because of his/her frustration and conflict of being rejected. For these reasons, the teachers should learn more about the cultural background and characteristics of each child in the classroom. The teachers should give up stereotypes about particular cultural groups and open their eyes to the different patterns of life actually found in the community where they teach.

The instructor is very important in helping a child adjust to the school system or a given situation. To facilitate the transition from home to the school in the Kindergarten student, the teacher should be patient, understanding, warm and above all, consistent. The latter trait together with the teacher's ability will greatly affect the attitude(s) students develop toward school.

An important and essential factor in Kindergarten teachers is communication and good relations with students' parents. This will help the child to have daily experiences with more consistency and success. Both instructors and parents must be in agreement to promote

the total development of the child. The instruction given in the classroom can be continued in the home.

#### Recommendations for Parent Involvement

The process of learning should be viewed as a process that takes place through a multitude of experiences including values, attitudes, and customs taught in the home. Parental involvement is very important because parents care about the welfare of their children. They can assume active roles in the education of their children and help them to perform better in school. They have to understand their own role and the school's role in their children's education. They have to understand that the school, the home, and the community together play a very important role in the learning process and the total development of the child. Some strategies must be developed to involve parents in the child's learning process. Parents may be the vehicle to bring to school the different characteristics of the child's culture. In this way, many teachers can learn and understand more about students' different cultural background. The parents must learn about the different culture(s) other than their own through workshops or other types of training.

Developing cultural awareness in the five-year-old child allows for the development of progressive growth in the child's sensitivity to others who are not from his cultural background and environment. It becomes the task of the instructor and community outreach workers to foster a general appreciation of other cultures and understanding of differences in a racially mixed classroom as a whole. Parents

become an important tool in the implementation of such a program and a plan of continuance is needed in all grades at the elementary level.

It is a necessity to keep in mind the social and cultural roots when designing a curriculum for Hispanic Kindergarten children. It should include relevant information about Puerto Rican history and culture. Parents are a good resource and can bring to school the history and cultural background of Puerto Rican children. They have a high degree of interest and involvement in their children's school life. Most of them will be able to help in making the curriculum adequate for their children's needs. The Puerto Rican family sees school as part of the home. The values in both environments (school and home) and the roles of parent and teacher are almost the same. The curriculum will be very successful if the curriculum designer takes into consideration all of those aspects in making curriculum. If the curriculum is based on the children's cultural background, the parents will be able to help their children and the curriculum designer. Then, all the Hispanic children will be prepared to understand and function in two different cultures. This could be of great benefit for the future of American education.

#### Recommendations for Administrators

It is very important to maintain communication between administrators, school staff, parents and other interested community members for better planning of educational programs.

Educational programs should be based on the cultural context of the child and his/her family. The cultural background that the child brings to school is so much a part of him/her self that to deny it by excluding it from educational programs would be a gross injustice.

The school administration should have an intensive orientation for teachers and other school staff in order to provide information such as:

1. minority students and their cultural background
2. how rejection can affect the learning and behavior in the student
3. cultural differences between various groups of students
4. how to treat a group of students who have different cultural backgrounds.

The administration should also provide enough services in Spanish in the way of counselors, guidance, tests, administration, speech therapy, etcetera.

Being bilingual can be a great asset, not only for the individual, but for the society in which he/she lives.

To Those Who Are Responsible for Deciding the Education of the Kindergarten Students

Those persons responsible for the education of the pre-school children should recognize the importance of the implementation of the bilingual-bicultural education programs in order to provide an education compatible with the culture and language of minority

children. Providing early education intervention for Puerto Rican children in this country based on their culture is an awesome responsibility. Using their own language and culture will provide them an equal opportunity in their education.



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APPENDIX



GUIA PARA EL PROFESOR

## Introducción

La enseñanza de las artes del lenguaje incluye cuatro fases de vital importancia en el programa de kindergarten. Estas son: escuchar, hablar, leer y escribir.

### Escuchar

Aprender a escuchar es una de las destrezas más importantes en el estudiante. Es a través de esta destreza que el estudiante va a lograr el desarrollo y dominio de otras destrezas de vital importancia en el aprendizaje. La lectura y la narración de cuentos son actividades recomendadas para el desarrollo de esta destreza. Estas a su vez familiarizarán al niño con el campo de la literatura. Estas actividades ayudarán a fomentar en el niño su interés por la lectura. Los cuentos narrados a los estudiantes deben poseer un vocabulario sencillo que sea fácil de comprender por el niño.

### Hablar

Una de las necesidades más importantes en el niño de kindergarten es la expresión oral y la comunicación con los demás. El maestro estimulará en los niños el desarrollo de la lengua hablada a la vez que los ayudará a enriquecer su vocabulario. A los niños les gusta hablar de todo lo que los rodea en su medio ambiente. También hacen dramatizaciones informales mientras juegan. Estos son medios muy valiosos para el desarrollo de la expresión oral y la imaginación y para clarificar sus conceptos sobre el mundo que los rodea.

