

Spring 1995

## **A Bilingual Developmentally Appropriate Preschool Program**

Margarita Clara Lopez

Follow this and additional works at: [https://digitalcommons.cwu.edu/graduate\\_projects](https://digitalcommons.cwu.edu/graduate_projects)



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), [Early Childhood Education Commons](#), and the [Educational Assessment, Evaluation, and Research Commons](#)

---

A BILINGUAL DEVELOPMENTALLY APPROPRIATE  
PRESCHOOL PROGRAM

---

A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

---

By  
Margarita Clara Lopez  
Spring 1995

## ABSTRACT

### A BILINGUAL DEVELOPMENTALLY APPROPRIATE PRESCHOOL SUMMER PROGRAM

by

Margarita C. Lopez

Spring 1995

Developmental and learning theories of the twentieth century have influenced the role of the preschool programs in public education. The debate over what is appropriate curriculum for young children is nation wide. The need to have a bilingual summer program that is appropriate to young children in the Granger School District was studied. The result was to design and develop a bilingual summer program that would fit the needs of the preschool aged children. The bilingual summer program was piloted in the Granger, Washington School District.

## TABLE OF CONTENTS

CHAPTER I:	Introduction	1
	Purpose of the Project	4
	Significance of the Project	4
	Definitions of Terms	5
CHAPTER II:	Review of Related Literature	8
	Introduction	8
	Language and Cognitive Development	8
	Characteristics of At-Risk Children	15
	Developmentally Appropriate Practices	17
	Importance of Play	21
	Assessment	23
	Need for Parent Involvement	25
	Summary	26
CHAPTER III:	Procedures of the Project	29
	Need for the Project	29
	Developing Support for the Project	30
	Implementation of the Bilingual Developmentally Appropriate Preschool Summer Program in the Granger School District	31
	Procedures	32

CHAPTER IV:	Project Report	33
	Purpose of the Summer Program	33
	Goals of the Summer Program	33
	Design of the Summer Program	34
	Results of the Pilot Program	35
	Assessment of the Summer Program	36
CHAPTER V:	Summary, Conclusions, and Recommendations	37
	Summary	37
	Conclusions	37
	Recommendations	38
BIBLIOGRAPHY		39
APPENDIX A:	The project	
APPENDIX B:	Teacher Self Assessment	

## CHAPTER 1

### INTRODUCTION

All parents want their children to get the best possible start in education in this era that the experts call the 'information age.' An increasing number of parents want their children to be ready for school and they want this to happen when their children are 3 and 4 years old.

Parents and taxpayers are looking to the public schools to make this happen. Demands are also being placed on public school education to prepare these young children for a society that will require critical thinkers and problem solvers (Educating Americans for the 21st Century, 1983).

We have to ask if the nation's public schools are ready and able today to provide high-quality early childhood education for every child coming through their doors. More particularly, are the schools prepared to introduce children to the world of education with an effective, appropriate, high-quality preschool program? Is the public also aware that over the next decade or two, language-minority children will become the majority in our public schools? Statistics also show the increase in the number, diversity, and needs of disadvantaged preschool-aged children entering the educational system. This change poses obstacles to achieving the first National Educational Goal that all children be ready for school by the year 2000, according to a new report from the U.S. General Accounting Office. From 1980 to 1990, the number of poor preschool-aged children increased

28 percent - from 1.1 to 1.4 million - compared with an increase among all preschool-aged children of only 16 percent.

Poor, and near-poor preschool-aged children are more likely than non-poor children to be in at-risk categories. To be successful in school, these children may require services that may not currently be provided, such as language or family support services.

As preschool programs are introduced into the public schools, several major issues of concern and debate have been identified. One of these is curriculum design. In a position statement by the National Association for the Education of Young Children (NAEYC), the following is stated:

Curriculum issues are of particular concern to early childhood educators in light of the increasingly wide-spread demand for use of inappropriate formal teaching techniques for young children, over-emphasis of achievement of narrowly defined academic skills, and increased reliance on psychometric tests to determine enrollment and retention in programs (pg. 2).

Some experts support an academic focus which emphasizes a teacher-directed, academic, and skills-oriented curriculum (Hillerich, Manning, Olilla & Samuels as cited in Wilson & Thrower, 1985). Other experts support a child-centered focus which emphasizes a focus on the child's physical, social, emotional and cognitive development (Bredenkamp, 1987).

Another burning issue, especially among educators, is whether the education that is being provided to young children is developmentally

appropriate. NAEYC also states:

NAEYC believes that major determinant of the quality of an early childhood program is the degree to which the program is developmentally appropriate (pg. 2).

Recently in the United States, multicultural and bilingual education have also been of major importance for parents as well as educators. There is an understanding that the child's first language and culture are primary components of the child's identity and must be supported. Much of the research of the recent years (Krashen, 1983; Cummins, 1989) confirms the importance of retaining the native language (first language) of a child. The home language is the main "tie" to the culture and heritage of the family. Research also indicates that a child may acquire a second language in ways which are similar to those through which their first language has been acquired (Krashen, 1983). Also, children do not have to lose their native language in order to gain their second language (Spolsky, 1989).

Since most children come into schools with a variety of language skills, customs, cultural traditions, emotional and social problems, and strengths, the educator must investigate the research concerning preschool education and how young children learn in order to develop sound curricula.

In their pursuit of appropriate sound curriculum design, educators have many areas of concern. It is this author's opinion that the utmost concern should be oral language development since this forms a foundation for all learning (Wilson & Thrower, 1985). The desire to communicate is



the genesis of language use. Humans use language in order to become fully participating members of a group. Language is learned to fulfill needs, and to get things accomplished. Language is inspired by and developed through social interaction, including listening, watching and actively participating.

Oral language development may be emphasized throughout the day and within all activities in which preschoolers engage. The educator is instrumental in creating an environment conducive to meaningful oral language growth based upon a strong conceptual understanding of its importance (Kostelnick, 1992).

#### PURPOSE OF THE PROJECT

The purpose of this project is to develop a curriculum that is developmentally appropriate for at-risk preschoolers ages four and five years old, to be utilized during summer school. The curriculum would focus on oral language development in English and Spanish, and preparation for the children to enter into the public school kindergarten.

#### SIGNIFICANCE OF THE PROJECT

In preschool settings, most schools do a reasonably good job of providing stimulating and appropriate environments for young children. But once children are of kindergarten age, the question is asked if they are "ready" for kindergarten. Rather than asking whether or not they are ready for school, the question should be asked what type of school environment is

most appropriate for them. Too often, the readiness argument is used to mask inappropriate curriculums and expectations (Hitz & Wright, 1988).

Another problem with readiness is the assumption that there is some agreed-upon level of development of skills necessary before a child can benefit from educational services in kindergarten.

Using readiness as criterion for kindergarten entry inappropriately places responsibility on children to be ready for school rather than for the schools to be ready for children. The focus of this project, then, is to have a curriculum that is meant to ease the transition from child-centered to teacher-directed instruction, as the children move from an Early Childhood and Assistance Program (ECEAP) preschool to the public school kindergarten.

#### DEFINITION OF TERMS

The following terms with particular significance to this project have been used to clarify meaning for the reader. Most of the terms have been defined by researchers in the field and have been appropriately cited. Where there were insufficient definitions to clarify the intent of this paper, the author defined the terms.

At-risk children - Those whose school achievement and/or social behavior is negatively and seriously affected by educational, family, societal or personal problems (Bredekamp & Shepard, 1989).

Bilingual Program - a program of instruction, designed for children of limited English proficiency, which provides English language instruction, and instruction in the child's native language. Such instruction shall incorporate the cultural heritage of these children and of other children in American society (Public Law 100-297 Sec. 7003. Definitions: Regulations, 4A, 1988).

Developmentally Appropriate - refers to offering content, materials and methodologies that are commensurate with the child's level of development and for which the child is ready (Kostelnick, 1992).

Early Childhood Educational and Assistance Program (ECEAP) - a Washington state funded program that provides low-income four-year-old children with a comprehensive preschool experience which pays particular attention to their developmental, health, and nutritional needs, involves their parents, and responds to their family needs.

Imaginative play - The use of imagining and pretending as creative tools all children are endowed with in order to investigate the world around them which enable children to develop abstract thinking, creativity, flexibility, the ability to communicate and the ability to get along better with their peers (Beaty, 1991).

Limited English Proficient (LEP) - individuals who come from environments where a language other than English is dominant, or where a language other than English has had a significant impact on their level of English language proficiency (Public Law 100-297 Sec. 7003. Definitions: Regulations,

4A, 1988).

Native Language - the first language or home of a child; the language used to communicate with family members and friends and the "tie" to the culture and heritage of the family.

Preschooler - a child enrolled in an educational program preceding the kindergarten year at a center-based school whose chronological age is four to five years old.

CHAPTER II  
REVIEW OF RELATED LITERATURE  
INTRODUCTION

The review of research and literature summarized in the following chapter has been organized to address:

- I. Language and Cognitive Development
- II. Characteristics of At-risk Children
- III. Developmentally Appropriate Practices
- IV. Importance of Play
- V. Assessment
- VI. Need for Parent Involvement
- VII. Summary

Research and literature current primarily within the past fifteen years were identified through an Educational Resources Information Centers (ERIC), Current Journals in Education, and card catalog search.

