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## The use of multiple intelligences in designing curriculum for an early childhood classroom

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## The use of multiple intelligences in designing curriculum for an early childhood classroom

### Abstract

Early childhood curriculum implementation is not yet well represented in the literature pertaining to multiple intelligences. For purposes of this project, the literature pertaining to early childhood classrooms where the seven multiple intelligences were implemented was reviewed, and a preschool implementing the seven multiple intelligences has been written. This curriculum makes a difference in how the authors' lesson plans are designed and classroom activities are chosen. The resulting curriculum may also make a difference in how other early childhood educators set up their overall curriculum, and provides an easy-to-follow resource guide of potential use when planning individual units and activities.

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The Use of Multiple Intelligences in Designing Curriculum  
for an Early Childhood Classroom

A Graduate Project

Submitted to the

Division of Talented and Gifted Education

Department of Curriculum and Instruction

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by

Dawn Osterhaus

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## ABSTRACT

As the number of early childhood programs begins to grow, the need for a increased variety of early childhood resource materials also exist. School districts are continually trying to keep up with the latest changes in educational curriculum construction. The literature indicates the importance of having a well-rounded early childhood curriculum and the benefits of implementing a well-rounded curriculum into the early childhood classroom. However, early childhood curriculum implementation is not yet well represented in the literature pertaining to multiple intelligences. For purposes of this project the literature pertaining to early childhood classrooms where the seven multiple intelligences were implemented was reviewed and a preschool curriculum implementing the seven multiple intelligences has been written. This curriculum makes a difference in how the authors' lesson plans are designed and classroom activities are chosen. The resulting curriculum may also make a difference in how other early childhood educators set up their overall curriculum and provides an easy-to-follow resource guide of potential use when planning individual units and activities.

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## CHAPTER I

Deciding to write an early childhood curriculum was an easy and wonderful decision. When I started teaching at my current school, there was no written curriculum for preschool. Everything I did came from finding resources and gathering ideas. I decided that having a written curriculum would be a much quicker and more effective resource to enhance my teaching. The curriculum I developed is an early childhood thematically based curriculum which implements Howard Gardner's multiple intelligences in the activities planned for each unit.

I evaluate my teaching through ongoing observations and conferencing with my students. I use many group observation techniques and also arrange for students to have one-on-one time with me. By observing my students individually I gain insight into their feelings about what we are doing. I am also better able to see their strengths and weaknesses. The students enjoy the one on one time with me. They feel privileged. They are very honest about their feelings in regard to what we are doing in the classroom.

Having centers in the classroom allows students to be creative and expand their talents. This is a great time to have one on one conferences and to work with students in small groups. These groupings have also been found to be an effective classroom management tool.



### PROBLEM STATEMENT

School districts are continually trying to keep up with the latest changes in educational curriculum. In recent years the need for schools to develop and implement an early childhood curriculum has become more prevalent. A number of parents are sending their children to preschool and more school districts are adding preschool classrooms to their school district. The literature indicates the importance of having a well- rounded early childhood curriculum and the benefits of implementing the seven multiple intelligences into the early childhood curriculum. However, early childhood implementation is not yet well represented in the literature pertaining to multiple intelligences.

### RESEARCH QUESTION

How can the seven multiple intelligences be implemented into a comprehensive curriculum for preschool students?

### PURPOSE STATEMENT

In this project, the literature pertaining to early childhood classrooms where the seven multiple intelligences were implemented was reviewed and a preschool curriculum was written that implements the seven multiple intelligences. Getting current school districts to change and accept an expanded definition of intelligences may not be easy. As we know, many people will argue all they can to fight change. The first step is

educating teachers, parents, and society. Chapter II looks at the multiple intelligences and how can they be used in an early childhood classrooms.

## CHAPTER II

OVERVIEW OF THE MULTIPLE INTELLIGENCES

The multiple intelligences were proposed by Howard Gardner, a Harvard professor who has spent most of his life investigating the different ways people learn and finding methods to foster the development of the intelligences. The intelligences are: verbal/linguistic, logical/mathematical, verbal/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal/social, and intrapersonal/introspective (Gardner, 1983 ).

The verbal/linguistic intelligence is highlighted when children express their linguistic abilities in a wide variety of ways that go beyond early reading and writing. Children also express their abilities through speaking and the stories they tell and teachers help by commenting on the words they use and understand. To help nurture these students' abilities to use language when describing something, expose children to written language, read to students, and have conversations that discuss issues, not just logic.

The visual/spatial learners display spatial intelligence as they navigate through the world and the materials around them. They like taking the lead and exploring new places and objects. To nurture spatial intelligence, children can be challenged to determine the best route for a trip, allowed to rearrange their toys or other objects and, encouraged to measure things or use visually descriptive words.

The logical/mathematical intelligence begins long before children start doing

math problems. Children may be exploring new ways to jump, measuring things, and studying house

plants. Nurture this intelligence by providing manipulatives, explaining the function of simple machines, encouraging children to predict, and allowing children to reason and make discoveries independently.

Children who are bodily/kinesthetic explore the world through their bodies. Some children use their physical abilities as a primary avenue for learning. These children can be nurtured by providing opportunities for physical challenges indoors and outdoors, encouraging children to move from larger to smaller spaces as they gain motor control, and asking open-ended questions that encourage children to think of different ways to move.

Children who are musical/rhythmic may have a passion for expressing ideas and stories through singing or turning everyday things into musical instruments. Nurture these children by incorporating music into their routine, providing rhythmic instruments, and allowing them to express their feelings through music and dance.

Interpersonal children work well with other students. These children need lots of opportunities to talk about friends and to solve conflicts with other children. Encourage role playing. The interpersonal child also tunes into other's needs and that should be supported.

Intrapersonal children have the ability to appreciate themselves. To nurture these children, allow them to develop their own unique emotions and strategies. Help them to

understand and deal with their own wishes and fears. Allow them to work at their own paces and let them take the lead in making their decisions.

Since the multiple intelligences have been developed a number of differing opinions have evolved pertaining to their applicability and accuracy. Howard Gardner (1995, p. 202) responds to these kinds of concerns by stating: "The multiple intelligences began as a theory but were almost immediately put to practical use. The commerce between theory and practice has been ready, continuous, and for the most part, productive."

The following table (Nelson, 1995, p. 27-29) underscores that connection between theory and application. It provides a concise definition of each of the multiple intelligences, examples of student strengths, likenesses, and common misbehaviors. The table also mentions famous people who were strong in each of the intelligences. This table may be used as a quick resource when planning lessons and may give a little more insight into each one of the intelligences.

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Insert Table 1 about here

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### WHY MULTIPLE INTELLIGENCE(MI) THEORY?

As we continue to hear the statement "by the year 2000, all children in America will start school ready to learn" (Copple, 1990, p.5), parents and teachers are feeling the

pressures of meeting that goal. One means of meeting that goal is providing opportunities for all children to attend some form of preschool and creating a curriculum that allows all types of learners to be the best that they can be. In the literature pertaining to multiple intelligences in the early childhood classroom, only a small number of schools have started to implement this type of an early childhood curriculum. This is where potential begins to be seen for the implementation of Howard Gardner's seven multiple intelligences in early childhood classrooms.

Armstrong (1994, p. 1) summarizes the reasons for this potential by stating,

In Gardner's theory of multiple intelligences he sought to broaden the scope of human potential beyond the confines of the IQ score. He seriously questions the validity of determining an individual's intelligence through the practice of taking a person out of his natural environment and asking him to do isolated tasks he'd never do again.

Gardner believed that there had to be a better way of assessing children's abilities rather than giving them a test. Toward this end, Gardner had two major goals in mind. The first is for schools to do away with testing and assess children in more natural ways. He wanted to take a look at authentic assessment and especially wanted to have students create their own portfolios to show their true abilities. The second is for society to recognize a full range of intelligences. He wants all of society to realize that all children do not learn the same way. Every child has a unique way of learning and as a society we need to accept and foster this learning (Black, 1994, p.24).

An example of the growth of multiple intelligence awareness within the societal setting of a school community is described by Hoerr (1994, p. 29).

We have found that multiple intelligences is more than a theory of intelligence; it is, for us, a philosophy about education with implications for how kids learn, how teachers should teach, and how schools should operate. At first, the pursuit of multiple intelligences served as a focus for our professional development. Then, as we began to bring multiple intelligences into the classroom, we found that we had not only modified our curriculum, but we had also begun to assess students differently. Finally, from there we realized that we had to change both what and how we communicated with parents.

### CURRENT IMPLEMENTATION OF MULTIPLE INTELLIGENCES

This section provides examples of some of the few schools that have tried and made implementing the multiple intelligences work. Programs will be profiled from Kentucky, Indiana, and Massachusetts.

In a school in Richmond, Kentucky, one teacher incorporates the multiple intelligences theory in her nongraded primary class (Black, 1994, p.26). She gives young students lots of flexibility in how they approach problem solving. For example, one of her students had a difficult time writing out answers to assignments, but did a beautiful job when he drew pictures to illustrate his answers. She allowed him to express his

understanding of the assignment the best way he could. The teacher was still able to assess what the child knew and the child did not become frustrated.

Another school implementing the multiple intelligence theory is the Key School in Indianapolis, Indiana, which opened in 1987. The goal of the Key School faculty is to prepare students to become future community leaders in business, government, education, the arts, technology, and the sciences (Bolanos, 1994, p. 30). Here the teachers provide opportunities for students to explore their intelligences. The school has a "flow room", a center every student attends at least three times a week, in which play is serious business. Students play board games, work puzzles, read books, and students may bring hobbies from home. Teachers keep data on students' activities which help them interpret the children's talents and skills (Black, 1994, p. 26). Since the school has only been in operation for ten years, there is no final assessment yet available on how students who have gone through the entire program will do in college and beyond. The next few years will help in deciding if this program really does work and if all students benefit.

Project Spectrum is another pilot program under Howard Gardner's close supervision. This program is studying cognitive strengths and capabilities of preschoolers in and around Boston. Spectrum researchers are assembling profiles of students' talents and skills as they observe carefully constructed opportunities in free play and in classroom instruction for students to experiment with each of the seven multiple



intelligences (Black, 1994, p. 26). Mara Krechevsky (as cited in Lazear, 1994, p. 210-211) summarized five key factors of Spectrum's assessment and David Lazear believed that these factors are applicable to all grade levels.

1. **Blurring the lines between curriculum and assessment.** Teachers should be assessing how students are doing all of the time, not just on traditional exams. Students should also be assessed by using a wide variety of evaluation formats such as student-created portfolios, reflective logs and journals or videos of students demonstrating something they have learned.