## Leer

Los niños de kindergarten cuando empiezan el año escolar no están suficientemente desarrollados física y emocionalmente para recibir enseñanza formal de lectura. En kindergarten el estudiante empieza su apresto para la lectura. Este apresto se consigue a través de actividades como:

- 1) el enriquecimiento de sus experiencias y su vocabulario hablado.
- 2) estimulándoles el interés por la lectura.
- 3) familiarizándolos de manera informal con los símbolos escritos.
- 4) poniéndoles en contacto con láminas y libros que les estimulen su interés por la lectura.

## Escribir

Al igual que la lectura, la escritura en el kindergarten no se enfatiza de una manera formal. Es más bien un apresto donde se ofrecen actividades para el desarrollo perceptual motor y se estimula el deseo de aprender a escribir. Algunas actividades valiosas para el desarrollo de estas destrezas son:

- 1) escribir los nombres de los niños en todos sus pertenencias.
- 2) escribir el nombre de los niños en sus trabajos diarios.
- 3) rotular todas las cosas del salón.

4) escribir las noticias del día y la fecha.

5) etcétera.

Los niños que muestren interés y estén preparados para la escritura deben recibir ayuda individual.

Las 4 fases de las artes del lenguaje se llevan a cabo a través de todas las actividades que se hacen diariamente en el salón de kindergarten. Es importante que el maestro provea oportunidades para que el niño observe, escuche, hable y actúe.

## Recomendaciones para el maestro

Los siguientes aspectos generales se deben tener en mente todos los días durante cada clase:

1. el calendario - éstos pueden ser decorado de acuerdo a la festividad el mes. Los estudiantes deben ser incluidos en la tarea de decorar y completar el calendario cada día.

También en las decoraciones del salón. De esta forma:

- a. el salón tendrá más significado para el estudiante.
  - b. mientras trabajan en grupos en estas decoraciones los niños desarrollarán destrezas orales, de convivencia en grupo, de compartir, etcétera.
2. días festivos - éstos deben ser recordados diariamente; de esta forma el estudiante relacionará los días festivos con sus meses correspondientes. También se familiarizarán con aspectos de Estudios Sociales y la cultura.
  3. tiempo o clima - Se debe observar diariamente cuales son las condiciones del tiempo. De esta forma el estudiante se familiarizará con vocabulario y aspectos de Ciencia.
  4. estaciones - a través de las estaciones del año los estudiantes se familiarizarán con aspectos de Ciencia. También se pueden comparar las temperaturas de cada estación del año en la ciudad de Worcester con las temperaturas de Puerto Rico.



El siguiente currículo integrará las áreas de Ciencia, Estudios Sociales y Cultura en el currículo de Artes del Language. Cada maestro escogerá el número de actividades a llevarse a cabo diariamente de acuerdo al espacio de tiempo disponible y las capacidades del grupo. A través de todas las actividades relacionadas con los aspectos del calendario, días festivos, condiciones del tiempo, y estaciones del año. El maestro puede aprovechar la oportunidad para enfatizar aspectos culturales y comparar las dos culturas que comparten los niños puertorriqueños en Worcester; la puertorriqueña y la americana.

El currículo será usado con un libro de actividades para el estudiante. Este libro de actividades consta de las siguientes partes:

1. Actividades para el desarrollo de conocimientos y destrezas.
2. Actividades relacionadas con la cultura.
3. Actividades relacionadas con las diferentes festividades en cada mes.
4. Actividades relacionadas con las cuatro estaciones del año.

Destrezas:

1. Coordinación motora
  - a. Desarrollo de músculos grandes
  - b. Desarrollo de músculos pequeños
2. Relacionar a los estudiantes con:
  - a. el grupo familiar y como éstos se ayudan unos a otros.
  - b. papeles que empuñan los miembros de la familia.
  - c. días festivos, colores, estaciones del año.

## Actividades:

1. Subir al laberinto de tubos
2. Tirar y coger la bola
3. Caminar sobre líneas rectas o curvas
4. Darle a la bola con el pie
5. Imitar como caminan los animales
6. Deslizarse por la chorrera
7. Saltar la cuica
8. Moverse al compás de la música
9. Marchar al compas de la música
10. Carreras con obstáculos
11. Juegos Organizados

El gato y el ratón

Los niños entrelazan las manos formando un círculo. Un niño hace de ratón y otro de gato. Mientras los niños se mueven en círculo cantando la siguiente rima:

Allá viene el gato y el ratón  
a darle combate al tubrón.

El gato trata de coger al ratón que huye y sale del círculo formado por los niños. El ratón estará a salvo del gato únicamente cuando está dentro del círculo.

Nota: Se le dará oportunidad a diferentes niños para hacer de gato y de ratón.

La cinta

Se colocan los niños en una fila o en un pequeño grupo y se le asigna el nombre de un color que solo el niño sabe.

Otro niño hace de ángel, mientras que solo sirve de anfitrión. Cuando el ángel llega toca la puerta a la vez que dice:

Tun-tun; el anfitrión pregunta: ¿Quién es?