LANGUAGE AND COGNITIVE DEVELOPMENT

Current research and writing are challenging and stretching the traditional approaches to educational and teaching practices, especially regarding human intelligence, the ability to learn, and how effective, efficient learning occurs. The following are three foundational principles that are critical to embrace when developing a successful educational program for children and their families.

1. Everyone can learn.
2. Everyone can learn to be intelligent.
3. Everyone can learn more efficiently (Hine, 1993; McDowell,1994).

Reuven Feuerstein, an Israeli psychologist and educator, has worked with children survivors from concentration camps, mentally retarded children and children labeled “untrainable” for the past several decades. Through his work and studies, he has developed his theory of the “Modifiability of Intelligence”. He successfully demonstrates how through instrumental enrichment, intelligence can be modified, expanded, and developed.

In his book, Don't Accept Me As I Am: Helping “Retarded” People to Excel he clearly links the importance of how teachers (mediators) impact the quality of learning and therefore the potential intelligence of each student (as cited in Hine, 1993).

Many early childhood experts use Howard Gardner’s view of the complex notion of intelligence as a foundation for setting up learning environments for children. Gardner, a Harvard University psychologist, suggests that there are seven “frames of mind”, or kinds of human intelligence:

1. Linguistic (language ability)
2. Musical (the earliest talent to emerge)
3. Logical-mathematical (ability to manipulate, order and assess quantity and quality)

4. Spatial (capacity to perceive visual world, change perceptions, recreate aspects of what one sees without its being in view)
5. Body-kinesthetic (ability to control body motions and handle objects)
6. Intrapersonal (understanding self, access to own feelings and range of emotions)
7. Interpersonal (social understanding) (Gardner, 1983).

Current studies and research suggest that there are several learning theories that educators have used or currently use in teaching.

Jean Piaget's Theory of Cognitive Development relies on maturational and environmental factors. It sets out a sequence of cognitive stages that are governed by heredity, which affects learning by how the body is structured biologically, and instinctively. These stages are also directly influenced by environmental experiences the person may have (Ginsberg, 1969).

The Maturation Theory, of which Arnold Gesell is a proponent, holds that much growth is genetically determined at conception. Maturation determines the sequence of development at approximate ages and also states that the growth is uneven and the sequence is the same for all children around the world (Gordon, 1989).

Erick Erickson's Theory of Human Development, proposes eight stages of psychosocial development through which each person passes; each stage from previous ones. His theory is an expansion and refinement of Freud's

Theory of Development (Gordon, 1989).

Behaviorist Theory describes the notion that a child is born with a clean mental slate and life events are imprinted on the brain which in turn causes all important behavior. Several theorists of behaviorism are: John Watson, Edward Thorndike and B.F. Skinner among others (Gordon, 1989).

Abraham Maslow, in the area of Humanistic Theory, asserts that every human being is motivated by a number of basic needs. This theory has a place in early childhood because it attempts to explain how people are motivated and what needs must be met before others can be addressed (Maslow, 1954).

The extent to which a person develops an intellectual capacity is very much dependent on the extent of language acquisition and utilization. Many early childhood programs have preschoolers that are coming into the educational world knowing little or no English. As educators discover more and more about the role of language development of children, the rationale for bilingual education become stronger and stronger. Dr. José A. Cardenas, editor and Executive Director of the Intercultural Development Research Association (IDRA) newsletter, states "not only can we prevent academic retardation and negative self concepts through the use of native language instruction, the whole future capability for learning can be effectively enhanced" (Cardenas, 1984).

Humans are differentiated from animals by their very complex brain and their capacity to learn language. "Language development requires social



interaction but language in humans is possible only because we have evolved with specialized neural mechanisms that subserve language. These include special areas in the brain, such as Broca's area, Wernicke's area and the arcuate fasciculus" (Gleason, 1989). As Gleason states, children acquire the basic components of their native language in their first years of life and they perfect their knowledge and acquire new skills as they grow and learn to use language in all of their social interactions (1989).

Virtually all children, without formal language instruction, master the structure of at least one language system as they interact with peers and older people in many different contexts (Lindfors, 1987). Lindfors uses the term "creative construction" to characterize the active process in which a child engages in figuring out how language works, how meanings and expressions relate (1987).

In order to develop language skills needed for school success young children need more than just play. Language is developed through meaningful interactions with peers as well as with adults for young children to have language skills needed for school success (Wong Fillmore, 1976).

Much of the research of recent years (Wong Fillmore, 1986; Cummins, 1986) confirms the importance of retaining the native language of a child while they are learning/acquiring a second language.

There are many theories on how language is learned and/or acquired in a classroom environment. Steven Krashen's natural order hypothesis

points to "some rather striking similarities between first language (L1) and second language (L2) acquisition orders which, if valid, may add credence to the argument that there are many parallels in cognitive strategies" (Richard-Amato, 1988). Krashen also distinguishes between two different linguistic systems: acquisition and learning (Krashen, 1983). He believes that acquisition is subconscious and learning is conscious. His theory includes the important value of comprehensible input for the second language learner. The outside world can supply more input but the classroom can supply input so that the children can understand the language used outside. Ideally, this should happen in three ways: by supplying input so that students progress in language acquisition, so that the children understand 'real' language to at least some extent, and by making the children conversationally competent--that is, "by giving the children tools to manage conversations despite a less than perfect competence in the second language" (Krashen, 1983).

Professor James Cummins introduced the term "common underlying proficiency" to describe the large body of literacy skills and thinking strategies which, once mastered in the native language, provide a sound basis for rapid acquisition of similar skills in a second, or any number of other languages (Cummins, 1986). He contends that vital language skills and thinking processes can be most efficiently acquired in the native language, then applied to English, because language learning occurs holistically and builds on previous cognitive gain (1986).

Asher hypothesizes that language -- either native or second -- is acquired "in a particular sequence and in a particular mode" and this is synchronized to the biological system of a person (Asher, 1986).

There are many variables that might affect the process of second language acquisition. As Lessow-Hurley suggests, second language may not resemble first language in every stage because of prior knowledge and cognitive maturity of the learners (Lessow-Hurley, 1990). He also suggests that the process of second language acquisition "involves an integration of psychological, social, and linguistic factors (1990).

Lessow provides a summary of basic research on bilingualism and contends that this research provides strong support for the value and justification of native (primary) language instruction. It is justifiable because:

- \* concepts and skills learned in one language transfer to another
- \* primary language development facilitates second language acquisition
- \* proficiency in two languages has positive effects on achievement
- \* primary language instruction enhances self-concept (Lessow, 1990).

Spolsky believes that there are many conditions under which languages are learned that need to be met and these conditions need to be taken into account when proposing a model for language teaching. The conditions for second language learning of any kind fall into several

clusters: 1) second language learning takes place in a social context, 2) the conditions of the learner; capability, previous knowledge and experience, and 3) the linguistic outcomes of second language learning (what does it mean to know a language and to know how to use it?) (Spolsky, 1989).

Programs should allow for a wide variety of experiences and activities that are personally and culturally meaningful and relevant to the child, and should also offer an environment where language is encouraged as a means of communication and an aid in learning and making connections between what they know and what they have yet to know (Williams, 1985).

Much of what influenced the growth of bilingual-bicultural programs in many states, were the federal Bilingual Education Act of 1968 and the Bilingual Education Act of 1974 (Teitelbaum, 1977).

The State of Washington has done extensive research and has incorporated into their laws a mandate that requires that schools provide bilingual education, or an alternative instructional program for their students that speak a language other than English (WAC 392-160-010).

#### CHARACTERISTICS OF AT-RISK CHILDREN

In searching for a definition of at-risk or high-risk learners, one is confronted with considerable variation, confusion, and, ultimately, the lack of a tried and true definition (Wilson & Reichmuth, 1985).

“At-risk” children have been defined in different ways in different school systems, but generally at-risk pupils are defined as those whose

school achievement and/or social behavior is negatively and seriously affected by educational, family, societal or personal problems (Bredekamp & Shepard, 1989).

At-risk children have been further described as those who are potentially below average in one or more school subjects, inattentive and/or disruptive in the classroom, or described as learning disabled, mentally deficient, or emotionally disturbed (Charlesworth, 1989).

More specifically, various researchers have defined at-risk children as:

- Children who do not learn to read by the end of first grade (Boehniein, 1987).
- Children who enter school with skills far behind their peers (NAEYC, 1986; Beare & Lynch, 1986).
- Children failing to meet established standards of test performance (Bredekamp & Shepard, 1989).
- Children from low income families (Levin, 1987; Bredekamp & Shepard, 1989).

In what was perhaps the most extensive and thorough synthesis to date of the research on effective programs for at-risk students, Slavin, Karweit, and Madden (1989) discussed and expanded upon the findings of Richardson and her colleagues. Slavin et al., claimed that prevention and early intervention programs were far superior to remedial programs.

## DEVELOPMENTALLY APPROPRIATE PRACTICES

In recent literature and research there seem to be two major, sharply contrasting approaches and philosophies (models) of education for 3- 4- and 5-year-olds, the academic preschool and the so-called “developmentally appropriate” preschool.