2. **Embedding assessment in meaningful, real-world activities.** Assessment should be focused on abilities and skills relevant to achieving rewarding roles later in life. In other words, what teachers teach and how they test should be grounded in the real world outside the school setting.

3. **Using measures that are "intelligence fair."** Allow students to use a wide variety of media to demonstrate what they know and have learned. Giving students some choices in what way they would like to present their knowledge of a topic allows the students to do the best job that they can. This also gives the assessor a true understanding of what information the student does understand.

4. **Emphasizing children's strengths.** Give students the experience of success in school by creating learning activities and lessons that encourage students to know and learn while using their stronger intelligences.

**5. Attending to the stylistic dimensions of performance.** This involves carefully observing how students approach different learning tasks and activities. Project Spectrum is concerned about students' working styles as well as with their cognitive skills.

## CHAPTER III

DESIGNING AN EARLY CHILDHOOD CURRICULUM

Reading of the success that these schools have had, the author decided to give the multiple intelligence theory a try in her early childhood classroom, by developing an early childhood curriculum using the multiple intelligences theory. This process first required a close look at the unwritten curriculum already being used. Were the needs of all the students being met by providing them with the best possible learning opportunities throughout the day? Many of the intelligences were touched upon but unconsciously. The author never realized the importance of knowing what it all meant. After studying the seven multiple intelligences it was possible to take a closer look at students and what their interests were. That's when the decision was made to change the curriculum to make sure everyone's needs were being met.

Changing a curriculum to teach toward the multiple intelligences involves four general stages (Lazear, 1992, p. 25-26). The first is awakening the intelligences. The goal is to develop an awareness on the part of teachers and, subsequently, students that there are multiple ways of knowing and learning. It is possible to learn techniques for awakening the different intelligences within the brain/mind/body system. The second is amplifying the intelligences. Here teachers and students learn how intelligences function and develop with attention to strengthening intelligence areas in which one is uncomfortable or weak. The third is teaching with intelligences. The goal here is to present lessons using different ways of knowing in order to master academic material.

The final stage is transferring the intelligence. Teach students to make the intelligences a part of their cognitive, affective, and sensory repertoire for living.

The resulting curriculum was developed around a thematic focus. There are ten overall thematic curriculum objectives for the school year. The students will:

1. Use a variety of problem solving skills.
2. Learn communication skills.
3. Be introduced to mathematical concepts.
4. Be introduced to science concepts and observation skills.
5. Be introduced to the alphabet.
6. Work on fine motor development.
7. Be given opportunities for writing, listening and looking at books.
8. Learn questioning skills.
9. Learn listening skills.
10. Learn social skills.

The multiple intelligence early childhood curriculum is divided into nineteen units (see attached project). Each unit has a list of activities planned for the theme.

Following the activities are a list of the multiple intelligences integrated into each unit.

Each activity is placed under one or more of the multiple intelligences that best describes the activity. Following the multiple intelligences is a list of books and videos that may be used in teaching the unit. This is a helpful resource that is simple to use and helps in planning activities for the unit.

## Chapter IV

We will never satisfy everyone, but we can provide and keep adding to the tools and research that help educators make the best decisions for all students. I found that implementing the multiple intelligences into an early childhood classroom was an exciting adventure. Seeing the students come to life and watching them return to the same center time and time again gave the author a better understanding of the children's needs.

I also found that developing units to meet all of the areas in the multiple intelligences was not always easy. One area that was especially hard was the musical/rhythmic. I wanted to put as many "instruments" in the center as possible, but found that I should only put one or two at a time and then gradually add and take away. It was also hard to find music that would relate to some of the units that I was teaching. This is an area that will take some time to find the best center for the students.

I began strengthening some of the intelligences that were not my personal strengths. I also found it rewarding for my students. One of the areas in which I found myself doing more was in the verbal/linguistic. I found myself writing when students were writing and reading while students were looking at or reading books. I was never a good writer and never really enjoyed books, but found myself doing more of it while my students were doing it.

My goal for this curriculum is for it to encourage early childhood educators to take a look at what activities they are providing for students within their classrooms and evaluate these activities to make sure they are meeting all of the multiple intelligences within their classroom. My hope is that early childhood educators will then take a look at some activities that are available and hopefully expand and do some of their own to meet the needs of the students in their own classrooms.

The multiple intelligences curriculum provides an opportunity for all students to learn. It allows students to shine in those areas where they are strong and allows for students to develop those areas in which they are struggling. I have found that some students are still not comfortable with certain areas of the multiple intelligences and probably will never “shine” in those areas, but they have found that there are other areas in which they are very capable of learning and expressing the necessary information.

The multiple intelligence idea needs to start as early as possible and be carried out through the early years. Early childhood educators from a district or building need to decide what works for their students and follow some sort of pattern to help all students learn. As time goes by, my hope is that all early childhood educators will give choices to their students and allow their students to share what they have known in different ways, rather than the whole class doing the same assessment. I feel this would truly benefit all students presenting and listening to the projects or assignments.

Thomas Hoerr (1992, p.68) made this statement: “Sometimes looking into a classroom is a bit like looking into a beehive: the uninformed visitor might see lots of

bees moving in many directions with no apparent logic, but the beekeeper knows what each bee is doing and how an activity fits within the overall pattern.” This sums it up. Early childhood educators need to observe the whole child and implement what activities will create the most learning for that child.

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TABLE 1

Characteristics of the Seven Multiple Intelligences from Nelson, 1995, p.27&29

MULTIPLE INTELLIGENCES

Intelligence Area	Definition	Child is Strong In:	Child Likes To:	Child Learns Best Through:	Famous Examples	Common Misbehaviors
Verbal/ Linguistic	Involves ease with reading and writing skills, and sensitivity to the order, and rhythm of words.	Reading, writing, telling stories, memorizing dates, thinking in words	Read, write, tell stories, talk, memorize, do word puzzles	Reading, hearing, and seeing words; speaking, writing, and discussions	T.S. Elliot, Maya Angelou, Abraham Lincoln	Passing notes, reading during a lesson
Logical/ Mathematical	Involves the ability to be deeply aware of inner feelings, intentions, and goals	Math, reasoning, logic, problem solving, patterns	Solve problems, question, reason, use computers, experiment	Working with patterns and relationships, classifying, abstract thinking	Albert Einstein, John Dewey, Susanne Langer	Working on math or building things during a lesson
Visual/ Spatial	Involves the ability to create visual-spatial representations mentally or concretely	Reading maps, charts, drawing, puzzles, imagining, and visualization	Design, draw, build, create, daydream, look at pictures	Working with pictures and colors, drawing, and visualizing	Pablo Picasso, Bobby Fisher, Frank Wright	Doodling, drawing, or daydreaming

Intelligence Area	Definition	Child is Strong In:	Child Likes To:	Child Learns Best Through	Famous Examples	Common Misbehaviors
Bodily/ Kinesthetic	Involves using the body to solve problems, create products and convey ideas and emotions	Athletics, dancing, acting, crafts, using tools	Plays sports, dance, move around, touch and talk, body language	Touching, moving, processing knowledge through bodily sensations	Charlie Chaplin, Michael Jordan, Martha Graham	Fidgeting, wondering around the room
Musical/ Rhythmic	Includes sensitivity to pitch, timbre, and rhythm of sounds, and responsiveness to music	Singing, picking up sounds, remembering melodies, and rhythms	Sing, hum, play and instrument, listen to music	Rhythm, melody, singing, listening to music and melodies	Leonard Bernstein, Mozart, Ella Fitzgerald	Tapping pencil or feet
Interpersonal/ Social	Refers to the ability to work effectively with others; to understand them; and to notice their goals and intentions	Understanding people, leading, organizing, communicating, resolve conflict	Have friends, talk to people, join groups	Sharing, comparing, relating, interviewing, cooperating	Mother Teresa, Ronald Reagan, Mohandas Gandhi	Talking or passing notes
Intrapersonal/ Introspective	Involves the ability to be aware of inner feelings, goals, and intentions.	Understanding self, recognizing strengths and weaknesses	Work alone, reflect, pursue interest	Work alone, self-paced, projects, reflecting	Eleanor Roosevelt, Thomas Merton	Conflicting with others

# Multiple Intelligences Early Childhood Curriculum

## PHILOSOPHY

Our program provides opportunities for children to be themselves, to develop a positive self-concept, to sense their own worth, and to develop a love of learning.

### We Believe That:

1. Each child develops at his or her own pace and needs to mature before certain kinds of learning can be meaningful.
2. Children will learn readily when they are developmentally ready and are given freedom and security.
3. Children acquire knowledge about their world through interaction with objects and people.
4. Children need time to be involved in learning through hands-on experiences with materials and the environment.
5. Children need time and space to experience, apply, and appreciate activities.
6. Children are motivated by a desire to make sense out of their world.
7. The child should be free to make choices, to explore, to experiment, to discover, and to grow.
8. The responsibility of the teacher is to provide the tools for learning with a balance of suitable activities and stimulating activities.
9. The teacher will guide the children to ask questions, to find answers, and to solve problems.
10. The teacher will be a good role model, who will enjoy learning with the children and encourage freedom with responsibility.

## **OBJECTIVES**

1. The students will use a variety of problem solving skills.
2. The students will learn communication skills.
3. The students will be introduced to mathematical concepts. (graphing, patterning, number recognition, etc.)
4. The students will be introduced to science concepts and observation skills. (estimating, predicting, etc.)
5. The students will be introduced to the alphabet.
6. The students will work on fine motor development.
7. The students will be given opportunities for writing, listening to books and looking at books.
8. The students will learn questioning skills.
9. The students will learn listening skills.
10. The students will learn social skills.

## DEVELOPING CENTERS

When I set up the centers in my classroom, each center's emphasis comes from one of Gardner's seven intelligences. I first look at the resources available to me and what units I am going to be working on. I then decide what materials should be allowed in each center. I have found that you do not want to over stock your centers. I have found it much better to gradually add and take things away from centers. The children are then able to focus much more easily on the task at hand.

When using centers, each center is set up as a shape. Example: the writing center is the triangle. Each student has a card with three shapes from each center. (See sample card on next page) Each child marks off the shape of the center they have been to. They need to mark off all of the shapes on their card before getting a new one. If they decide to go to one center three days in a row, they may not go back to that center until their card is completely filled.

The students need practice on how the centers work. You can not expect them to understand immediately. At the beginning of the school year center time is shorter. I gradually add more time as the students understand the process and they are able to become much more involved and can complete many of their projects.

I have found centers to be very beneficial and are a great management tool. The students are excited about what they are doing and I am able to observe and work with small groups of children at one time.