El ángel responde: "el ángel"

- anfitrión - ¿qué busca?

- el ángel - cinta

- anfitrión - ¿de qué color?

Cuando el ángel menciona el color, el niño cuyo color fue nombrado sale corriendo para no dejarse atrapar por el ángel. Si el ángel logra atraparlo antes de que el niño regrese a su posición, el niño que hace de ángel domará el lugar del "color" atrapado y el otro hará de ángel.

La cebollita

Se forma una fila de niños firmemente asidos uno al otro por la cintura. El primer niño está fuertemente agarrado a un poste, árbol, o tubo fijo. Viene un niño y le dice al niño que está agarrado al árbol:

- mamá que le mande una cebollita.

- niño tronco: ¿y la que le mandé ayer?

- niño: se la comieron los ratones...

- niño tronco: "¿Y qué hacía tu mamá?"

- niño: planchando etcétera. (cualquier acción que el niño enviado quiera mencionar y ejecutar a la misma vez).

- niño tronco: Pues coje una mas de las maduras:

Nota: El niño que vino a buscar la cebolla los toca a todos y por fin agarra al último de los niños y trata de desligarlo del resto de la cadena halañdolo fuertemente. Todos resistirán el ser separados de la cadena. Se repite el proceso usando otros niños como enviados a buscar la cebolla.

## 12. Juegos y rimas usando los dedos

### Los cinco pollitos

Cinco pollitos tiene mi tía  
 Uno le canta, otro le pía  
 Los otros le tocan la sinfonía.

Los niños podrán, en grupo o individualmente, representar las acciones sugeridas por el poema mientras ejecutan las acciones con los dedos.

### Mi cabeza

Mi cabeza hacia el frente  
 Mi cabeza hacia atrás  
 a la izquierda, a la derecha  
 mi cabeza viene y va.

Los niños harán movimientos suaves siguiendo las

direcciones sugeridas:

Mis ojos

Mis ojos hacia arriba  
 Mis ojos hacia abajo  
 Mis ojos hacia la derecha  
 Mis ojos hacia la izquierda  
 Mis ojos hacia todos lados.

Mis pies

Una cosa descubrí  
 y te la voy a decir  
 tengo dedos en los pies  
 cinco aquí y cinco acá.  
 cuéntalos tú y lo verás  
 cinco aquí y cinco acá  
 y juntitos siempre están.

13. Modelar con plasticina
14. Colocar palillos en un envase de boca estrecha  
 Ejemplo - una botella de soda
15. Enebrar objetos
16. Martillar
17. Pintar con pinceles
18. Pintar con los dedos
19. Colorear diferentes aspectos de la cultura puertorriqueña

Vea libro de actividades, página 1.

20. Recoger palillos

Los niños pueden jugar de dos en dos. Cogen un puñado de palillos y los dejan caer en desorden tratando luego de recogerlos usando, para separarlos otro palillito.

Tratarán de recogerlos uno a uno sin mover los palillos restantes.



21. Amarrarse los zapatos
22. Abotonarse la camisa
23. Subirse el zipper
24. Dramatizaciones de cuentos usando títeres (puppets)
25. Dramatizaciones de diferentes actividades que se llevan a cabo en el hogar con la familia
26. Escribir en la pizarra
27. Jugar con figuras y siluetas sobre el felpógrafo
28. Formar o montar rompecabezas
29. Llevar a cabo proyectos donde el niño pueda colorear, recortar y pegar. En esta actividad el maestro usará dibujos relacionados con la cultura, días festivos, y estaciones del año.

Vea libro de actividades, página 2.

El maestro puede usar otros trabajos de los que se encuentran en la sección de Días Festivos y Estaciones del Año del libro de actividades.

30. Oportunidades para trazar líneas  
Ejemplo - Solución de laberintos

Vea libro de actividades, página 3.

Destrezas:

1. Relaciones espaciales - identificar derecha e izquierda.

Actividades:

1. Colocar un pequeño cubito de hielo en la mano derecha del

- niño para que lo sostenga hasta que de derrita.
2. Colocar objetos en las manos del niño, pero el de la mano derecha será más pesado.
  3. Marchar comenzando con el pies derecho.
  4. Tocar diferentes partes del cuerpo con la mano derecha.
  5. Hacer pulsera (usando diferentes objetos como macarrones, pedazos de sorbetos, etcétera y sortijas).
  6. Localizar todas las partes del cuerpo del lado derecho.
  7. Enumerar todas las cosa que se encuentran en el lado derecho del salón.
  8. Identificar el lado derecho de un papel.
  9. Pintar los objetos que se encuentran en la parte derecha de un dibujo.

Vea libro de actividades, página 4.

10. Señalar el lado derecho de otra persona.
11. Señalar el lado derecho de algunos objetos.

#### Objetivos y destrezas:

1. Secuencia de eventos.
2. Familiarizar a los niños con:
  - a. la familia.
  - b. los animales y sus familias.
  - c. los animales y sus beneficios para el hombre.