There seem to be three major areas of disagreement between the two philosophies. These disagreements center on three questions:

1. How do children most effectively learn at this age?
2. What is most important for children to learn at this age?
3. What are the effects of either, later in the child’s life?

(Greenburg, 1990)

Elkind proposes that the aim of developmental education is to produce thinkers who are creative and critical, and that these skills cannot be taught and learned; rather, they “reflect basic orientations toward the self and the world that can be acquired only when children are actively engaged in constructing and reconstructing their physical, social, and moral worlds (Elkind, 1988).

Another proponent of appropriate education for young children, one who especially strives to be sensitive to individual as well as age differences, believes that “we are driving our young children too hard and thereby depriving them of their most precious commodity - their childhood by providing schooling that emphasizes cognitive academic development only (Zigler, 1987).

Vygotsky suggests that there is a general relation between learning and development and that there are specific features of this relationship. He further explains that there are two levels of development. The first is called 'actual developmental level,' a level which defines functions that have already matured -- that is, the end products of development. The other level is called the 'zone of proximal development,' which defines those functions that have not yet matured but are in the process of maturation (Vygotsky, 1978). He suggest that development lags behind learning which results in areas of proximal development where the developmental processes are not complete but are enhanced as learning continues. As Vygotsky states, "learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's independent developmental achievement" (Vygotsky, 1978).

In a developmentally appropriate program, intellectual learning is fostered; in an academic preschool, intellectual learning is given a priority over social, physical and emotional learning. Developmentally appropriate program people believe strongly that academics need to be included informally in the learning process but "learning is never narrowed to 'mere' academics" (Greenburg, 1990).

It is also important to remember in discussions of program components that there is "...a need for culturally and linguistically diverse

programming, including procedures for meeting the needs of exceptional children" (Bickel, 1991).

In order for a program to be effective there are several questions that Janice Jipson feels need to be discussed:

1. Whose experiences are represented by developmentally appropriate practice?
2. Whose ways of knowing are validated by developmentally appropriate practices? (Jipson, 1991).

Jipson explores how developmentally appropriate practices respond to cultural diversity and how these practices often fail to acknowledge the roles of culture, care taking, interconnectedness, and multiple ways of knowing in the teaching, learning experiences of young children (Jipson, 1991).

Jipson contends that the NAEYC document (Bredekamp, 1987) "reflects a specific culture's notion, that of Euro-American child development and early childhood specialists," and that much of the work on developmental appropriateness neglects to consider cultural and community influences (Jipson, 1991).

It is strongly recommended that in considering a developmentally appropriate program for children we include multi-cultural awareness and practices (Jipson, 1991; Williams, et al, 1985; Koeppel, 1992; Cummins, 1986).

In the first edition of the NAEYC document, which is widely used,



multicultural and multilingual issues are not discussed, NAEYC states, in fact, that the major determinant of program quality is the degree to which the program is developmentally appropriate. A two-part definition, by NAEYC of developmental appropriateness follows:

Age appropriateness. Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development - physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual appropriateness. Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences (Bredekamp, 1986).

The role of preschool teachers as facilitators of learning is to provide a curriculum that will speak to the needs of the preschoolers in various ages and stages. To do this we must "...let the learning environment to do the teaching" (Beaty, 1992).

Recent research and literature and early childhood experts like Connie Hine and Bev Bos suggest that in order to let the learning environment do

the teaching, several basic elements must be addressed and intentionally included in the program to meet the needs of young children: age appropriateness, individual appropriateness, child initiated and child directed learning, teacher supported learning (Hine, 1993; Bos, 1993).

Bos also suggests that there should be a time to talk where "everything teachers do with young children needs to be a conversation," an informal way of individualizing learning (Bos, 1993).

"Young children learn with their whole bodies - by touching, smelling, and tasting as well as by seeing, hearing, and moving in ways that let them discover the possibilities of the object or the event. Adults who teach should present all activities by moving from simple forms to more complex ones, from gross distinctions to finer ones, and from the concrete (real objects) to the abstract (pictures and words)" (Williams, et al, 1985).

In an attempt to address the needs of today's young children there are many considerations to take into account. Many educators regard developmentally appropriate education and "readiness" for school as well defined and articulate while others regard it as extremely delicate and complex, laden with ambiguity. Kagan states "... as our conventions about young children undergo scrutiny, so are concepts of readiness and conventional approaches to its achievement (Kagan, 1992).

#### IMPORTANCE OF PLAY

An essential tool in a well designed language-rich classroom is the

element of play. Play is a multifaceted phenomenon and, as such, is the subject of inquiry in many disciplines including psychology, anthropology, sociology, child development, physical education and education. None of these disciplines has explored the qualities of play in sufficient depth or exactness to develop a complete explanation of play (Gordon, 1993).

For young children, the principal means through which they construct Piaget's three types of knowledge (physical knowledge, logico-mathematical knowledge, and social knowledge) is through playful interaction with objects, activities and people in their environment (Wadsworth, 1989 as cited in Beaty, 1992).

Gordon describes several types of play:

Spontaneous play. The unplanned self-selected activity in which children freely participate. When children are allowed to make choices in a free play situation, children will choose activities that express their individual interests, needs and readiness levels.

Constructive play. During constructive play, the child builds an understanding of physical phenomena - their attributes, how to change them or how they compare to other objects. In short they construct knowledge.

Imaginative play (Sociodramatic play). The informal child-directed play that happens in the playhouse, grocery, etc. sets designed by adults and children. While engaged in "it," children are recreating the world they see around them, trying on roles, and often practicing language and literacy

within the context of play. In such play a child not only gets an inkling of what the world might look like through someone else's eyes, but a child begins to learn something else that is equally important: negotiation (Gordon, 1993).

Gradually, through play, every child learns that there are rules in the world, that rules can be useful, that rules are sometimes fair and sometimes not, and when the rules are not fair, that it is okay to try to convince others of this so that the rules can be changed (Gordon, 1993).

“Play is the key that opens the door to unlimited possibilities for learning. Concrete, hands-on, multisensory, open-ended, meaningful, and relevant experiences foster creative thinking and provide a play-oriented approach to learning. By providing these experiences you can demonstrate that creative problem solving is fun. Empower children to take the natural risks involved in learning and they will venture forth into a world of vast possibilities with joy and curiosity” (Hine, 1993).

## ASSESSMENT

There are many methods of assessing levels of development in preschoolers. Some are good and some are excellent when used by trained experts, but not many are practical for use in the classroom.

NAEYC has issued a position statement against the use of standardized tests to determine readiness for entry into kindergarten or during the early childhood years in school (NAEYC, 1990).

Bickel suggests that leaders in the field need to call for “meaningful assessment practices that will assist with designing instructional plans, such as recorded observations, interviews, behavioral checklists in the area of social competence, work samples when possible, and a clear move away from inappropriate use of standardized instruments” (Bickel, 1991).

Elkind suggest that a portfolio be kept of the developmental assessments of the child that documents the work a child has done over a given period of time (Elkind, 1989).

Janice Beaty recommends a method which is called the 3-M method for observing child interaction with materials: manipulation, mastery and meaning.

Manipulation (exploratory play) - is simple exploration of objects which the child does not understand regarding how they work or what they are used for.

Mastery (practice play) - the child is physically mature enough to manipulate and cognitively mature enough to understand its use and will use objects appropriately.

Meaning - the child uses materials in new and creative ways (Beaty, 1992).

“Children engage in the type of play that matches their level of cognitive development” (Johnson, Christie & Yawkey, 1987 as cited in Beaty, 1992). For an effective observation technique the teacher would simply watch children at work or play and their interactions with

materials in an area and identify their present levels: manipulation, mastery, or meaning. A form is provided to aid in the observation of play (Beaty, 1992). (Appendix A).

### NEED FOR PARENT INVOLVEMENT

Because society is increasingly mobile, parents are often alone as they strike out in the unfamiliar territory of parenthood without much support from extended family. The role of parent is not a static one; parents grow and change as their children do. Recent studies are now showing that parents go through identifiable stages of parental growth similar to the stages of growth that occur as all humans develop (Gordon, 1993).

Because of the variety of needs and challenges facing children and their families in their various stages of development, helping parents with their child-rearing problems is part of the early childhood teacher's role.

A recent national example of the belief that parent involvement is essential for successful early intervention programs, such as Headstart and ECEAP, is found in the 1986 Amendments to the Education of the Handicapped Act (Public Law 99-457) .

The fact that existing laws mandate the involvement of parents in programs for handicapped and at-risk children emphasizes the need to examine which types of parent involvement are beneficial for children and families (White, Taylor & Moss, 1992).

Headstart, a nation-wide federally funded early childhood program and ECEAP, a similar Washington state program, are both founded on the principle of a comprehensive program which not only includes educational, nutritional, medical and dental, social service components but also family well-being and empowerment through the parent involvement component.

In a longitudinal study that ECEAP is currently conducting, it has been found that as ECEAP attempts to assist families by improving their knowledge of community resources, increasing their self-sufficiency, and success in school, positive family outcomes (growth in self-esteem, improvement in family economics and better child/parent/school relationships) in these areas are emerging over time in comparison with unserved families (1993).

### SUMMARY

The purpose of the project is to prepare children for entry into the public school system by providing them with the opportunity to grow and develop in a manner that is appropriate to their development and their interests.