### CENTER RULES

1. Students may not leave their center and go to another.
2. The cards are shuffled to see who has the first pick.
3. Students must stay at their center until center time is over.
4. Students may work independently or with groups within their own center.
5. Every student is responsible for helping to clean up their center.

## CENTERS

### 1. Writing Center

The writing center is designed for the linguistic learner. The center provides a opportunity for students to use a variety of writing materials. Students can write about things they have learned or work on something of their interest.

### 2. Exploratory Center

This center is designed for the logical-mathematical learner. This center provides opportunities for estimating, predicting, and recording information. Students are able to use a number of resources to decide on their final product.

### 3. Art Center

This center is designed for the spatial learner. Students are able to use a variety of resources to create their own art work. The are allowed to use their imagination to create a beautiful product.

### 4. Block Center

This center is designed for the bodily-kinesthetic learner. This is a hands on center. There are a number of different kinds of blocks available for the students to use. The students are allowed to build and produce their own design.

### 5. Music Center

This center is designed for the musical learner. The students are allowed to listen to music, move to the music, and play with some musical instruments. This gives children the opportunity to learn a beat and make their own music.



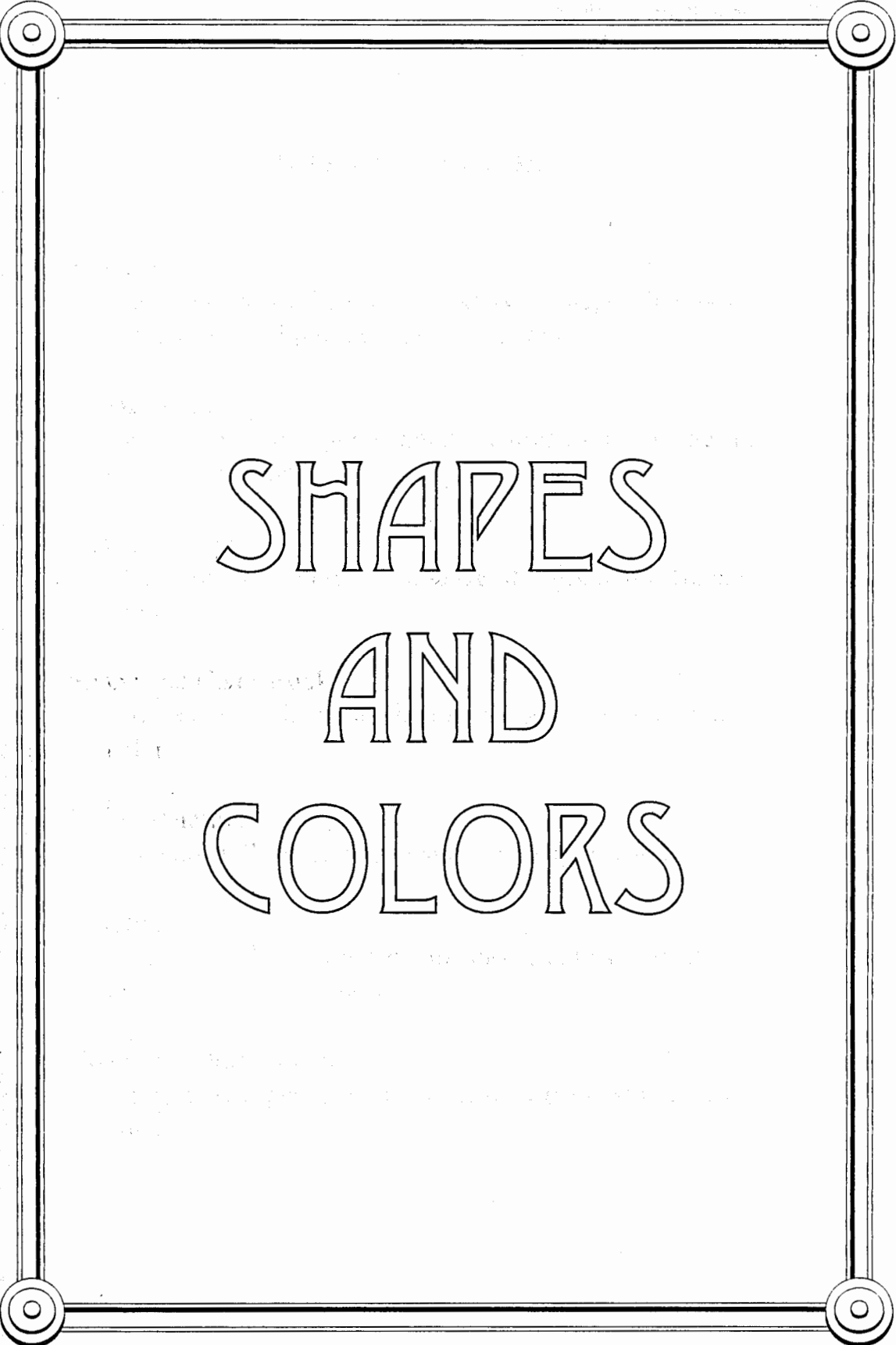
## 6. House Keeping Center

This center is designed for the interpersonal learner. The students play together and decide what role each person is going to play for the day.

## 7. Library Center

This center is designed for the intrapersonal learner. The students are given the opportunity to look at books and read to themselves. Many students read from looking at the pictures and tell their own story.

In some centers the materials or goals may change. Students may have something directly related to a unit we are working on. Each center may also have multiple uses, but I have designed a center that will benefit every student and his/her learning. The next pages will explain how I developed these centers.



SHAPES  
AND  
COLORS

## SHAPES AND COLORS

### 1. Shape Mobile

The students will be given a variety of shapes that they will cut out and put together as a mobile.

### 2. Sponge Painting

The students will sponge paint pictures using sponges in the form of shapes.

### 3. Shape Collage

The students will create a collage of objects of different shapes.

### 4. Shape and Color Book

The students will create their own book of shapes and colors.

### 5. Finger Painting

Students will finger paint using a variety of colors.

### 6. Coloring

Students will be given time to color pictures of their own or use a color sheet.

### 7. Color and Shape Memory

Students will play a game of memory using shapes and colors.

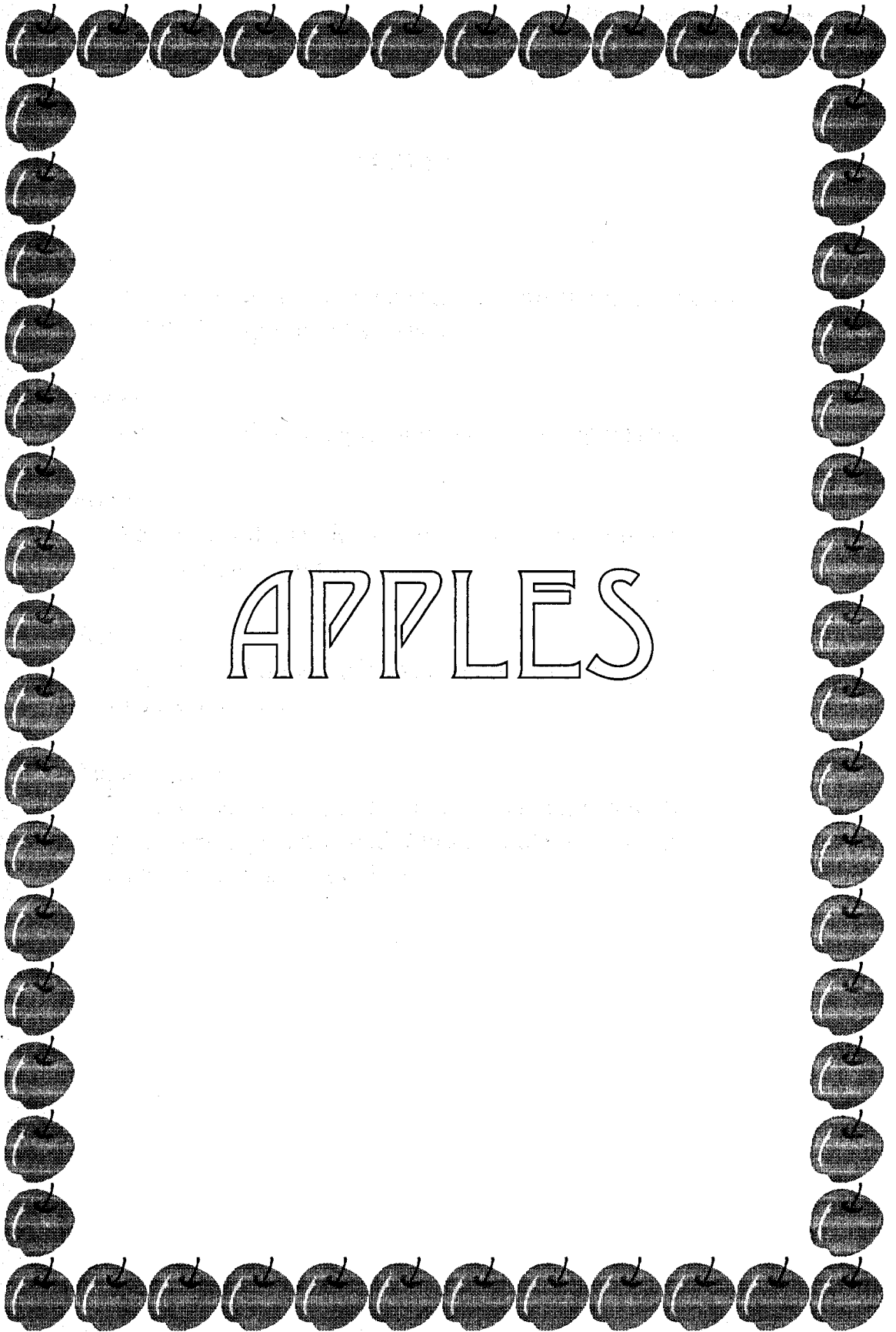
## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - color and shape book
  - reading of a story
  - coloring
  
2. Logical-Mathematical Learner
  - color and shape memory
  
3. Spatial Learner
  - shape mobile
  - shape collage
  - color and shape memory
  
4. Bodily-Kinesthetic Learner
  - sponge painting
  - finger painting
  
5. Musical Learner
  - listening to music while working
  - doing fingerplays and other songs throughout the day
  
6. Interpersonal Learner
  - color and shape memory
  
7. Intrapersonal Learner
  - shape mobile
  - sponge painting
  - shape collage
  - coloring
  - finger painting
  - shape and color book

## **SHAPES AND COLORS HELPFUL BOOKS AND VIDEOS**

1. Colors and Shapes (Coronet/Centron) 1990 Video, 13 min
2. Purple, Green and Yellow by Robert Munsch
3. Who Said Red? by Mary Serfozo
4. A Color Of His Own by Leo Lionni
5. Seven Blind Mice by Ed Young
6. Planting A Rainbow by Lois Ehlert
7. Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.
8. There's A Square by Mary Serfozo
9. Color by Ann Jonas
10. Red Is Best by Kathy Stinson



# APPLES

## APPLES

### 1. Graphing

Students will taste red, yellow, and green apples and we will then graph their favorite one.