Actividades:

1. Narrar el cuento de "Los Tres Osos."
2. Recordar los detalles y la secuencia de los eventos en el cuento de "Los Tres Osos."
3. A través del cuento de "Los Tres Osos" se aprovechará la oportunidad para discutir los siguientes temas:

La familia

El maestro discutirá el tema de la familia ampliamente con los estudiantes.

- a. Cada estudiante dirá que personas componen su familia.
- b. Presentarán dibujos de diferentes grupos familiares.
- d. Discutir la tarea que cada persona realiza en el hogar.
- c. Estudiar una lámina de una familia.

Vea libro de actividades, página 5.

¿Quiénes componen esta familia?

¿En qué parte del hogar están reunidos?

¿Qué hace cada uno de ellos?

Los animales también forman familias

- a. Presentar láminas de familias de animales

Ejemplo - Gallina con pollitos

Puerca con puerguitos

Pájaro con pichoncitos

Los niños trazarán una línea entre los animales y sus

hijos correspondientes.

Vea libro de actividades, página 6.

- b. Discutir con los niños cómo y donde vive cada uno de estos animales. Los niños trazarán una línea entre los animales y sus respectivas viviendas.

Vea libro de actividades, página 7.

Los animales nos dan beneficios

- a. Se discutirá con los niños cómo nos beneficiamos de los animales
- comida
  - ropa
  - diversión
  - etcétera
4. Nombrar las cosas que hacen los estudiantes desde que se levantan hasta que llegan a la escuela en la secuencia que se llevan a cabo.

Destrezas:

1. Secuencia de cuentos.
2. Familiarizar a los niños con las plantas.
3. Familiarizar a los niños con las plantas y sus beneficios para el hombre.

Actividades:

1. Narrar el cuento "Los Tres Cerditos."
2. Recordar los detalles y la secuencia de eventos en el

cuento de "Los Tres Cerditos."

3. Decir en secuencia la rutina de salón.
4. Hacer una jira por la escuela y luego nombrar en secuencia los sitios a donde fueron.
5. Colocar láminas de cuentos y poemas en secuencia.
6. Estudiar la secuencia de una planta desde que se siembra hasta que florece o da fruto.

Vea libro de actividades, página 8.

7. Estudiar con los niños los siguientes aspectos de las plantas.

Las plantas nos benefician

Nos dan frutos.

Nos dan flores.

Nos dan belleza.

Destrezas:

1. Parear, identificar y designar los colores.

Actividades:

1. Nombrar diferentes objetos del salón y tratar de decir de que color son.
2. Identificar el color de la ropa de los estudiantes.
3. Dividir los niños en grupos de acuerdo al color de su ropa.
4. Presentar un objeto de un color para que los niños localizen en el salón objetos del mismo color.
5. Colorear dibujos dependiendo de la festividad del mes. El maestro escogerá los dibujos de las secciones de acuerdo a



la festividad del mes.

Ejemplo: octubre - negro  
 noviembre - anaranjado y marrón  
 diciembre - rojo, verde y blanco  
 enero - blanco y negro  
 febrero - rojo y blanco  
 marzo - verde y blanco  
 abril - diferentes colores  
 mayo - diferentes colores  
 junio - diferentes colores

-- Ver manual de actividades, seccion de Días Festivos.

6. Colorear objetos de acuerdo a su color natural.

Vea libro de actividades, página 9.

Ejemplo: manzana - roja  
 guineo - amarillo  
 pera - verde  
 ciruela - violeta  
 china - anaranjada

etcétera.

7. Pescar pecesitos de diferentes colores para identificar su color.

8. Llevar a cabo diferentes juegos donde los niños tengan que identificar los colores por su nombre.

Ejemplo:

Hacer un sobre para cada niños con tarjetas de diferentes colores. Cuando la maestra diga un color cada niño buscará en su sobre la tarjeta del color que la tarjeta dijo y la enseñará al grupo.

9. Buscar en revistas viejas colores que pareen con los colores que muestre la maestra.
10. Ensartar cuentas y describirlas por su color. Esta actividad introduce informalmente el concepto de patrón.
11. Explorar y describir colores en objetos de la naturaleza, plantas y flores.
12. Sortear y ordenar tarjetas por su color y tonalidad.
13. Producir diferentes tonos y colores usando pintura t mpera.
14. Evaluaci n: Identificar sellos por su color.

Respondiendo a las direcciones de la maestra, los estudiantes pegar n los sellos (del color que la maestra diga) en fila de izquierda a derecha. Esta actividad es tambi n una practica informal en secuencia de izquierda a derecha.

Destrezas y Objetivos:

1. Familiarizar a los estudiantes con la comunidad.
2. Tama o
  - a. grande y peque o
  - b. alto y bajo

## c. largo y corto

## Actividades:

1. Comparar objetos en el salón de acuerdo a su tamaño, identificando los más grandes y los más pequeños.
2. Recortar láminas de diferentes tamaños y luego colocarlos de mayor a menor.
3. Proveer actividades donde los estudiantes identifiquen los objetos más grandes y los más pequeños.
  - a. Los estudiantes trabajarán en su libro de actividades; pintarán el objetos más grande.