For children to be successful in school, according to the research presented, children need to develop language (native as well as English), motor and social skills.

By understanding more about those processes that language learners share, whether in native or second language, we can be in a better position

to plan classroom experiences that are conducive to language learning and acquisition. Thus the early childhood teacher continues to develop means by which both language and culture are made more accessible to all children.

Also understanding how children best learn allows the early childhood teacher to plan classroom experiences in an environment that allows for hands-on exploration through play and discovery.

A critical part of the process of learning is the involvement of the family in the child's school experience. If a child loses the ability to communicate with parents, extended family and friends, he or she may become alienated, which may cause conflict within the family.

In order to have a good developmentally appropriate program that would serve the ECEAP children in the summer, several guidelines should be in place. First, funding must be established to support the program. Second, appropriately trained personnel must be employed who use sound developmentally appropriate practices. And finally, an appropriate curriculum must be in place which promotes language and cognitive development, understands the importance of play, understands the importance of childhood learning, and understands the role that parents and family play in the education of their children.

The twentieth century has been called "the century of the child." Developmental and learning theories of this century form the cornerstone of our knowledge of children. What we know about how children grow, learn, and adapt to the world around them is critical in the quest for



greater understanding of the children we serve in our educational system.

To offer a quality program based on what has been learned and have a commitment to grow in this knowledge will help early childhood educators fight for our most important resource - our children.

## CHAPTER III

### PROCEDURES OF THE PROJECT

The purpose of this project was to formulate and pilot a developmentally appropriate program for preschoolers going to summer school after a year of ECEAP preschool and before entering a regular public school kindergarten. To accomplish this purpose, research and literature relative to current developmentally appropriate practices, and preschool programs in the State of Washington, specifically in Yakima County were reviewed. The program that was developed was piloted in Granger, Washington, School District during the summer of 1994.

Chapter III contains background information detailing:

1. The Need for the Project
2. Developing Support for the Project
3. Implementation of the Pilot
4. Procedures of the Project

### NEED FOR THE PROJECT

Prior to 1987, regular preschool services in the Granger, Washington School District were very limited. With rising numbers of at-risk young children, Granger schools served the children who qualified in the Special Education Preschool, but this in fact, did not meet the needs of the many children who did not qualify to be served in that program.

In 1987 the assistant superintendent secured monies from the

Department of Community Development of Washington State to open and Early Childhood Education and Assistance Program (ECEAP) preschool which could serve low-income at-risk four year olds. Following similar guidelines as the nationally funded Headstart, the Granger ECEAP preschool opened its doors in January, 1988.

As the Special Education program and the ECEAP program began working together and began the process of integration, many needs arose that were not being met. The most important of these was the need to provide children more time to learn and be ready to enter the regular kindergarten classroom. Of major concern was the fact that upon entering kindergarten, the majority of children regressed due to the fact that the children were not receiving services for almost three and a half months in the summer between program years, and the regular kindergarten classrooms are different from the ECEAP and Special Education classrooms.

These factors, combined with the desire of the early childhood staff to provide a developmentally appropriate summer program for those children was the catalyst for implementing a change and requesting support from the leadership of the Granger, Washington School District.

#### DEVELOPING SUPPORT FOR THE PROJECT

Under the leadership of the ECEAP Director of the Granger School District, the early childhood team of teachers were invited to participate in the design and implementation of the summer school program for ECEAP

preschoolers and Special Education preschoolers during the 1993-1994 school year.

The Special Projects Director of the Granger School District, the Special Education Director, and the Summer School Director prepared budgetary information to fund the program.

Finally, the staff employed for summer school preschool met to gather information about what people would like to see happen with the new program design.

#### IMPLEMENTATION OF THE BILINGUAL DEVELOPMENTALLY APPROPRIATE PRESCHOOL SUMMER PROGRAM IN THE GRANGER SCHOOL DISTRICT

Planning meetings were organized during spring, 1994 to review the proposed curriculum for the summer program. Questions and concerns were addressed dealing with appropriate staffing, rational for such a program and children eligible for the program.

Funding for the program was provided through Chapter I Migrant, Regular Chapter I and funding available from identified special education students under Public Law 94-142 and Public Law 99-457.

Implementation occurred in two separate parts. First, a qualified teacher (this writer) and paraprofessionals with appropriate credentials and experience were hired.

Second, a team of teachers and paraprofessionals was organized to design program goals and curriculum consistent with elements of the

ECEAP and Special Education preschools were incorporated into the summer program.

The bilingual developmentally appropriate program designed and developed as a result of this project was implemented as a pilot project at the Early Childhood Center in the Granger School District during the summer of 1994.

### PROCEDURES

To design and develop the curriculum for the program which was the subject of this study, and an Educational Resources Information Centers (ERIC) computer search was conducted to review current literature and research regarding bilingual and developmentally appropriate programs. Additionally, this writer attended trainings and workshops throughout the 1993-1994 school year to obtain current information on developmentally appropriate curricula.

Finally, this writer also visited and interviewed experienced preschool and kindergarten teachers to obtain their suggestions regarding successful teaching and learning strategies effective for young learners. Materials and ideas were obtained from and informal teacher interviews were conducted in the following school districts: Yakima, Sunnyside, Wapato, Granger and the Early Childhood Specialist in ESD 105.

Chapter IV provides a description of the pilot curriculum used for this summer program developed for use in the Granger School District.

## CHAPTER IV

### PURPOSE OF THE SUMMER PROGRAM

The ultimate purpose of the summer program for preschool children in Granger goes beyond enabling educationally at-risk children to enter the public school system. It is also to give the children a better chance of succeeding in kindergarten, or even in the first few years of elementary school. The goal of the summer program is to assist children and their families to succeed in the long range. It also seeks to enhance the capacities of families to participate in the education of their children.

### GOALS OF THE SUMMER PROGRAM

The model of this program is designed to enhance social skills, cognitive development, self-esteem, gross and fine motor development, language skills, and to provide a motivation toward learning for the young children participating in the program.

The goals of this program are:

1. To establish patterns and expectations of success for the child which will create a climate of confidence for present and future learning and overall development;
2. To enhance the child's cognitive processes and skills with particular attention to conceptual and communication skills;
3. To encourage self-confidence, spontaneity, curiosity, and self-discipline which will assist in the development of the child's social

and emotional well-being;

4. To recognize parents as the primary source of educational instruction and motivation for their children and to involve parents directly in the classroom and in the education of their children.

### DESIGN OF THE SUMMER PROGRAM

Based on review of research and literature the summer program is designed to be presented in themes. Each theme contains a collection of activities from a variety of curriculum areas such as art, science, language, learning games, movement, music and snacks. Every effort was made to ensure that all of the ideas are developmentally appropriate for young children and can be readily adapted to individual and age appropriate interests of young children participating in the program.

The delivery system is flexible, and can be tailored to fit the particular needs of the children and their families. The learning and teaching were done in English and Spanish, with 50% of the time dedicated to each language.

It is a center-based option serving no more than 18 children including special needs children. There is one teacher and two or three paraprofessionals, at least two of whom speak fluent Spanish as well as English.

## RESULTS OF THE PILOT SUMMER PROGRAM

A number of factors influence a child's ability to learn and develop normally. It would be presumptuous for the program to claim full responsibility for the children's readiness to enter the school system. With the use of informal testing, teacher observation checklists and teacher interviews, gains were obtained in several areas for most of the children served. Specifically, the children:

- \* developed confidence in themselves;
- \* developed significant gains in language skills;
- \* became more spontaneous, curious and self-disciplined;

and,

- \* acquired both gross and fine motor skills that they were lacking or were significantly behind in.

The parents also gained significantly by:

- \* being more involved in the classroom and at home with their children.

It is this writer's opinion, based upon observations and informal interviews with the students and parents, that the gains made in language, both English and Spanish, and the self confidence the children obtained, were largely due to the appropriateness of the program design. The gains could also be attributed to the preparedness and training of the staff and the adult/child ration of six to one.



## ASSESSMENT OF THE SUMMER PROGRAM

To maintain the goals and the quality of the summer program there must be a continuous effort to discover ways to be more effective, because changes in the content and process of the program delivery will no doubt occur.

Doing a teacher self assessment based upon the guiding principles of the program will help to make intelligent changes. The input on the self assessment came from all of the program staff. The teacher self assessment was an adaptation of the self assessment that the ECEAP program does during the regular school year. (Appendix B).

Administrative support from the school district summer program staff was very limited, an element of assessment that is extremely important to the success of any program.

As a result of the teacher self assessment several recommendations were elicited which are presented in Chapter V.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

The purpose of this project was to develop and implement a bilingual developmentally appropriate summer program for four and five year old preschool students who would be entering a regular public school kindergarten program. To accomplish this purpose, research and literature relative to current developmentally appropriate practices and bilingual issues were reviewed. Informal teacher interviews and visitations of similar programs, primarily within Yakima County in Washington state, were also described.

The summer program developed was piloted in the Granger, Washington School District the summer of 1994.

#### CONCLUSIONS

Conclusions reached as a result of this project were:

1. Student learning may be enhanced developmentally appropriate preschool programs. Several factors must be taken into account in order to develop such a program. Such factors may include a) ages of the children, b) interests of the children, c) language background of the children, d) cultural background of the families, e) access to community resources, f) and funding sources.
2. As a result of review of literature and research, this writer

believes that the quality of any program is determined by the previous knowledge of the educator and the willingness to commit to always growing and not remaining static as current research and ideas continue to change and emerge.