### 2. Cooking

Students will peel apples and then make applesauce.

### 3. Prints

We will cut the apples so they make a star and then use paint to make prints.

### 4. Field Trip

We will take a field trip to an apple farm or a place to make apple cider.

### 5. Apple People

Have students cut out the shape of an apple and then give them legs, arms and a face. Fold the arms and legs as accordion arms and legs.

## ANALYSIS

### Activities Designed For Each Learner

1. Linguistic Learner
  - reading of a story
2. Logical-Mathematical Learner
  - graphing
3. Spatial Learner
  - graphing
  - prints
  - apple people
4. Bodily-Kinesthetic Learner
  - cooking
  - field trip
  - apple people
  - prints
5. Musical Learner
  - music played while working
  - doing fingerplays and other songs throughout the day
6. Interpersonal Learner
  - graphing
  - cooking
  - field trip
7. Intrapersonal Learner
  - apple people
  - prints



## **APPLES**

### **HELPFUL BOOKS AND VIDEOS**

1. Apples and Pumpkins by Anne Rockwell
2. Picking Apples and Pumpkins by Amy and Richard Hutchings
3. The Seasons of Arnold's Apple Tree by Gail Gibbons
4. Apple Picking Time by Michele Benoit Slawson
5. Johnny Appleseed by Steven Kellogg
6. Crab Apple by Bob Reese
7. Story of Johnny Appleseed by B. Appel



FARM

## **FARM**

**1. Field Trip**

Take a field trip to visit farm.

**2. Cook**

Make bacon and eggs out of almond bark, pretzels and yellow M&M's.

**3. Grain and Seed Collage**

Give students corn, oats, wheat etc. from a farm and have them create a collage.

**4. Mobile**

Have students cut and color farm animals and then have them put together a mobile.

**5. Sponge Painting**

Have students sponge paint pictures using animal prints.

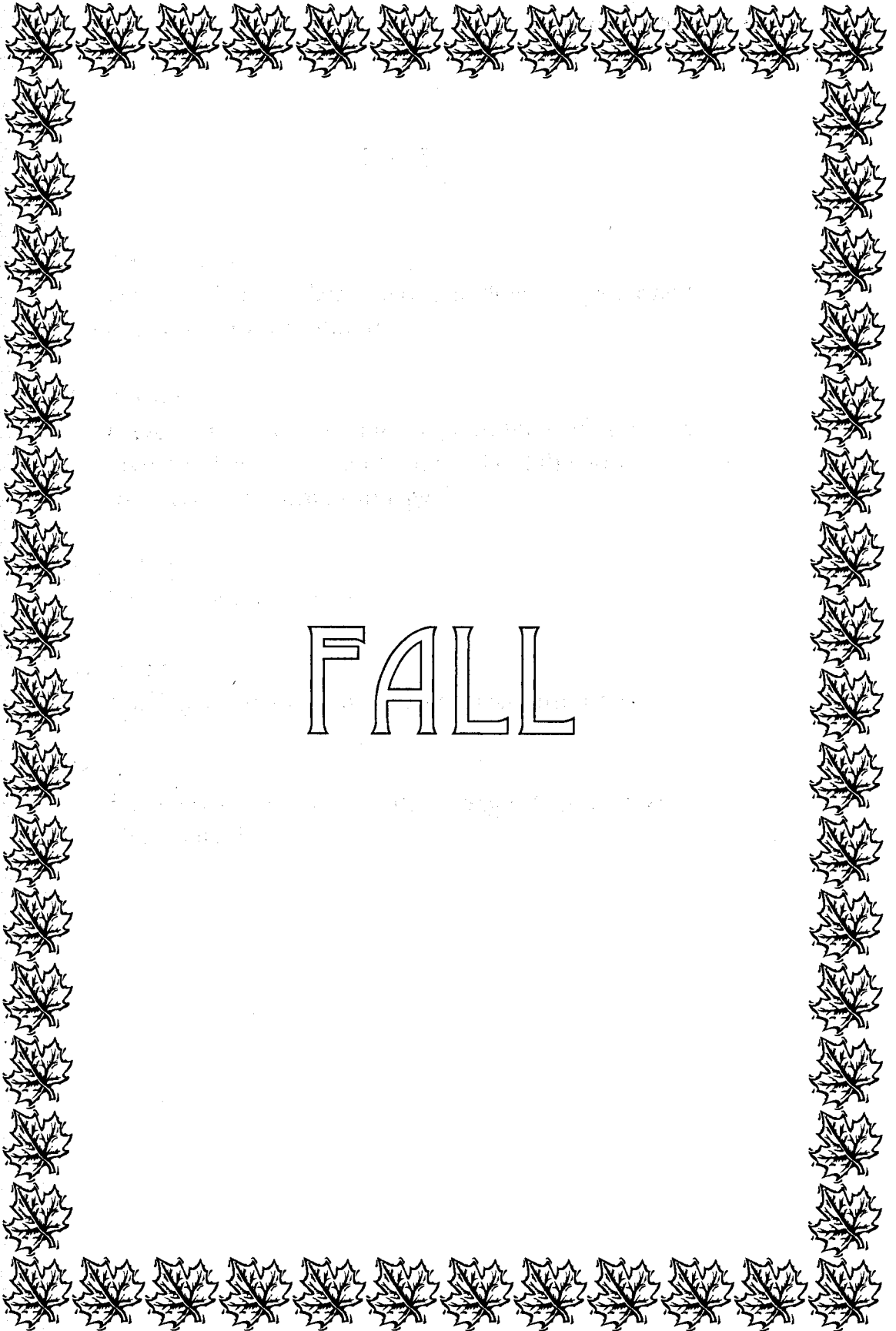
## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - listening to a story
2. Logical-Mathematical Learner
  - sorting the grain
3. Spatial Learner
  - grain and seed collage
  - mobile
  - sponge painting
4. Bodily-Kinesthetic Learner
  - field trip
  - sponge painting
  - grain and seed collage
  - mobile
  - cooking
5. Musical Learner
  - listening to music while working
  - doing fingerplays and other songs throughout the day
6. Interpersonal Learner
  - field trip
  - cooking
7. Intrapersonal Learner
  - grain and seed collage
  - mobile
  - sponge painting

## **FARM HELPFUL BOOKS AND VIDEO**

1. Life on the Farm (Lucerne) 1988 Video, 15 min.
2. Trip to the Farm (Churchhill Films) 1987 Video, 14 min.
3. Animals on the Farm (National Geographic Society) 1992 Video, 15 min.
4. Farm Animals by Elizabeth Elias Kaufman
5. Wake Up! Wake Up! by Brian and Rebecca Wildsmith
6. Inside A Barn In The Country by Alyssa Satin Capucilli
7. Big Red Barn by Margaret Wise Brown
8. Night Is Coming by W. Nikola-Lisa
9. Cock-A-Doodle Dudley by Bill Peet
10. Farming by Gail Gibbons
11. Farmer Duck by Martin Waddell



FALL

## FALL

### 1. Leaf Rubbings

Have students collect leaves and then use paper and crayons to make rubbings.

### 2. Leaf Man

Have children cut out the shape of the leaf and then give him legs, arms, and a face. Fold the arms and legs like accordion arms and legs.

### 3. Field Trip

Visit a pumpkin farm.

### 4. Scarecrow

Make a scarecrow using actual straw from a farm.

### 5. Walk

Take a walk and discuss the changes that are taking place outside.

## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
2. Logical-Mathematical Learner
  - leaf rubbings
3. Spatial Learner
  - leaf man
4. Bodily-Kinesthetic Learner
  - leaf rubbings
  - leaf man
  - field trip
  - scarecrow
  - walk
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
6. Interpersonal Learner
  - field trip
  - walk
7. Intrapersonal
  - leaf rubbings
  - leaf man
  - scarecrow



## **FALL HELPFUL BOOKS AND VIDEO**

1. Autumn (Coronet/Centron) 1980 Video, 11 min.
2. Changing Seasons (Encyclopedia Britannica) 1981 Video, 12 min.
3. Fall Brings Changes (Churchhill) 1991 Video, 12 min.
4. Fall Is Here (International Film Bureau) 1967 Video, 9 min.
5. The Biggest Pumpkin Ever by Steven Kroll
6. Fresh Fall Leaves by Betsy Franco
7. Pumpkin Pumpkin by Jeanne Titherington
8. Amy Loves The Wind by Julia Hoban
9. Autumn Days by Ann Schweniger
10. Nuts To You by Lois Ehlert
11. It's Pumpkin Time by Zoe Hall



# BEARS

## **BEARS**

### **1. Graphing**

Have students bring their teddy bears to school and graph the similarities and differences.

### **2. Re-telling**

Retell the story of Goldilocks and the Three Bears.

### **3. Lacing**

After reading the story Cordoroy, have the students lace bears out of index paper shaped bears. (Have dots and paper punchers to allow students to punch the holes to lace.)

### **4. Writing**

Read the story of We're Going On a Bear Hunt. After reading have the students pick an animal and go on that hunt rewriting the story.

### **5. Matching**

Have students make a book matching the number on the honey jar and putting that number of bees swarming around the honey jar.

## ANALYSIS

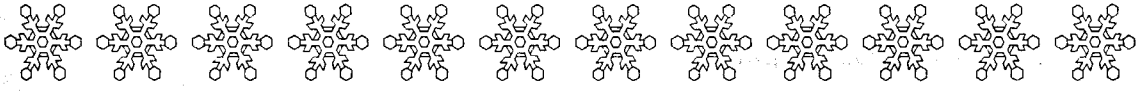
### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
  - retelling
  - writing
  - matching
  
2. Logical- Mathematical Learner
  - matching
  - graphing
  
3. Spatial Learner
  - graphing
  
4. Bodily-Kinesthetic Learner
  - lacing
  
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
  
6. Interpersonal Learner
  - graphing
  - retelling
  
7. Intrapersonal Learner
  - lacing
  - writing
  - matching

## **BEARS**

### **HELPFUL BOOKS AND VIDEOS**

1. Corduroy (Weston Woods) 1984 Video, 16 min.
2. Old Bear by Jane Hissey
3. Little Polar Bear by Hans de Beer
4. How Teddy Bears Are Made? by Ann Morris
5. Skyfire by Frank Asch
6. Bear's Bargain by Frank Asch
7. Happy Birthday Moon by Frank Asch
8. Mooncake by Frank Asch
9. Moongame by Frank Asch
10. Moondance by Frank Asch
11. Bear Shadow by Frank Asch
12. Corduroy by Don Freeman
13. A Pocket For Corduroy by Don Freeman



# WINTER



## WINTER/MITTENS

1. Matching

Have students play a memory game matching the two mittens that are the same.