Vea libro de actividades, página 10.

- b. Los estudiantes trabajarán en su libro de actividades; pintarán el objeto más pequeño.

Vea libro de actividades, página 11.

4. Comparar el tamaño de los estudiantes para identificar el más alto y el más bajito.
5. Comparar láminas de edificios para compararlos e identificar los más altos y los más bajitos. En esta sección se estudiará: La comunidad. Se nombrarán los diferentes edificios de la comunidad y para que se usan.

viviendas

hospitales

escuelas

parque de bombas o estación de bombas

cuartel de policía

corte

tiendas

correos

supermercados

Servidores públicos

policía

maestro

cartero

bombero

doctor

enfermera

etcétera.

6. Observar los árboles alrededor de la escuela y compararlos por su tamaño.
7. Comparar el pelo de las niñas para ver quién lo tiene más largo o más corto.
8. Comparar los estudiantes y la maestra para ver cuál es más alto o más bajo.
9. Comparar láminas de trenes para ver cual es más largo y cual es más corto. Los estudiantes pintarán en su libro de actividades cuales son los más largos.

Vea libro de actividades, página 12.

10. Estudiar los medios de transportación:

- a. por aire
- b. por tierra
- c. por agua

11. Conversación con los niños sobre:

¿Cómo llegar a Puerto Rico?

¿Por qué no se puede llegar en carro?

etcétera.

12. Los estudiantes colorearán y señalarán todos los medios de transportación en una lámina.

Vea libro de actividades, página 13.

13. Distribuir objetos entre los niños como cordones, sorbetos, cintas, etcétera, para identificar los más largo y más cortos.

14. Los estudiantes pintarán los objetos más cortos.

Vea libro de actividades, página 14.

#### Destrezas:

1. Familiarizar a los niños con los 5 sentidos.
2. Familiarizar a los niños con las frutas.
3. Semejanzas y diferencias: color, forma, tamaño, posición, color, textura.

#### Actividades:

1. Presentar diferentes objetos para que los niños identifiquen todos los que son iguales.



2. Colocar siluetas en el felpógrafo para que los niños las clasifiquen por colores.
3. Proveer a los niños actividades para que marquen todos los que son iguales porque son del mismo color.

Vea libro de actividades, página 15.

4. Proveer a los estudiantes objetos de superficies ásperas y lisas para que las clasifiquen de acuerdo a su textura.

áspera

lisa

chinas

manzanas

lija

papel de escribir

cartón corrugado

cartón liso

5. Colocar en una caja objetos de diferentes texturas para que el niño meta la mano y saque el que la maestra mencione (áspero o liso).

6. Describir objetos de acuerdo a su textura

piña - áspero

pero - lisa

mango - liso

toronja - áspera

etcétera.

7. Conversar con los niños sobre las frutas.
  - a. cuáles se pueden cosechar en Worcester
  - b. cuáles se pueden cosechar en Puerto Rico.

8. Hacer un círculo alrededor de las frutas que podemos cosechar en Puerto Rico.

Vea libro de actividades, página 16.

9. Lijar un pedazo de madera áspero hasta ponerlo liso o suave.
10. Tocar diferentes objetos del salón y determinar si son suaves o ásperos.
11. Proveer diferentes objetos para que los niños los identifiquen entre blandito o duro.

Ejemplo: plasticiana y crayola

bola de goma y bola de cristal

guineo verde y guineo maduro

12. Tocarse diferentes partes del cuerpo para ver cuales son blandas y cuales son duras.

Ejemplo: lengua y dientes

orejas y dedos

mariz y frente

muslo y el codo

13. Oler diferentes cosas para que los niños identifiquen la que no huele igual.

Ejemplo: harina de café y azúcar

polvo de ajo y cebolla

mantequilla de maní y jalea

14. Proveer actividades donde los niños identifiquen semejanzas

y diferencias:

- a. forma: colorear todos los que son iguales.

Vea libro de actividades, página 17.

- b. tamaño: colorear todos los que son iguales de grande.

Vea libro de actividades, página 18.

- c. color: circular todos los que son del mismo color.

Vea libro de actividades, página 19.

- d. posición: colorear todos los que están en la misma posición.

Vea libro de actividades, página 20.

- e. género: tachar la que pertenece al grupo.

Vea libro de actividades, página 21.

- f. letras: hacer un círculo alrededor de las letras que sean igual a la del cuadro.

Vea libro de actividades, página 22.

15. Provar diferentes cosas para decir si son dulce, salado, agrio, soso, frío, caliente.

16. Escuchar diferentes sonidos de la naturaleza e identificarlos.  
Ejemplo: pájaros, insectos, animales, etcétera.

17. Producir diferentes sonidos para que los niños con los ojos cerrados identifiquen el que no es igual.

Ejemplo: a. golpear varias veces un vaso de cristal y una vez sobre la mesa.