3. Research in the last few decades has also shown that a play - oriented approach to learning proves most effective for young children. Current research also shows that young children learn best when activities and interactions are concrete, hands-on, multisensory, open-ended, meaningful, and relevant.

#### RECOMMENDATIONS

1. Other school districts, public or private funded preschool programs may wish to utilize the curriculum in a summer program which has community characteristics similar to those of the Granger, Washington School District.
2. This program should be adapted as needed to the needs, wants and interests of the children it serves, by providing appropriate means of assessing the needs of the children.
4. Opportunities for parent involvement must be in place.
5. A formal program self assessment be an integral part of the program, to ensure quality control, that has full administrative support.

## BIBLIOGRAPHY

- Asher, J. (1986). Learning another language through actions: The complete teacher's guidebook. Los Gatos, CA: Sky Oaks Productions.
- Beare, P.L., Lynch, E.C. (1986). Underidentification of preschool children at risk for behavioral disorders. Behavioral Disorders, 11(3), 177-183.
- Beaty, J. (1992). Preschool appropriate practices. Orlando, FL: Holt Rinehart & Winston Inc.
- Bickel, D. (1991). Preventing school failure through preschool education: Issues for the 1990's. Preventing School Failure, 35, 29-34.
- Bilingual Education Office. (1990). Bilingual education handbook: Designing instruction for LEP students. Sacramento, CA: California Department of Education.
- Boehnlein, M. (1987). Reading intervention for high-risk first-graders. Educational Leadership, 44(6), 32-37.
- Bos, B. (1993). Developing creative preschool learners: A resource handbook. Bellevue, WA: Bureau of Education & Research.
- Bredenkamp, S. (1987). Developmentally appropriate practice. Washington, D.C.: National Association for the Education of Young Children.
- Bredenkamp, S., Shepard, L. (1989). How best to protect children from inappropriate school expectations, practices and policies. Young Children, 44(3), 14-24.

- Calvarese, J.C., Sundman, C.C. (1990). Year-round developmental activities for preschool children. West Nyack, NY: Center for Applied Research in Education.
- Cardenas, J. A. (1984). The role of native language instruction in bilingual education. IDRA Newsletter, January: Intercultural Development Research Association.
- Charlesworth, R. (1989). "Behind" before they start? Young Children, 44(3), 5-13.
- Cummins, J. (1986). Bilingualism in education: Aspects of theory, research and practice. London, NY: Longman.
- Cummins, J., Swain, Merrill. (1986). Bilingualism in education. New York, NY: Longman.
- Derman-Sparks. (1989). Anti-bias curriculum: Tools for empowering young children. Washington, D.C.: National Association for the Education of Young Children.
- Elkind, D. (1987). Miseducation: Preschoolers at risk. New York, NY: Knopf.
- Elkind, D. (1988). The hurried child: Growing up too fast too soon. New York, NY: Knopf.
- Elkind, D. (1989). Developmentally appropriate practice: Philosophical and practical implications. Phi Delta Kappan, October, 113-118.
- Feldman, J.R. (1991). A survival guide for the preschool teacher. New York, NY: The Center for Applied Research in Education.
- Gardner, H. (1983). Frames of Mind. New York, NY: Basic Books, Inc.

- Ginsberg, H., Oppen, S. (1969). Piaget's theory of intellectual development. Englewood Cliffs, NJ: Prentice Hall.
- Gleason, J.B. (1989). The development of language (2nd ed.). Columbus, Ohio: Merrill Publishing Co.
- Gordon, A.M. (1989). Beginnings and beyond (2nd ed.). Albany, NY: Delmar Publishers.
- Greenburg, P. (1990). Why not academic preschool part I. Young Children, 45(2), 70-80.
- Gullo, D. (1991). Developmentally appropriate teaching in early childhood: Curriculum, implementation, evaluation. Washington, D.C.: NEA Professional Library, National Education Association.
- Hine, C. (1993). Building a developmentally appropriate childhood program. Seattle, WA: Horizons In Learning.
- Hitz, R., Wright, D. (1988). Kindergarten issues: A practitioner's survey. Principal, 67(5), 28-30.
- , Jipson, J. (1991). Developmentally appropriate practice: Culture, curriculum, connections. Early Education and Development, 2, 120-136.
- Kagan, S. (1992). Readiness, past, present, and future: Shaping the agenda. Young Children, 45, 48-53.
- Kagan, S., Zigler, E.F. (Eds.). (1987). Early schooling: The national debate. London: Yale University Press.

- Kendal, F. (1983). Diversity in the classroom: A multicultural approach to the education of young children. New York: Teachers College Press.
- Kostelnick, M.J. (1992). Myths associated with developmentally appropriate programs. The Journal of the National Association for the Education of Young Children, 47(4), 17-23.
- Krashen, S. Terrell, T. (1983). The natural approach. Hayward, CA: Almany Press.
- Lessow-Hurley, J. (1990). The foundations of dual language instruction. White Plains, NY: Addison-Wesley.
- Levin, H. (1987). Accelerated schools for disadvantaged students. Educational Leadership, 44(6), 19-21.
- Lindfors, J.W. (1987). Children's language and learning (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Maslow, A. H. (1954). Motivation and personality. New York: Harper and Row.
- McDowell Sr., F. (1994). The moral and ethical imperative for comprehensive school system renewal. Journal of the National Center for Outcome Based Education, 3,(3), 21-33.
- Moyles, J. (1989). Just playing?: The role and status of play in early childhood education. Philadelphia, PA: Open University Press.
- NAEYC--National Association for the Education of Young Children. (1986). Good teaching practices for four and five year olds. (No 522). Washington, D. C.: NAEYC.

NAEYC. (1990). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8: A position statement of the NAEYC. Young Children, March, 21-38.

Public Law 94-142 (The Education for All Handicapped Children Act of 1975). Federal Register, April, 1988. Washington, D.C.: US Government Printing Office.

Public Law 99-457 (Amendments to the Education of the Handicapped Office). Federal Register, April, 1988. Washington, D.C.: US Government Printing Office.

Public Law 100-297 (Title VIII-Bilingual Education Programs) Sec. 7003. Definitions: Regulations, 4A. Federal Register, April, 1988. Washington, D.C.: US Government Printing Office.

Richard-Amato, P. (1988). Making it happen. White Plains, NY: Longman.

Slavin, R.E., Madden, N. (1989). What works for students at risk: A research synthesis. Educational Leadership, 46(5), 4-13.

Spolsky, B. (1989). Conditions for second language learning. Oxford: Oxford University Press.

Tietelbaum, H., Hiller, R.J. (1977). Bilingual education: The legal mandate. Harvard Educational Review, 47,(2).

Vygotsky, L. (1978). Mind in society. Cambridge, MA: M.I.T.

WAC 392-160-010. (1990). Chapter 392-160 (Special Service Program-- Transitional Bilingual). West's Revised Code of Washington Annotated. St. Paul, MN: West Publishing.



Washington State Department of Community Development. (1992). 1992 ECEAP longitudinal study and annual report: An evaluation of child and family development through comprehensive preschool services.

Portland, OR: Northwest Regional Laboratories.

- ✓ White, K.R., Taylor, M.J. & Moss, V.D. (1992). Does research support claims about the benefits of involving parents in early intervention programs? Review of Education Research, 62, 91-125.

Williams, L.R., DeGaetano, Y. (1985). Alerta: A multicultural, bilingual approach to teaching young children. Menlo, CA: Addison-Wesley Publishing Co.

Wilson, B.J., Reichmuth, Sr. Monica. (1985). Early-screening programs: When is predictive accuracy sufficient? Learning Disability Quarterly, 8(3), 182-188.

Wilson, L.C., Thrower, J. (1985). Early childhood reading educator's perceptions of reading readiness. Reading, research and instruction, 25(1), 21-33.

Wong Fillmore, L. (1976). The second time around: cognitive and social strategies in second language acquisition. Unpublished doctoral dissertation, Stanford, CA: Stanford University.

Wong Fillmore, L. (1986). Research currents: Equity or excellence? Language Arts, 63, 474-481.

APPENDIX A

**A DEVELOPMENTALLY APPROPRIATE  
BILINGUAL PRESCHOOL SUMMER PROGRAM**

For use in the Granger School District  
Granger, Washington

Prepared by Margarita C. Lopez

APPENDIX A  
TABLE OF CONTENTS

PREFACE

PART I:	Suggested Schedules	M1
	Preface	M2
	Sample Daily Schedule	M3
	Sample Weekly Lesson Plans	M4
	Sample Child Interaction Form	M7
PART II:	Suggested Themes	M8
	Preface	M9
	Summertime Fun	M10
	Our Environment (Land, Sea, and Air)	M13
	Summertime Celebrations	M17
PART III:	List of Suggested Books	M19
	Preface	M20
	Poetry	M21
	Folktales and Fables	M23
	The Power of Stories	M26
	Wordless Picture Books-Creating a Story	M29
	Concept Books and Science Books	M32
	Telling Family Stories	M36
	Big Books	M39

**PART IV**

<b>Selected Resources</b>	<b>M42</b>
<b>Preface</b>	<b>M43</b>
<b>Selected Resources</b>	<b>M44</b>
<b>Suggested List of Materials for Learning Centers</b>	<b>M55</b>
<b>Suggested List of Toys for A Preschool</b>	<b>M59</b>

**PART I**  
**SUGGESTED SCHEDULES**

- **Preface**
- **Sample Daily Schedule**
- **Sample Weekly Lesson Plans**
- **Sample Child Interaction Form**

## PREFACE

The suggested daily schedule and lesson plans in Part I were intended for use with a three hour program over six to eight weeks in length. They are samples that can be adapted or changed according to the length of program and according to the children being served. The lesson plans follow the themes that were used which are also adaptable .