2. Snowflakes

Have students make their own snowflakes to hang in the room to make our room look like a winter storm.

3. Snowmen

Have students make their own snowmen using cottonballs and other resources.

4. Graphing

Graph the types of hats that the students are wearing to school.

5. Snowball Target

Make a target outside and have children take turns throwing snowballs at the target. When finished come inside to make hot chocolate.

## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
  
2. Logical-Mathematical Learner
  - graphing
  - matching
  
3. Spatial Learner
  - graphing
  - snowflakes
  - snowmen
  
4. Bodily-Kinesthetic Learner
  - snowball target
  
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
  
6. Interpersonal Learner
  - matching
  - graphing
  - snowball target
  
7. Intrapersonal Learner
  - snowflakes
  - snowmen



## **WINTER HELPFUL BOOKS AND VIDEOS**

1. Children in the Winter (Encyclopedia Britannica) 1986 Video, 13 min.
2. A Winter Day by Douglas Florian
3. White Snow Bright Snow by Alvin Tresselt
4. Winter Rabbit by Patrick Yee
5. Geraldine's Big Snow by Holly Keller
6. Sadie and The Snowman by Allen Morgan
7. Thomas' Snowsuit by Robert Munsch
8. The Mitten by Jan Brett
9. The Wild Toboggan Ride by Suzan Reid
10. The Snowy Day by Ezra Jack Keats
11. Amy Loves The Snow by Julia Hobin
12. Froggy Gets Dressed by Jonathan London
13. Do Like Kyla by Angela Johnson



HALLOWEEN

## **HALLOWEEN**

1. **Egg Carton Spiders**  
Have children use egg cartons and pipe cleaners to make their own spider.
2. **Carve a Pumpkin**  
Have children design a face and vote on which one to use when carving the pumpkin.
3. **Cooking**  
Before carving pumpkins estimate how many seeds will be in the pumpkin and then count and roast the pumpkin seeds.
4. **Large Spider**  
Using newspaper and large black garbage bags, make a large classroom spider.
5. **Parade**  
Have students wear their costumes to school and have a parade open to the public.

## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
2. Logical-Mathematical Learner
  - carve a pumpkin
  - cooking
3. Spatial Learner
  - carve a pumpkin
  - egg carton spiders
  - large spider
4. Bodily-Kinesthetic Learner
  - parade
  - cooking
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
6. Interpersonal Learner
  - carve a pumpkin
  - cooking
  - large spider
  - parade
7. Intrapersonal Learner
  - egg carton spiders

## **HALLOWEEN HELPFUL BOOKS AND VIDEOS**

1. Ghost With The Halloween Hiccups (Coronet/Centron)  
1985 Video, 7 min.
2. Ghost With The Halloween Hiccups by Stephen Mooser
3. Trick or Treat Little Critter by Gina and Mercer Mayer
4. Bernstain Bears Trick or Treat by Stan and Jan Bernstain
5. Clifford's First Halloween by Norman Bridwell
6. Dragon's Halloween by Dav Pilkey
7. I Love Spiders by John Parker
8. Gus The Friendly Ghost by Jane Thayer
9. How Spider Saved Halloween by Robert Kraus
10. It's Halloween by Jack Prelutsky



# THANKSGIVING

## THANKSGIVING

1. Hand Turkey

Have students trace their hands to make a turkey.

2. Turkey Shapes

Cut out a number of shapes of different sizes and have the children put them together anyway they can to make a turkey.

3. Popcorn Collage

Pop popcorn and using dried tempera paint, cover the popcorn and have the students create a collage.

4. Turkey Waddle

Have the students act like turkeys and call out different movements for them to do while acting like turkeys.

5. Feast

Prepare a Thanksgiving feast. Have the students help prepare the meal, make the decorations, make costumes and invitations for our meal.

## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
2. Logical-Mathematical Learner
  - turkey shapes
  - feast
3. Spatial Learner
  - hand turkey
  - popcorn collage
  - feast
4. Bodily-Kinesthetic Learner
  - turkey waddle
  - feast
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
6. Interpersonal Learner
  - turkey waddle
  - feast
7. Intrapersonal Learner
  - hand turkey
  - turkey shapes
  - popcorn collage



## THANKSGIVING HELPFUL BOOKS AND VIDEOS

1. The First Thanksgiving (Bair Film) 1991 Video, 20 min.
2. A Turkey For Thanksgiving by Eve Bunting
3. Dinosaur Thanksgiving by Liza Donnelly
4. Clifford's Thanksgiving Visit by Norman Bridwell
5. 'Twas The Night Before Thanksgiving by Dav Pilkey
6. Friendship's First Thanksgiving by William Accorsi
7. The Thanksgiving Story by Lou Rogers
8. Thanksgiving Day by Gail Gibbons
9. First Thanksgiving Feast by Joan Anderson
10. Thanksgiving by L. Wyndham



FAIRY  
TALES

## FAIRY TALES

### 1. Cook

Make Hansel and Gretels candy house using candy, crackers, frosting, etc.

### 2. Fairy Tale Land

Turn the classroom into fairy tale land. Get large cardboard boxes and have the students turn them into the homes from the fairy tales. This will take a number of days.

### 3. Re-telling

Allow the students to retell the story using props, costumes, etc.

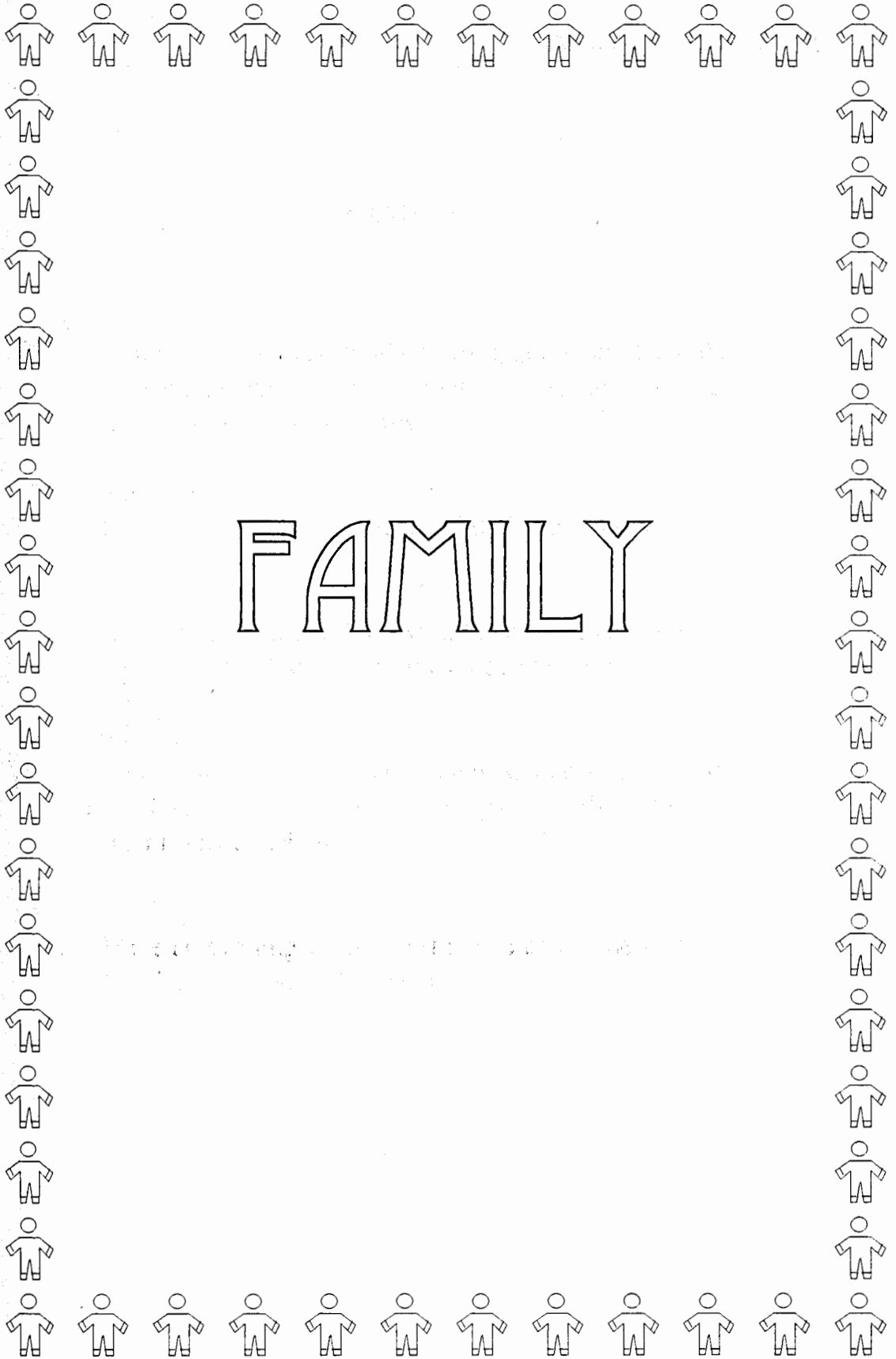
## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
  - retelling
  
2. Logical-Mathematical Learner
  - fairy tale land
  
3. Spatial Learner
  - fairy tale land
  
4. Bodily-Kinesthetic Learner
  - fairy tale land
  - cooking
  
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
  
6. Interpersonal
  - cooking
  - fairy tale land
  - retelling
  
7. Intrapersonal
  - having free choice to look at fairy tale books

## **FAIRY TALES HELPFUL BOOKS AND VIDEOS**

1. Three Billy Goats Gruff (Weston Woods) 1991 Video, 6 min.
2. The Ugly Duckling (Weston Woods) 1975 Video, 15 min.
3. The Three Little Javelinas by Susan Lowell
4. The Three Little Pigs by James Marshall
5. The True Story Of The Three Little Pigs by Jon Scieszka
6. Hansel and Gretel by James Marshall
7. Red Riding Hood by James Marshall
8. Goldilocks and the Three Bears by James Marshall
9. Three Little Wolves and the Big Bad Pig by Eugene Travizas
10. Somebody and the Three Blairs by Marilyn Tolhurst



# FAMILY

## **FAMILY**

### **1. Quilt**

Using paper towels, food coloring, and water have the students tie dye a square to make a classroom quilt to represent our school family.