- b. dar palmadas sobre la pizarra y una sobre la otra mano.

c. enseñar canciones donde se mencionen sonidos

como:

Mí tambor

Mí tambor, mí tambor

suena, suena, Bom, bom, bom, bom, bom.

(los niños darán las palmadas mientras dicen bom, bom).

Los pollitos

Los pollitos dicen pío, pío, pío,

Cuando tienen hambre,

Cuando tienen frío.

La gallina busca

el maíz y el trigo,

les da la comida

y les presta abrigo.

Bajo sus dos alas, acurrucaditos

Hasta el otro día duermen los pollitos.

El coquí

El coquí - coquí

a mí me encanta

que bonito el cantar del coquí

Por las noches al ir a acostarme

Me adormece el cantar del coquí

coquí - coquí, coquí - quí - quí - quí.

- d. Reconocer a los compañeros del salón por su voz.
18. Estudiar los 5 sentidos.
19. Recordar cómo hemos usado las siguientes partes del cuerpo en las últimas actividades:  
ojos, nariz, oído, manos, boca.
20. Explicar como usamos cada uno de estos órganos del cuerpo para aprender.

Destrezas:

1. Discriminación auditiva de palabras que riman.

Actividades:

1. Estudio de poemas cortos para escuchar e identificar palabras que riman o terminan igual.

El aseo

Sí quieres que a todos  
tu presencia agrade,  
sé limpio en tu cuerpo  
y limpio en tu traje.

Virgilio Dávila  
(Puertorriqueño)

Lección

Yo quisiera  
aprender una cosa



Cómo hacer con las manos  
un pétalo de rosa.

José A. Dávila  
(Puertorriqueño)

Ventanita florida

Ventanita florida  
la de mi casa;  
le regala perfumes  
a aquel que pasa.

--

Le regala perfumes  
luz y alegría;  
dicen que no hay ventana  
como la mía.

Ida Rebolí  
(Argentina)

El puente

¿Qué hermoso se ve el puente  
de piedra sobre el río!  
Abajo la corriente  
¿Qué hermoso se ve el puente  
de piedra sobre el río.

Amado Nervo  
(Mejicano)

La cebolla

Mi señora la cebolla  
 tiene miedo a un catarrón;  
 pues se pone un camisón,  
 después otro camisón,  
 después otro camisón,  
 y así sigue como el cuento  
 del señor gallo pelón.

José A. Dávila

(Puertorriqueño)

Borinquen

Borinquen es una islita  
 que parece un caracol,  
 por encima es una rosa  
 y por dentro una canción.

Isabel Freire de Matos

(Puertorriqueña)

2. Conversación con los niños sobre las palabras que terminan igual.

niña - piña

gato - pato

sobre - nombre

palma - calma

trompo - tronco

televisión - camión

3. Actividades para que los niños pareen las dos cosas que riman.

Vea libro de actividades, páginas 23  
y 24.

Destrezas:

1. Discriminación auditiva de la letra "A."
2. Discriminación visual de la letra "A."
3. Discriminación auditiva del sonido inicial "A" en dibujos y palabras.
4. Asociación del sonido inicial "A" con la lámina correspondiente.
5. Discriminación visual de semejanzas y diferencias en la letra "A."
6. Reconocimiento de la "A" mayúscula y la a minúscula por su forma y tamaño.

Actividades:

1. La maestra presentará al grupo láminas que comienzan con el sonido de la letra "A."
2. La maestra enfatizará el sonido inicial de cada palabra.
3. Los estudiantes repetirán las palabras que la maestra mencione.
4. La maestra ayudará a los niños a observar que todas las palabras comienzan con letra "A."
5. Los niños dirán otras palabras que comiencen con "A."

6. Recordar los nombre de sus familiares para ver cuáles comienzan con "A."

7. Estudio de una lámina para que los estudiantes señalen todas las cosas que empiezan con el sonido de la letra "A."

Vea libro de actividades, página 25.

8. Los estudiantes harán un círculo alrededor de todas las cosas que empiezan con la letra "A."

Vea libro de actividades, página 26.

9. Los estudiantes escogerán en cada línea la lámina cuyo sonido empieza igual que la lámina del primer recuadro.

Vea libro de actividades, página 27.

10. Los estudiantes harán un círculo alrededor de todas las láminas que empiezan con el sonido de la letra "A."

Vea libro de actividades, página 28.

11. Los estudiantes harán una cruz sobre todos los dibujos que empiezan con el sonido de la letra "A."

Vea libro de actividades, página 29.

12. Los estudiantes practicarán la escritura de la letra "A."

Vea libro de actividades, página 30.

13. Evaluación de la letrs "A." Los estudiantes harán una X en todas las láminas que empiecen con el sonido de la letra "A."

Vea libro de actividades, página 31.