The suggested Child Interaction Form was intended to use to observe children and to use the collected information to build into the lesson plans both for the whole class as well as individual plans.

The selected schedules, lesson plans, and observation form identified on the following pages have been organized in three parts:

- Sample Daily Schedule
- Sample Weekly lesson plans
- Sample Child Interaction Form

## Sample Daily Schedule

### Half-day Program

- |               |   |
|---------------|---|
| 8:30 - 8:55   | Teaching team prepares the classroom.                                 |
| 8:55 - 9:15   | Children arrive and are greeted.                                      |
| 9:15 - 9:30   | Music / Movement.   |
| 9:30 - 9:45   | Snack time.   |
| 9:45 - 10:45  | Combination session: adult-directed activities / child free choice.   |
| 10:45 - 10:55 | Clean-up adults and children.   |
| 10:55 - 11:10 | Story / Book time.  |
| 11:10 - 11:55 | Outdoor activities or indoor active games (during inclement weather). |
| 11:55 - 12:00 | Clean-up / Wash hands.  |
| 12:00 - 12:25 | Lunch.  |
| 12:25         | Go Home.  |



## SAMPLE WEEKLY PLAN

(Adapted from the ALERTA Program, 1985)

THEME: INSECTS

	<u>Goals/Objectives</u>	<u>Activities</u>	<u>Materials</u>
Monday:	Children will be able to identify 3-4 insects and distinguish between an insect & other animals.	Discuss and identify differences between insects & other animals.	Live insects, animals, magnifiers, pictures of insects & animals.
Tuesday:	Children will be able to identify 3-4 insects and distinguish between and insect & other animals.	View pictures of insects and describe differences and similarities among insects.	Pictures of various insects.
Wed:	Children will be able to describe 3-4 insects and name two characteristics.	Children will experiment with objects to build own insects.	Art supplies, wood pieces, food for snacks to build insects.
Thursday:	Children will be able to identify various insect homes and environments.	Take a walk outdoors to catch insects and see where they live.	Camera for pictures, nets, containers.
Friday:	Children will be able to develop ways to answer questions about insects or environments by "experimenting" with them.	Children will recall walk and discuss. They will build terrarium for insects.	Terrarium materials.

Imaginative Play  
Music/Movement  
Library

### AREAS OF THE CLASSROOM

Block building  
Art  
Listening/Writing

Sand/Water  
Manipulative  
Science/Environment

WEEK: \_\_\_\_\_

**WEEKLY PLANNING**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

GROUP

TIME

SMALL

GROUP

ACTIVITY

SNACK

OUTDOOR

ACTIVE

PLAY

ACTIVITIES

EXTENSIONS

SPECIAL

INTERESTS

OBSERVATION CHILD CENTER CHILD CENTER CHILD CENTER CHILD CENTER CHILD CENTER

PLAN

# Integrating Learning Objectives Into Centers

## PLANNING SHEET

Choose a theme you use. Choose one learning objective from your program. Then identify at least three different learning centers you will plan for. Create at least one child-directed activity for each center that will address the specified learning objective and the theme.

THEME: \_\_\_\_\_

SPECIFIC GOAL OR OBJECTIVE: \_\_\_\_\_

Learning Center(s) where object could be met:

1. Center: \_\_\_\_\_

Activity or Project: \_\_\_\_\_

2. Center: \_\_\_\_\_

Activity or Project: \_\_\_\_\_

3. Center: \_\_\_\_\_

Activity or Project: \_\_\_\_\_

**Child Interaction Form (Beaty, 1992)**

Child \_\_\_\_\_ Observer \_\_\_\_\_

Center \_\_\_\_\_ Date \_\_\_\_\_

**CHILD INTERACTION FORM**

**With Materials**

**Manipulation Level**

(Child moves materials around  
without using them as intended.)

**Actions/Words**

**Mastery Level**

(Child uses materials as  
intended, over and over.)

**Actions/Words**

**Meaning Level**

(Child uses materials in  
new and creative ways.)

**Actions/Words**

**With Other Children**

**Solitary Play**

(Child plays with  
materials by self.)

**Actions/Words**

**Parallel Play**

(Child plays next to others with same  
materials but not involved with them.)

**Actions/Words**

**Cooperative Play**

(Child plays together with  
others and same materials.)

**Actions/Words**

**PART II**  
**SUGGESTED THEMES**

- Preface
- Summertime Fun
- Our Environment (Land, Sea and Air)
- Summertime Celebrations

## PREFACE

The themes selected are based upon a program that uses learning centers as a basis. Centers provide a concrete and practical approach to defining a curriculum. Center-based learning also conforms with what we know about how children learn. Working in small defined areas encourages children to interact and talk together with each other and the adults. It also allows for active exploration of concrete and "hands-on" materials using all of the senses.

Suggested learning centers could include but are not limited to:  
Imaginative Play; Music/Movement; Library; Block building; Art;  
Listening/Writing; Sand/Water; Manipulative; Science/Environment; Math.

The suggested themes are not exclusive, they are intended to be flexible and adaptable to the interests, needs and wants of the individuals using the program.

## **SUMMERTIME**

(A three or four week theme)

### **ART/FINE MOTOR**

Sand paintings

Clay pottery

Safety people visit

Safety vehicles fieldtrip

Exploring a watermelon

Trucks, cars and buses

Bubble painting

Sun clay

Tube raft

Fan making

Pebble picture

Foiled again

Cloud art

Historic flower fete (Japanese)

Folded Haiku books

Amazing grazing

Berry basket weaving

Kaleidoscopes

My Street safety book

Hello Summer mural

Summer reading book marks

### **LANGUAGE/MUSIC**

Here We Are Together

These Are My Sunglasses

My Hand Says "Hello"

Carry a tune

Andando

"What Can It Be" poetry

Sana, Sana

The Doctor's Wearing White

Tortitas

The Color of the Light

Pon Pon

Tengo Una Muneca

Summer Sun finger play

Pictures Please

## LANGUAGE/MUSIC(continued)

Hola Means Hello

En Lo Alto del Arbol

Mirame

La Cancion Del Ritmo del Eco

The Wheels On the Bus

Color Salad

Un Senor Que Tiene la Cara de Luna

Una Gotita de Sol

Mud

## SCIENCE

Make "Gak"(Peculiar Putty)

Leaf rubbings

Properties of water

Pouring Sand

Sand Science (is it different sizes)

Balance board

Ant farm

Color mixing

Exploring plants

Scientific Eruption

Make Oobleck

Properties of sand

Bubbles

Sink or float

Wet and dry (contrasting)

Pedi-squish

Ant search

Magnets

Cloud in a Jar

Sun prints (shadows)

## MATH

Match Safety signs

Puzzles

Drawing outlines in the sand using various shapes

Fabric matching

Summer fun graph



MATH (continued)

“How many did I hide?” in the sand

Popsicle match

Sorting tub of summertime objects

Color sorting

Drawing patterns in the sand

Measuring tubs

Counting/comparing seeds

Egg carton counter

SOCIAL STUDIES/COOKING

Indoor picnic at the beach

Edible fundoughs

Playdough

Garage/yard sale

Crazy Cake

Make popsicles

Cloud dough

Churn butter

Rainbow Stew

Home-made ice cream

Traffic lights cookies

Kulfi (Indian ice scream)

GROSS MOTOR/OUTDOOR PLAY

Jump rope with rhymes

Matarile

Picnic Snatcher

Stop, Drop and roll

Parachute Play

Safety walk

Riding toys with helmets and appropriate traffic signs

Obstacle course (indoors and/or outdoors)

Red Rover

Dis Long Time Gal

Tug-o-war

Camping fun

Wading pools and sprinklers

Car wash (with outdoor trikes, etc)

Beanbag Bop

## **OUR ENVIRONMENT (LAND, SEA, AND SKY)**

( A three or four week theme)

### ART/FINE MOTOR

Build and paint houses from scraps	Pictures using green pudding
Egg carton insects	Shoe box 3-D of sea life
Collage of things in the sky	Twig painting
Make clay chimes	Under the Sea bulletin board
Wind-powered painting	Wind socks making
Make kites	Fish net mobile
Paper plate fish	Egg carton moon scenes
Sensational Sea Horses	Extraordinary Octopuses
Litterbuster Badge	Jiggling Jelly fish
Snappy crabs	Rain forest bulletin board
Mud paintings	Bubble art

### LANGUAGE/MUSIC

My House	One Little Bird
Los Animalitos	Up Sun Rises
Mary Had a Little Plant	The Bear Went Over The Mountain
The Elephant song	Un Elefante
Raindrops	Five Kittens
The Apple Tree	Zoo Animal sounds
Five Little Monkeys	La Mariposa

## LANGUAGE/MUSIC (continued)

Five Little Ducks

The Little Fish

Jump or Jiggle

The Stars

Land/Sea/or Air Mystery box

Did you ever see a cloud?