### **2. Family Tree**

Have students draw pictures of their families.

### **3. Collage**

Using magazines and drawing have students make a collage of the family activities they like to do.

### **4. Family Activity**

Pick an activity you would like to send home with your students. Have them work on it as a family and return the project to school.

### **5. Family Night**

Have an evening when the students can come with their families for a potluck supper.

## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
2. Logical-Mathematical Learner
  - quilt
3. Spatial Learner
  - quilt
  - collage
4. Bodily-Kinesthetic Learner
  - family tree
  - quilt
  - family activity
5. Musical Learner
  - listening to music while working
  - fingerplays and other activities
6. Interpersonal Learner
  - quilt
  - family activity
  - family night
7. Intrapersonal
  - family tree
  - collage



## **FAMILY HELPFUL BOOKS AND VIDEOS**

1. Families (Churchhill Films) 1989 Video, 9 min.
2. Mama, Do You Love Me? (Story Time Associates) 1993 Video, 13 min.
3. When I am Old With You by Angela Johnson
4. On Mother's Lap by Ann Herbert Scott
5. Love You Forever by Robert Munsch
6. Clifford's Family by Norman Bridwell
7. Bernstain Bears Weekend at Grandma's by Stan and Jan Bernstain
8. Brothers and Sisters by Ellen B. Senise
9. The Quilt Story by Tony Johnston
10. Planting A Rainbow by Lois Ehlert
11. Guess How Much I Love You by Sam McBratney



# SPRING

## SPRING

1. Planting

Plant flowers and have the children be responsible to taking care of them.

2. Kites

Make paper kites and then have a day when children can bring kites to school and actually fly them.

3. Butterflies

Make butterflies out of clothes pins and coffee filters.

4. Collage

Have students collect objects that represent spring and make a collage out of them.

5. Nature Walk

Take students on a walk to observe and discuss the changes that are taking place.

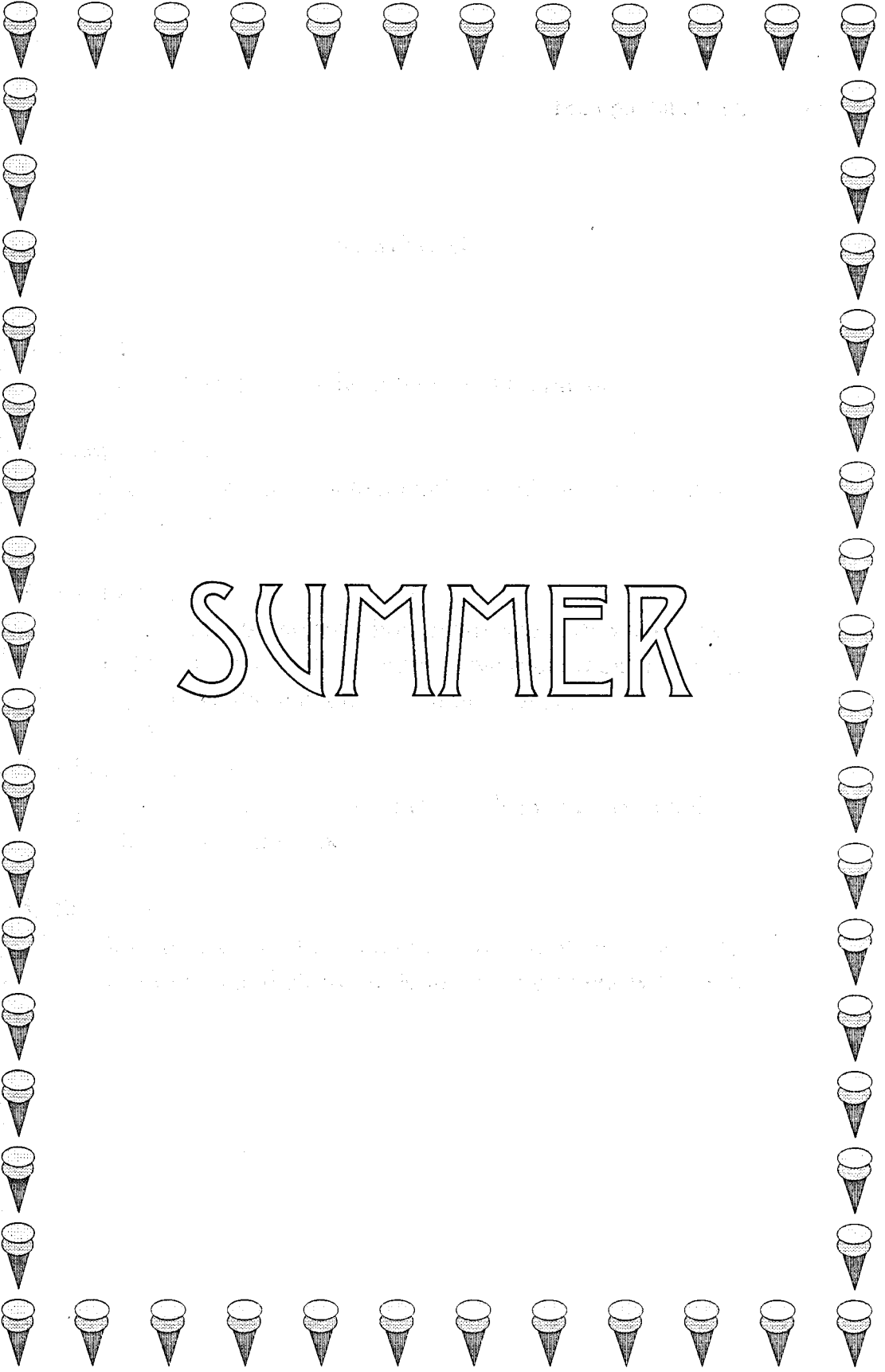
## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
2. Logical-Mathematical Learner
  - planting
3. Spatial Learner
  - butterflies
  - collage
4. Bodily-Kinesthetic Learner
  - kites
  - nature walk
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
6. Interpersonal Learner
  - nature walk
  - kites
7. Intrapersonal Learner
  - planting
  - kites
  - butterflies
  - collage

## **SPRING HELPFUL BOOKS AND VIDEOS**

1. Spring (Coronet/Centron) 1980 Video, 11 min.
2. Winnie Discovers The Seasons (Walt Disney Films) 1982 Video, 8 min.
3. Have You Seen The Trees by Joanne Oppenheim
4. The Storm Book by Charlotte Zolotow
5. The Lamb And The Butterfly by Arnold Sundgaard
6. The Tiny Seed by Eric Carle
7. Clifford And The Big Storm by Norman Bridwell
8. The Very Hungry Catepillar by Eric Carle
9. I'm A Seed by Jean Marzollo
10. Wet World by Norma Simon



# SUMMER

## **SUMMER**

**1. Picnic**

On the last day of school have a class picnic.

**2. Parachute Play**

Use the large parachute and play outdoor games using the parachute.

**3. Estimating**

Have students estimate how many seeds they will have in their piece of watermelon. Give them their piece and have them count the number of seeds.

**4. Chalk Drawings**

Allow students to go outside and draw pictures on the sidewalks with chalk.

**5. Sandbox**

Have a place to put a sandbox either in your classroom or outdoors and allow students to experiment with sand

## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
2. Logical-Mathematical Learner
  - estimating
3. Spatial Learner
  - chalk drawings
4. Bodily-Kinesthetic Learner
  - chalk drawings
  - parachute play
  - sandbox
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
6. Interpersonal Learner
  - picnic
  - parachute play
  - sandbox
7. Intrapersonal Learner
  - estimating
  - chalk drawing
  - sandbox



## **SUMMER HELPFUL BOOKS AND VIDEOS**

1. Summer (Coronet/Centron) 1980 Video, 11 min.
2. Children In Spring And Summer (Encyclopedia Britannica) 1986 Video, 15 min.
3. Amy Loves The Sun by Julia Hobin
4. July by James Stevenson
5. When Summer Ends by Susi Fowler



# SENSES

## **SENSES**

### **1. Tasting**

Have students taste different foods and graph the sour, sweet, etc.

### **2. Feely Box**

Have a box that students can put their hands in to try and guess what is in the box.

### **3. Blind for a Day**

Blind fold children and have others give them directions on how to get around the room.

### **4. Deaf for a Day**

Have a portion of the day where the communication must be something other than vocal.

### **5. Smelling**

Blind fold children and have them smell different items and see if they can tell using their sense of smell.

## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
  
2. Logical-Mathematical Learner
  - tasting
  - feely box
  - blind for a day
  - deaf for a day
  - smelling
  
3. Spatial Learner
  - blind for a day
  
4. Bodily-Kinesthetic Learner
  - tasting
  - feely box
  - blind for a day
  - deaf for a day
  - smelling
  
5. Musical Learner
  - listening to music while working
  - fingerplays and other activities throughout the day
  
6. Interpersonal Learner
  - blind for a day
  - deaf for a day
  
7. Intrapersonal Learner
  - tasting and smelling
  - feely box

## **SENSES**

### **HELPFUL BOOKS AND VIDEOS**

1. Health: Your Sense And Their Care (AIMS) 1984 Video, 8 min.
2. How Does It Feel by B. Clure
3. Tasting Party by Jane Moncure
4. Body Detectives: A Book About Your Five Senses  
by Rita Golden Gelman
5. My Five Senses by Alik
6. Smelling by Kathie Smith
7. Tasting by Kathie Smith
8. The Touch Book by Jane Moncure
9. Seeing by Kathie Smith
10. Touching by Kathie Smith



HEALTH

## **HEALTH**

### **1. Field Trip**

Take the students to a local hospital.

### **2. Food Pyramid**

Make a food pyramid and have the students cut out pictures or bring in labels to put on the correct spot of the food pyramid.

### **3. Paper Plate Meal**

Have students take a paper plate and magazine. Have the students cut out pictures of food that would make a healthy meal.

### **4. Sorting**

Have children sort food into the correct food groups.

### **5. Cooking**

Have the students help to make a fruit salad.