#### Destrezas:

1. Discriminación auditiva de la letra "E."

2. Discriminación visual de la letra "E."
3. Discriminación auditiva del sonido inicial "E" en dibujos y palabras.
4. Asociación del sonido inicial "E" con la lámina correspondiente.
5. Discriminación visual de semejanzas y diferencias en la letra "E."
6. Discriminación auditiva y visual de los sonidos iniciales de las letras "A" y "E."
7. Reconocimiento de letras mayúsculas y minúsculas por su forma y tamaño.

Actividades:

1. La maestra enseñará al grupo láminas que comiencen con el sonido de la letra "E."
2. La maestra enfatizará el sonido inicial de cada palabra.
3. Los estudiantes repetirán las palabras que la maestra mencione.
4. La maestra ayudará a los niños a notar que todas las palabras comienzan con el sonido de la letra "E."
5. Los niños dirán otras palabras que comiencen con la letra "E."
6. Decir los nombres de sus estudiantes para ver cuales comienzan con "E."
7. Recordar los nombres de sus familiares para ver cuales comienzan con "E."



8. Estudio de una lámina para que los estudiantes señalen todas las cosas que empiezan con el sonido de la letra "E."

Vea libro de actividades, página 32.

9. Los estudiantes harán un círculo alrededor de todas las cosas que empiezan con la letra "E."

Vea libro de actividades, página 33.

10. Los estudiantes escogerán en cada línea la lámina cuyo sonido empieza igual que la lámina del primer recuadro.

Vea libro de actividades, página 34.

11. Los estudiantes harán un círculo alrededor de todas las láminas que empiezan con el sonido de la letra "E."

Vea libro de actividades, página 35.

12. Los estudiantes harán una X sobre todos los dibujos que empiezan con el sonido de la letra "E."

Vea libro de actividades, página 36.

13. Los estudiantes practicarán la escritura de la letra "E."

Vea libro de actividades, página 37.

14. Evaluación de la letra "E." Los estudiantes harán una X en todas las láminas que empiecen con el sonido de la letra "E."

Vea libro de actividades, página 38.

15. Hacer un círculo alrededor de las láminas que empiecen con el sonido de las letras "A" y "E."

Vea libro de actividades, página 39.

## Destrezas:

1. Discriminación auditiva de la letra "O."
2. Discriminación visual de la letra "O."
3. Discriminación auditiva del sonido inicial "O" en dibujos y palabras.
4. Asociación del sonido inicial "O" con la lámina correspondiente.
5. Discriminación visual de semejanzas y diferencias en la letra "O."
6. Discriminación auditiva y visual de los letras "A," "E," "O."
7. Reconocimiento de letras mayúsculas y minúsculas por su forma y tamaño.

## Actividades:

1. La maestra presentará al grupo láminas que comiencen con el sonido de la letra "O."
2. La maestra enfatizará el sonido inicial de cada palabra.
3. Los estudiantes repetirán las palabras que la maestra mencione.
4. La maestra ayudará a los niños a notar que todas las palabras comienzan con el sonido de la letra "O."
5. Los niños dirán otras palabras que comiencen con "O."
6. Decir los nombres de los estudiantes para ver cuáles comienzan con "O."

7. Recordar los nombres de sus familiares para ver cuáles comienzan con "O."

8. Estudio de una lámina para que los estudiantes señalen todas las cosas que empiezan con el sonido de la letra "O."

Vea libro de actividades, página 40.

9. Los estudiantes harán un círculo alrededor de todas las cosas que empiecen con la letra "O."

Vea libro de actividades, página 41.

10. Los estudiantes escogerán en cada línea la lámina cuyo sonido empieza igual que la lámina del primer recuadro.

Vea libro de actividades, página 42.

11. Los estudiantes harán un círculo alrededor de todas las láminas que empiezan con el sonido de la letra "O."

Vea libro de actividades, página 43.

12. Los estudiantes harán una X sobre todos los dibujos que empiezan con el sonido de la letra "O."

Vea libro de actividades, página 44.

13. Los estudiantes practicarán la escritura de la letra "O."

Vea libro de actividades, página 45.

14. Trazar una línea entre las letras "A," "E," "O" y las láminas con el sonido inicial correspondiente.

Vea libro de actividades, página 46.

15. Parear las letras "A," "E," "O" con los dibujos correspondientes de acuerdo a sus sonido inicial.

Vea libro de actividades, página 47.

16. Rodear con un círculo la letra que indica el sonido inicial de cada lámina.

Vea libro de actividades, página 48.

17. Evaluación de la letra "O." Los estudiantes harán una X a todos los dibujos que empiecen con "O."

Vea libro de actividades, página 49.

#### Destrezas:

1. Discriminación auditiva de la letra "I."
2. Discriminación visual de la letra "I."
3. Discriminación auditiva del sonido inicial "I" en dibujos y palabras.
4. Asociación del sonido inicial "I" con la lámina correspondiente.
5. Discriminación visual de semejanzas y diferencias en la letra "I."
6. Discriminación auditiva y visual de los sonidos iniciales "A," "E," "I," "O."
7. Reconocimiento de letras mayúsculas y minúsculas por su forma y tamaño.
8. Discriminación auditiva de palabras que riman.