Save the rain forest discussion

Ahora Que Vamos Despacio

Keep America Beautiful discussion

Little Bunny Fu-Fu

The Sun

Raindrops

Five Little Rabbits

What grows in the Rain Forest?

Estaba La Patora

Estaba el Senor Don Gato

## SCIENCE

Nature collection walk

Plant seeds, grass in/on various containers and materials

Visit orchards and/or farms

Make class aquarium

Insect hunt

Pet Day

Water cycle

Life cycle of an insect

Planets

Put avocado seed in water

Make class terrarium

Visit florist/greenhouse/nursery

Litter control

Mold gardens

Life cycle of plant

Animal adult and baby names

Aliens and spaceships

## MATH

Graph types of homes around the world and/or town

### MATH (continued)

Make geometric animals	Use seashells to count and sort
Graph favorite fruits	Graph types of underwater life
Graph land & sea life	Compare parts of insects/animals and human beings.
Keep a planting calendar	
Classify/sort pictures of all life forms and discuss	
Predict how far a balloon can be blown	Measure and weigh plants/insects
Make a sun clock	Sea creatures graph

### SOCIAL STUDIES/COOKING

Invite local groups to present specialties (dances, food, traditions, etc.)	
Make dirt dessert	Chinese egg-flower soup
Latkes (Potato pancakes)	Strawberry milkshakes
Tunisian Terabeles Bread	Flour tortillas
Indian fry bread	Visit veterinarian
Visit Zoo/Farm/Dairy	Visit animal shelter
Whipped cream clouds	Keep America Beautiful checklist
Space food cookies	Visit Museums

### GROSS MOTOR/OUTDOOR

Animal Safari	Bear Hunt
Earthquake	Fruit basket upset
Friends Musical chairs	Treasure Hunt

GROSS MOTOR/OUTDOOR (continued)

From caterpillars to butterflies

Balloon Swat/Soccer

Fisherman fished in the water

## **SUMMERTIME CELEBRATIONS**

(To be celebrated during the program)

### FATHER'S DAY

Hugs for Daddy song

Thank you, Dad

D-A-D song

Happy Father's Day Scroll

### INDEPENDENCE DAYS (Mexico Sept. 16; U.S.A. July 4)

Marching band

At the Fireworks Show

Fireworks song

Fire chief visit to explain about

Noise makers

fireworks hazards

Graham cracker flags

Make maracas and pinatas

### FLAG DAY AROUND THE WORLD

U.S.A. June 14; Sweden June 6; Italian Republic Day June 2.

Wave a Little Flag song

Flag parade (make various flags)

Match flags

Personalized flags

See Our Flag

Flag cookies

### ENVIRONMENT DAY (June 15)

Plant a tree or bush

Egg carton nursery

I Love Dirt song

Dirt and Water Alike/different

Dirt Safari

Mud Sculptures

Dirt Dessert

**SHAVOUT DAY**

Egyptian celebration late May/early June

**ST. JOHN'S DAY**

Canadian holiday in June

**DOMINION DAY**

Canadian holiday July 1

**BASTILLE DAY**

French holiday July 14

**FESTIVAL OF LANTERNS**

Japanese holiday during mid-July

Make Japanese lanterns

PART III  
LIST OF SUGGESTED BOOKS

- Preface
- Poetry
- Folktales and Fables
- The Power of Stories
- Wordless Picture Books - Creating a Story
- Concept Books and Science Books
- Telling Family Stories
- Big Books



## PREFACE

Almost anything is appropriate to read aloud; short stories, full length novels, magazine articles all make fine choices. Picture books can be the perfect read alouds for young children. The books are all carefully edited and often have artwork worth sharing with children who are bombarded with slick cartoons and advertising art.

It is usually said that a person can understand more when listening than reading on his or her own. However, since many young children were not read to in the home, reading at a lower level may need to be a beginning but by no means needs to compromise the desire to introduce the "Best" in children's literature.

Reading aloud will introduce young children to worthwhile literature, new concepts, emotions and vocabulary in a fun and exciting way.

## POETRY

Poetry and children go together. Children love to play, and poetry is playing with language.

Poetry is ideal when you have just a short time to read together. It's also good for a child with a short attention span. You can also read a poem or two along with another book.

Young children love Mother Goose. They like poems that rhyme, that are funny, and that are about familiar things. Sometimes they enjoy poems just for the sound.

Most books of children's poetry are beautifully illustrated. Be sure to spend time enjoying the pictures as well as the poems.

Encourage the child to join in reading the poem out loud. Children also love to recite poems they know by heart.

POETRY  
SUGGESTED TITLES

ENGLISH

A Child's Garden of Verse  
A Porcupine Named Fluffy  
A, My Name is Alice  
Chicken Soup With Rice  
Cloudy With a Chance of Meatballs  
If You Give a Moose a Muffin  
Jacket I Wear In the Snow  
Jamberry  
Mrs. Honey's Hat  
Napping House  
Over In the Meadow  
Pumpkin, Pumpkin  
Roll Over  
Shake It To the One That You Love Best  
Sheep in a Shop  
Side By Side  
Sing a Song of Popcorn  
Surprises  
The Sky is Full of Song  
Three Little Kittens  
Tomie De Paola's Mother Goose  
Wheels on the bus

SPANISH

Arroz Con Leche  
En Lo Alto Del Arbol  
Estaba La Pastora  
Era Un Rey De Cuento  
Mother Goose on the Rio Grande  
Tres Ratones Juegan  
Yo Subí La Escalera

## FOLKTALES & FABLES

Folktales are old stories that have been told again through the ages. Each country has its own folktales. folktales are simple stories, but they can have a deep meaning, too.

Fables are short tales that teach a lesson. This lesson is often called a moral. Many fables have animal characters. The stories are simple and clear. The morals are also very clear and very positive.

In folktales such as The Little Red Hen, certain works are repeated over and over. Stop just before these words. Young children love to predict what will come next.

Children love to repeat familiar works from the folktales and fables. Have them tell you the story again when you have finished reading it. This will help them learn.

FOLKTALES & FABLES  
SUGGESTED TITLES

ENGLISH

Aladdin  
Anansi the Spider  
A Story, A Story  
Beauty & the Beast  
Borrequita and the Coyote  
Borrowed Feathers  
Bringing the Rain to Kapiti Plain  
Buffalo Woman  
Cinderella  
Elves & the Shoemaker  
Favorite Tales From Grimm  
Girl Who Loved Wild Horses  
Goldilocks and the Three Bears  
Hansel & Gretel  
Johnny Appleseed  
Legend of Indian Paintbrush  
Lon Po Po  
Mice Twice  
Ming Lo Moves the Mountain  
Mishi-NA  
Mufaro's Beautiful Daughters  
Pinocchio  
Rabbit Makes A Monkey of Lion  
Rapunzel/Gingerbread Man  
Red Riding Hood  
Snow White  
Story of Jumping Mouse  
The Egg Tree  
The Elephants Child  
The Emperors New Clothes  
The Fat Cat  
The Llama's Secret  
The Little Red Hen  
The Paper Bag Princess  
The North Wind and the Sun  
The Story of Jumping Mouse  
The Tale of Peter Rabbit

SPANISH

Ada La Desordenada  
Caperucita Roja  
Cuentos Clásicos Series  
El Leon y El Ratón  
Gallina Paulina y el Grano de Trigo  
La Gallinita Roja  
La Princesa Vestida Con Una Bolsa  
de Papel

## FOLKTALES & FABLES

Thumbelina  
Tico and the Golden Wings  
Toad is the Uncle Heaven  
Tom Thumb  
Tortoise & the Hare  
Ugly Duckling  
village of Round and Square Houses  
Why Mosquitoes Buzz in People's Ears  
Wizard of Oz

## THE POWER OF STORIES

Everyone loves stories. Stories awaken our imagination.

Many children's books are beautifully illustrated, and the pictures are an important part of the experience. Very young children love books about people and places that are familiar.

Spend time talking about the pictures with the child. Sometimes, you can tell the story from the pictures. Let the child tell the story, too.

Children are very good at asking questions. Let the child know that you want them to ask questions about the books read together.

Children also like to hear the story over and over and they may even want to tell the story to the adult, too.