## ANALYSIS

### Activities Designed for Each Learner

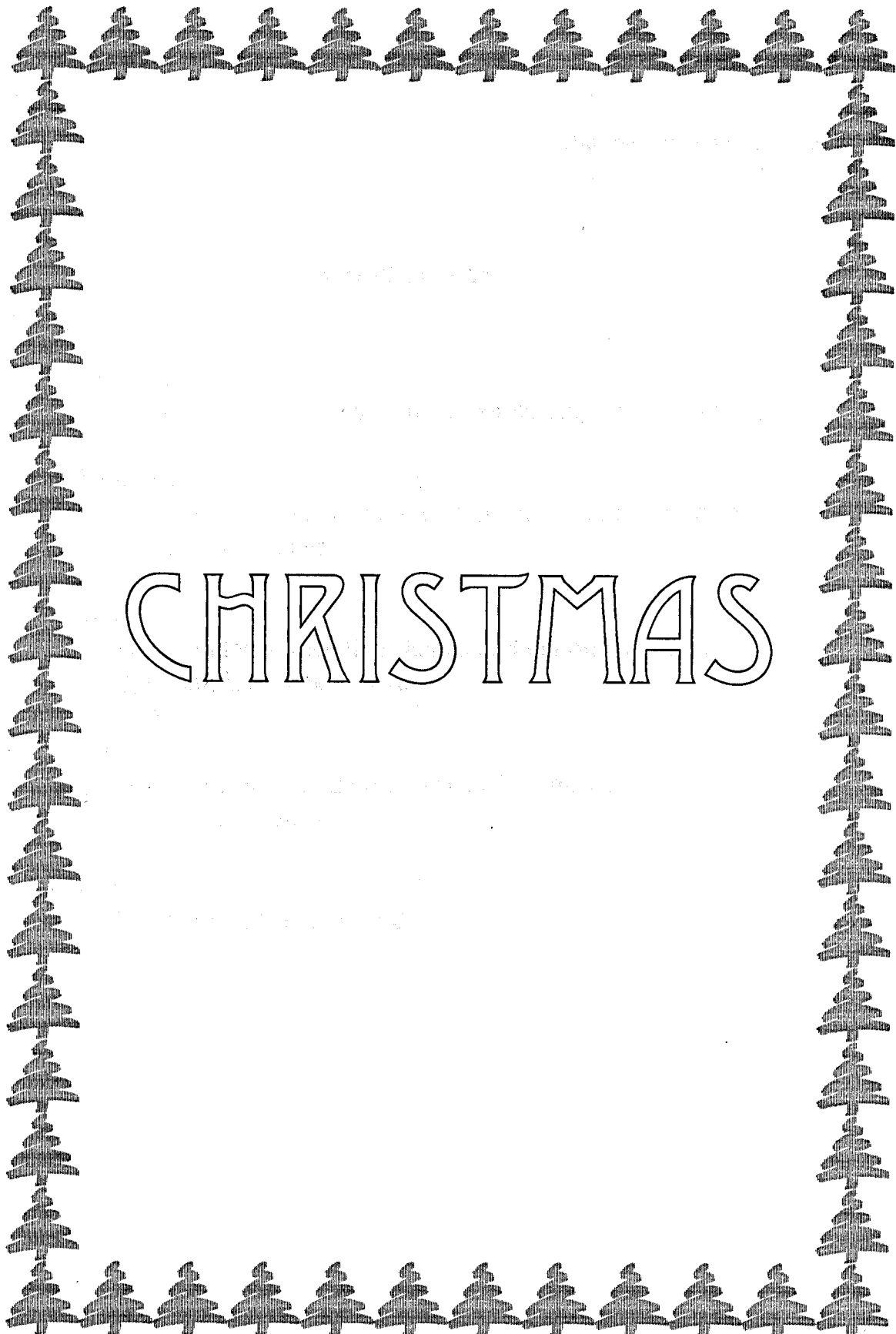
1. Linguistic Learner
  - reading of a story
2. Logical Mathematical Learner
  - food pyramid
  - paper plate meal
  - sorting
3. Spatial Learner
  - food pyramid
  - paper plate meal
4. Bodily-Kinesthetic Learner
  - cooking
  - paper plate meal
  - field trip
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
6. Interpersonal Learner
  - field trip
  - cooking
7. Intrapersonal Learner
  - food pyramid
  - paper plate meal
  - sorting



## **HEALTH**

### **HELPFUL BOOKS AND VIDEOS**

1. Busy Bodies ( Stanton Films) 1992 Video, 11 min.
2. The Hospital ( The Encyclopedia Britannica) 1989 Video, 10 min.
3. Why Exercise ( Walt Disney Films) 1984 Video, 11 min.
4. Body Battles by Rita Golden Gelman
5. A Book About Your Skeleton by Ruth Belov Gross
6. The Skeleton Inside You by Philip Balestrino
7. Just Going To The Dentist by Mercer Mayer
8. The Crocodile And The Dentist by Taro Gomi
9. I Can Be A Doctor by Rebecca Hankin
10. Hippo Jogs For Health by Richard Hefter
11. Two Eyes, A Nose, And A Mouth by Roberta Grobel Intrater



# CHRISTMAS

## CHRISTMAS

### 1. Cooking

Have the students make and decorate gingerbread boys.

### 2. Patterning

Have students make chain patterns using red and green construction paper.

### 3. Wreath

Have students trace their hands and cut out enough of their hands to make a wreath.

### 4. Cards

Have students design their own Christmas cards for family and friends.

### 5. Candles

Have students make candles.

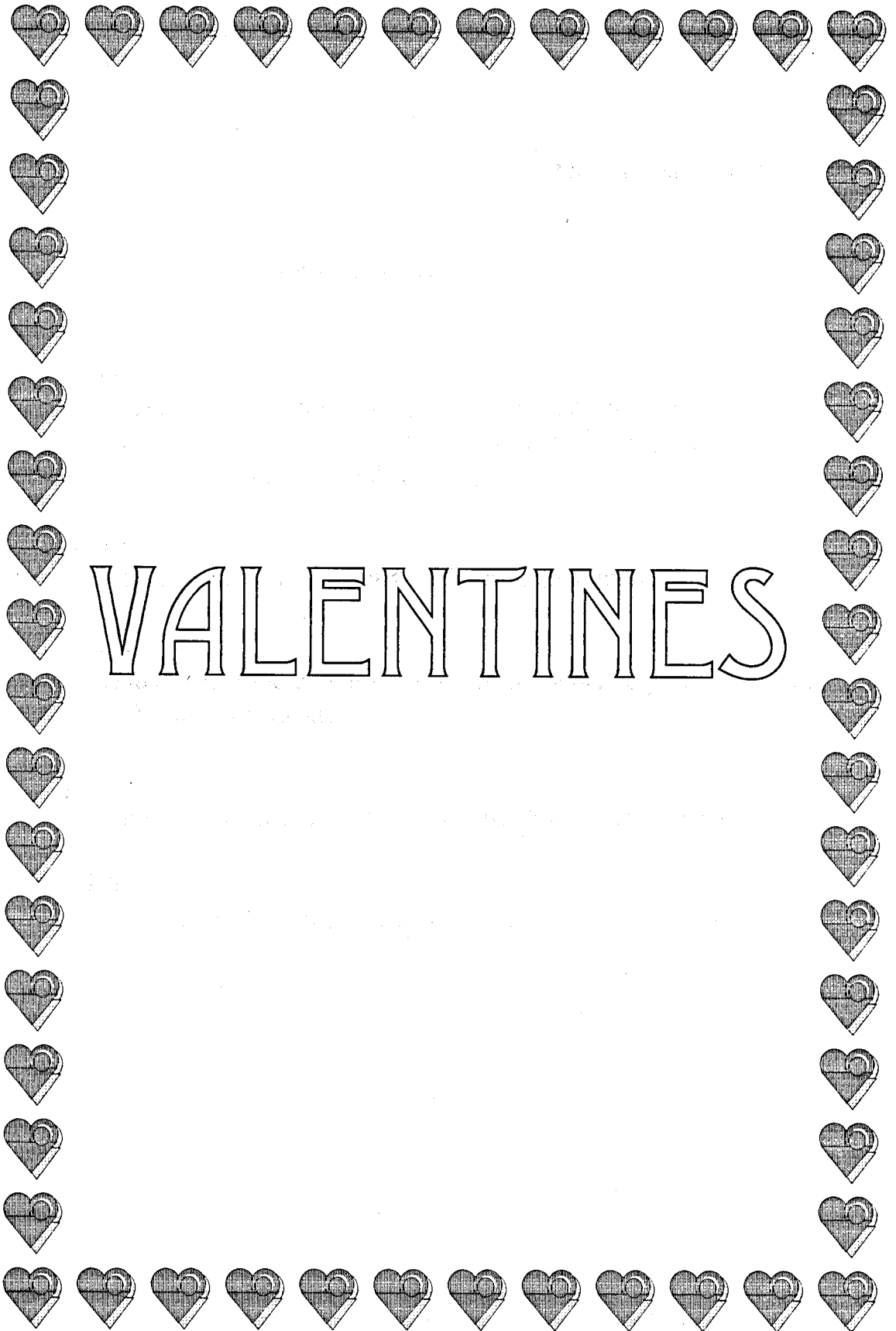
## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
  - cards
2. Logical-Mathematical Learner
  - patterning
3. Spatial Learner
  - candles
  - wreath
  - cards
4. Bodily-Kinesthetic Learner
  - cards
  - wreath
  - candles
  - cooking
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
6. Interpersonal Learner
  - cooking
  - candles
7. Intrapersonal Learner
  - patterning
  - wreath
  - cards

## **CHRISTMAS HELPFUL BOOKS AND VIDEOS**

1. Max's Christmas (Weston Woods) 1988 Video, 5 min.
2. The Christmas Star by Marcus Pfister
3. Precious Moments of Christmas by Debbie Wiersma
4. The Twelve Days of Christmas by David Delamare
5. Bernstain Bears Meet Santa by Stan and Jan Bernstain
6. Clifford's Christmas by Norman Bridwell
7. Clifford's First Christmas by Norman Bridwell
8. The First Night by B.G. Hennessy
9. Polar Express by Chris Van Allsburg
10. The Jolly Christmas Postman by Allan and Janet Ahlberg



VALENTINES

## VALENTINE'S DAY

### 1. Valentine Person

Have students cut out the shape of a heart and make arms, legs, and a face. Have the arms and legs folded like accordion arms and legs.

### 2. Cards

Have students make valentine's for their families.

### 3. Cooking

Make valentine cookies. Have the students help mix, roll, cut out and frost cookies.

### 4. Mailboxes

Have students design their own mailboxes for their valentine's.

### 5. Field Trip

Visit the post office to see how letters are actually mailed.