#### Actividades:

1. La maestra presentará al grupo láminas que comiencen con el sonido de la letra "I."
2. La maestra enfatizará el sonido inicial de cada palabra.

3. Los estudiantes repetirán las palabras que la maestra mencione.
4. La maestra ayudará a los niños a notar que todas las palabras comienzan con sonido de la letra "I."
5. Los niños dirán otras palabras que comiencen con "I."
6. Decir los nombres de los estudiantes para ver cuales comienzan con "I."
7. Recordar los nombres de sus familiares para ver cuales comienzan con "I."
8. Estudio de una lámina para que los estudiantes señalen todas las cosas que empiezan con el sonido de la letra "I."

Vea libro de actividades, página 50.

9. Los estudiantes harán un círculo alrededor de todas las cosas que empiezan con la letra "I."

Vea libro de actividades, página 51.

10. Los estudiantes escogerán en cada línea la lámina cuyo sonido empieza igual que la lámina del primer recuadro.

Vea libro de actividades, página 52.

11. Los estudiantes harán un círculo alrededor de todas las láminas que empiezan con el sonido de la letra "I."

Vea libro de actividades, página 53.

12. Los estudiantes harán una X sobre todos los dibujos que empiezan con el sonido de la letra "I."

Vea libro de actividades, página 54.

13. Los estudiantes practicarán la escritura de la letra "I."



Vea libro de actividades, página 55.

14. Circular la lámina cuyo sonido inicial es igual a la letra de cada cuadro.

Vea libro de actividades, página 56.

15. Evaluación de la letra "I." Los estudiantes harán una X en todas las láminas que comiencen con el sonido de la letra "I."

Vea libro de actividades, página 57.

16. Los estudiantes estudiarán poemas para buscar las palabras que riman.

Mi mamita

Mi linda mamita  
me abraza y me besa  
me pone mi ropa  
y me lleva a la mesa.

La ardilla

La ardilla corre,  
la ardilla vuela,  
la ardilla salta  
como locuela.

Destrezas:

1. Discriminación auditiva de la letra "U."
2. Discriminación visual de la letra "U."
3. Discriminación auditiva del sonido inicial "U" en dibujos y palabras.
4. Asociación del sonido inicial "U" en dibujos y palabras.
5. Discriminación visual de semejanzas y diferencias en la letra "U."

6. Discriminación visual y auditiva entre los sonidos iniciales de las letras "A," "E," "I," "O," "U."
7. Asociación de letras mayúsculas con sus minúsculas correspondientes.
8. Reconocimiento de letras mayúsculas y minúsculas por su forma y tamaño.
9. Discriminación auditiva de palabras que riman.

Actividades:

1. La maestra presentará al grupo láminas que comienzan el sonido de la letra "U."
2. La maestra enfatizará el sonido inicial de cada palabra.
3. Los estudiantes repetirán las palabras que la maestra mencione.
4. La maestra ayudará a los niños a notar que todas las palabras comienzan con el sonido de la letra "U."
5. Los niños dirán otras palabras que comiencen con "U."
6. Decir los nombres de los estudiantes para ver cuales comienzan con "U."
7. Recordar los nombres de sus familiares para ver cuales comienzan con "U."
8. Estudio de una lámina para que los estudiantes señalen todas las cosas que empiezan con "U."

Vea libro de actividades, página 58.

9. Los estudiantes harán un círculo alrededor de todas las cosas que empiecen con "U."

Vea libro de actividades, página 59.

10. Los estudiantes escogerán en cada línea la lámina cuyo sonido empieza igual que la lámina del primer recuadro.

Vea libro de actividades, página 60.

11. Los estudiantes harán un círculo alrededor de todas las láminas que empiezan con el sonido de la letra "U."

Vea libro de actividades, página 61.

12. Los estudiantes harán un círculo alrededor de todas las láminas que empiezan con el sonido de la letra "U."

Vea libro de actividades, página 62.

13. Los estudiantes practicarán la escritura de la letra "U."

Vea libro de actividades, página 63.

14. Hacer un círculo alrededor de la lámina cuyo sonido es igual a la letra inicial del primer cuadro.

Vea libro de actividades, página 64.

15. Hacer un círculo alrededor de la letra que indica el sonido inicial de cada lámina.

Vea libro de actividades, página 65.

16. Hacer un círculo a la letra que correspondiente al sonido inicial de cada lámina.

Vea libro de actividades, página 66.

17. Evaluación: de la letra "U." Los estudiantes harán una X en todas las láminas que empiecen con el sonido de la letra "U."

Vea libro de actividades, página 67.

18. Evaluación de las letras "A," "E," "I," "O," "U." Los estudiantes dibujarán una línea entre las letras y su dibujo correspondiente.

Vea libro de actividades, página 68.