## ANALYSIS

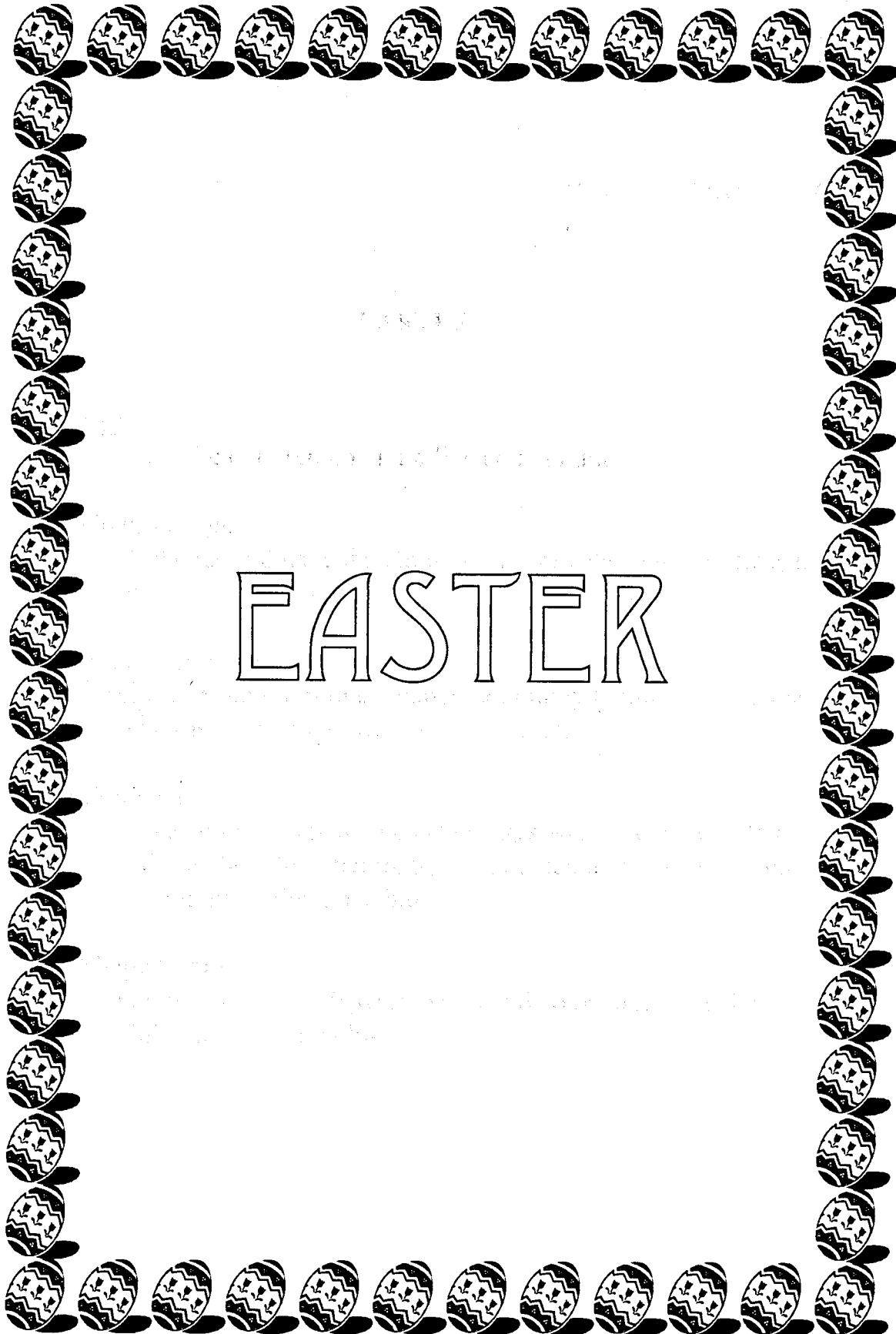
### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
  - cards
2. Logical-Mathematical Learner
  - mailboxes
3. Spatial Learner
  - valentine person
  - mailboxes
  - cards
4. Bodily-Kinesthetic Learner
  - field trip
  - cooking
  - valentine person
  - cards
  - mailboxes
5. Musical Learner
  - listening to music while working
  - fingerplays and other activities throughout the day
6. Interpersonal Learner
  - cooking
  - field trip
7. Intrapersonal Learner
  - valentine person
  - mailboxes and cards



## **VALENTINE'S DAY HELPFUL BOOKS AND VIDEOS**

1. Valentine Cats by Jean Marzollo
2. The Boy Who Hated Valentines Day by Sally Wittman
3. Will You Be My Valentine? by Steven Kroll
4. One Zillion Valentines by Frank Modell
5. Bee My Valentine by Miriam Cohen
6. Valentine Mystery by Joan Nixon
7. Valentine Foxes by Clyde Watson
8. Valentine For Dragon by Shirley Murphy
9. Louanne Pig In The Mystery Valentine by Nancy Carlson



# EASTER

## **EASTER**

1. **Egg Hunt**  
Have the children go on an Easter egg hunt.
2. **Coloring Egg**  
Boil eggs and have the children decorate the eggs for the egg hunt.
3. **Paper Bag Bunnies**  
Have the children make paper bag bunny puppets. Have the patterns for them to trace, cut, and color.
4. **Chickens**  
Have an incubator with chicken eggs and have the children estimate how long before they will hatch and watch for changes leading up to them hatching.
5. **Shape Rabbit**  
Cut out shapes of different sizes and colors and have the children create a rabbit.

## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
2. Logical-Mathematical Learner
  - egg hunt
  - chickens
  - coloring eggs
3. Spatial Learner
  - shape rabbit
  - coloring eggs
4. Bodily-Kinesthetic Learner
  - egg hunt
  - coloring eggs
  - paper bag bunnies
  - shape rabbit
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
6. Interpersonal Learner
  - egg hunt
  - coloring eggs
  - shape rabbit
7. Intrapersonal Learner
  - chickens
  - paper bag bunnies

## **EASTER HELPFUL BOOKS AND VIDEOS**

1. The Easter Story by Brian Wildsmith
2. Great Big Especially Beautiful Easter Egg by James Stevenson
3. Petook An Easter Story by Caryll Houslander
4. Hello House by Linda Hayward
5. Hopper by Marcus Pfister
6. The Tale Of Two Trees by Angela Elwell Hunt
7. The Easter Bunny That Over Slept by Priscilla Friedrich
8. Silly Tilly And The Easter Bunny by Lillian Hoban
9. Max's Chocolate Chicken by Rosemary Wells



# ANIMALS

## **ANIMALS**

### **1. Matching**

Have the students play a matching game matching the mother animal to the baby animal.

### **2. Field Trip**

Visit a pet shop.

### **3. Habitat**

Have students place the animals in their natural habitat. Have pictures of animal homes and the animals for them to place in them.

### **4. Movement**

Have children pretend they are different animals and have them move like they were that particular animal.

### **5. Class Pet**

Get a class pet for students to take turns having responsibilities for.

## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
2. Logical-Mathematical Learner
  - habitat
  - matching
3. Spatial Learner
  - matching
4. Bodily-Kinesthetic Learner
  - field trip
  - movement
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
6. Interpersonal Learner
  - field trip
  - movement
  - matching
7. Intrapersonal Learner
  - class pet
  - habitat



## **ANIMALS HELPFUL BOOKS AND VIDEOS**

1. How Animals Get Ready For Winter (Coronet/Centron)  
1991 Video, 11 min.
2. Animals A to Z ( National Geographic) 1988 Video, 15 min.
3. Squirrels by Brain Wildsmith
4. The Foolish Tortise by Richard Bruckley
5. Fish is Fish by Leo Lionni
6. Pigs by Robert Munsch
7. Baby Animals by Joanne Mattern
8. Owl Babies by Martin Waddell
9. No Dodos by Amanda Wallwork
10. The Baby Zoo by Bruce McMillan



# SAFETY

## **SAFETY**

1. **Field Trip**  
Visit a fire station.
2. **Traffic Lights**  
Make traffic lights and explain colors. Also, take children to a crosswalk and practice using the signals to cross.
3. **Address and Phone Numbers**  
Work with students on learning phone numbers and addresses.
4. **Bike Safety**  
Have a bike safety representative come in and discuss the importance of helmets and other safety measures.
5. **Fire Escape**  
Have students take home a paper and discuss with their parents a safe exit in case of a fire and map out this exit.

## ANALYSIS

### Activities Designed for Each Learner

1. Linguistic Learner
  - reading of a story
  - address and phone numbers
  - bike safety
2. Logical-Mathematical Learner
  - traffic light
3. Spatial Learner
  - fire escape
4. Bodily-Kinesthetic Learner
  - field trip
  - traffic lights
5. Musical Learner
  - listening to music while working
  - fingerplays and other songs throughout the day
6. Interpersonal Learner
  - field trip
  - bike safety
  - fire escape
7. Intrapersonal Learner
  - address and phone number
  - traffic lights

## **SAFETY**

### **HELPFUL BOOKS AND VIDEOS**

1. The Fire Station ( National Geographic Society) 1990 Video, 12 min.
2. Playground Fun ( Coronet/Centron) 1989 Video, 19 min.
3. Sound The Alarm Fire Fighters At Work (Rainbow Education Film) 1994 Video, 15 min.
4. Clifford The Firehouse Dog by Norman Bridwell
5. Emergency by Gail Gibbons
6. Kids To The Rescue by Maribeth Boelts
7. The Fireman by Paul Whitty
8. I Can Be A Fire Fighter by Rebecca Hankin
9. Fire Station Book by Nancy Bundt
10. Fire Trucks by Hope Marston

## REFLECTION

Deciding to write an Early Childhood curriculum was an easy and wonderful decision. When I started teaching, there was no written curriculum for preschool. Everything I did, and continue to do, comes from finding my own references and using my own ideas. I decided that having a written curriculum would be a much quicker reference to enhance my teaching.

I decided to evaluate my teaching through my students. I use many observation techniques and allow students to have one on one time with me. By observing my students I gain insight on their feelings about what we are doing. I am also able to see their strengths and weaknesses. The students enjoy the one on one time with me. They feel privileged. They are very honest about their feelings and what we are doing.

Having centers in my classroom allow individual students to be creative and expand their talents. This is a great time to have the one on one conferences and to work with students in small groups. I have also found this to be a great management tool.

Writing this curriculum and incorporating Gardner's seven intelligences has made me take a closer look at my own teaching. Meeting the needs of all my students is not easy. In preschool the students are still experimenting and learning for themselves what works best for them. I have to give them as many opportunities as possible for them to make that decision. I need to continue to work on incorporating Gardner's seven intelligences, but writing this curriculum has made me work harder at doing that.

I am looking forward to having this as a quick and easy reference. I am hoping it will also be useful to others who would be interested. I hope to continue to add to this curriculum as I try new ideas with my students.