## THE POWER OF STORIES

### SUGGESTED TITLES

#### ENGLISH

A Chocolate Moose  
A Pocket for Corduroy  
Ask Mr. Bear  
Bedtime for Frances  
Better Not Get Wet Jesse Bear  
Biggest Bear  
Blueberries for Sal  
Boy, A Dog and A Frog  
Brown Bear, Brown Bear  
Caps for Sale  
Carrot Seed  
Corduroy  
Curious George  
Do You Want to be My Friend?  
Elephant's Child  
Fox's Dream  
Frederick  
Frog and Toad Are Friends  
Frog and Toad Together  
George & Martha  
Gilberto and the Wind  
Goodnight Moon  
Harry and the Terrible Whatzit  
Harry the Dirty Dog  
Have You Seen My Ducklin?  
Heckedy Peg  
Hi Cat  
I Saw You in the Bathtub  
If You Give A Mouse A Cookie  
In the Attic  
James and the Giant Peach  
Jolly Postman  
Kiss for Little Bear  
Little Bear  
Little Bear's Friends  
Little Engine That could  
Little House

#### SPANISH

Beso Para Osito  
Bolsillo Para Corduroy  
Buenas Noches Luna  
Come Los Guisantes Cuanto Antes  
Corduroy  
Donde Viven Los Monstruos  
Doro, El Potrillo  
El Corazon de Kim  
El Coche de Carreras  
El Dia de Las Brujas  
El Monstruo Debajo de Mi Cama  
El Pequeno Monstruo  
El Ratón de Campo  
El Sandwich Más Grande Jamás  
En Mi Clase  
Fiesta  
Fito, El Perro  
Frederick  
Has Visto A Mi Patito  
Joco, El Mono  
Jorge el Curioso  
Kim Ayuda a Mantener la Comida  
Kim Le Gusta la Leche  
Kim Se Acuerda de Lavarse  
Los Alimentos Ayudan a Kim  
Los Dientes de Kim  
Los Osos Berenstain en la  
Obscuridad  
Nadarín  
Osito  
Pancho, El Oso  
Pequeno Elefante  
Pollita Chiquita  
Princesa Vestida Con Una Bolsa  
de Papel  
Ronrón, El Gato  
Sapo y Sepo, Inseparables



## THE POWER OF STORIES

Little Mermaid	Sapo y Sepo, Son Amigos
Lyle, Lyle Crocodile	Semilla de Zanahoria
Madeline	Silba Para Willie
Make Way for Ducklings	Sopa de Ratón
Millions of Cats	Sueno del Zorro
Mitten	
Moog-Moog Space Barber	
Mouse Soup	
Mufaro's Beautiful Daughters	
Paper Bag Princess	
Patrick's Dinosaurs	
Peace At Last	
Runaway Bunny	
Stone Soup	
Story of Ferdinand	
Swimmy	
The Cremation of Sam McGee	
The Little Old Lady Who Was Not Afraid of Anything	
The Three Little Pigs	
There's a Nightmare in My Closet	
There's An Alligator Under My Bed	
Thumbelina	
Tommy at the Grocery Store	
Uncle Nacho's Hat	
Velveteen Rabbit	
Where the Wild Things Are	
Whistle for Willie	
William's Doll	

## WORDLESS PICTURE BOOKS-CREATING A STORY

Children of all ages love wordless picture books. In these books, the pictures tell the story-there are no words.

You can create the story yourself. Ask: What do you see in the picture? What is happening? What are the people doing and feeling?

Hold the book so the pictures can be seen easily. Let the children spend as much time looking at the pictures as they want. Talk about each picture with the child. Then tell the story in words. You and the child may each tell part of the story. Children can look at the pictures first and then say what they see.

Don't be surprised if children's stories are different from yours.

## WORDLESS PICTURE BOOKS

### SUGGESTED TITLES

Ah-Choo  
Amanda and the Mysterious Carpet  
Anno's Journey  
Anno's Peekaboo  
Anno's USA  
Apple Bird  
Bear & the Fly  
Deep in the Forest  
Dylan's Day Out  
Find Waldo Now  
Frog Goes to Dinner  
Frog On His Own  
Frog, Where Are You?  
Great Waldo Search  
Hanimals  
Hiccup  
Hot On the Scent  
June 29, 1999  
Look What I Can Do  
Mouse Around  
Noah's Ark  
Oops!  
Our House On the Hill  
Pancakes for Breakfast  
Picnic  
Rainy Day Dream  
Rosie's Walk  
Sing, Parrot, Sing  
Stick Horse  
Surprise Present  
The Chicken's Child  
Truck (Crews)  
Truck (Wildsmith)  
Where's My Monkey?

## CONCEPT BOOKS & SCIENCE BOOKS

Concept books for children present simple and important ideas. They help children develop a basic understanding of sizes, shapes, color, and numbers. Children need these concepts to organize their world.

Science books help children learn about their world. Let the children spend as much time looking at the pictures as they want.

Talk about the pictures with the child. Name the objects that you see. Write the names of common classroom objects pictured in the book on slips of paper. Tape slips of paper to these objects around the classroom. Children will see the object together with its name. This helps them develop vocabulary and recognize print.

Try out a variety of science books with the child. Show appreciation for the child's curiosity. Curiosity is the mark of a natural scientist.

## CONCEPT BOOKS & SCIENCE BOOKS

### SUGGESTED TITLES

#### ENGLISH

A Visit to the Dairy  
Air  
Airplanes and Flying Machines  
Animal Babies  
Animals Born Alive and Well  
Apes Find Shapes  
At the Laundromat  
At the Library  
At the Mall  
Baby Animals  
Baby Beluga  
Bears  
Birds  
Block City  
Boats  
Bread, Bread, Bread  
Bubbles Bubble  
Camera  
Carla the Carpenter  
Castles  
Caterpillar and the Polliwog  
Cats  
Changes, Changes  
Chick  
Chickens Aren't the Only Ones  
Clothes  
Colors  
Dinosaurs  
Dinosaurs & Other Archosaurs  
Dinosaurs, Dinosaurs  
Earth  
Earth and the Sky  
Eating Fractions  
Egg  
Endangered Baby Animals  
Eric Carle's Animals, Animals

#### SPANISH

Campo  
Ciudad  
Cuantos Monstruos  
El Agua  
El Aire  
El Bosque  
El Bosque Tropical  
El Fuego  
El Gigante del Pino  
El Gusto  
El Huerto  
El Invierno  
El Jardín  
El Oído  
El Olfato  
El Otono  
El Pájaro Federico  
El Perro  
El Verano  
Juan y Paula en la Granja  
La Hija del Sol y la Luna  
La Hormiguita Que Iba A Jerusalén  
La Oruga Muy Hambrienta  
La Primavera  
La Tierra  
La Vida Bajo la Tierra  
La Vida en el Aire  
La Vida en el Mar  
La Vida Sobre la Tierra  
La Vista  
Los Arboles Frutales  
Mar  
Mariquita Malhumorada  
Mi Primera Visita a la Granja  
Mi Primera Visita al Acuario  
Mi Primera Visita al Aviario

## CONCEPT BOOKS & SCIENCE BOOKS

Farm Animals  
Fire  
Fish Eyes  
Flowers  
Frog  
Fruit  
Grandfather Twilight  
Great Kapok Tree  
Grouchy Ladybug  
Growing Colors  
Growing Vegetable Soup  
Handmade Alphabet  
Hats  
Hats, Hats, Hats  
Hearing  
Hop Like A Bunny, Waddle Like A Duck  
How Many Snails?  
How Much Is a Million?  
I Read Signs  
I Spy Funhouse;  
I Spy Mystery  
I spy: A Book of Picture Riddles  
In the Diner  
Is It Larger? Is It Smaller?  
Is It Red? Is It Yellow? Is It Blue?  
It Looked Like Spilt Milk  
Jungle Animals  
Just A Thunderstorm  
Ladybug and Other Insects  
Lamb  
Life in the Air  
Life in the Sea  
Life on the Land  
Life Underground  
Look Again!  
Look! Look! Look!  
Musical Instruments  
My First Book of Nature  
My First Look At Home

Mi Primera Visita al Zoo  
Mickey y Sus Amigos Bomberos  
Mickey y Sus Amigos del Aeropuerto  
Mickey y Sus Amigos en el Tren  
Mira Como Salen Las Estrellas  
Mis Primeras Formas  
Mis Primeros Colores  
Mis Primeros Números  
Montana  
Negro y Blanco  
Rojo es el Mejor  
Sombreros, Gorras, y Cachuchas  
Soy el Sol  
Un Cuento Curioso de Colores

## CONCEPT BOOKS & SCIENCE BOOKS

My First Look At Opposites  
My First Look At Seasons  
My First Look At Touch  
My First Visit to the Aquarium  
My First Visit to the Aviary  
My First Visit to the Farm  
My First Visit to the Zoo  
Nature  
Nest  
Number  
Of colors and Things  
Opposites  
Plants That Never Ever Bloom  
Prehistoric Animals  
Polar Bear, What Do You Hear?  
Rabbit  
Rain Forest  
Reason for a Flower  
Red is Best  
River  
School  
Science Experiments You Can Eat  
Science Book of Air  
Science Book of Color  
Science Book of Hot & Cold  
Science Book of Machines  
Science Book of Magnets  
Science Book of Sound  
Science Book of Things That Grow  
Science Book of Water  
Sea Animals  
Seasons  
Secret Magnets  
Shape Space  
Shapes  
Shapes, Shapes, Shapes  
Sight  
Sizes

## CONCEPT BOOKS & SCIENCE BOOKS

Smell  
Snail's Spell  
Snake Facts and Fotos  
Sorting  
Taste  
Ten, Nine, Eight  
The Four Elements Air  
The Four Elements Water  
The Four Seasons  
The Magic School Bus Series  
Touch  
Toys  
Tree  
Trek  
Trip  
Very Busy Spider  
Very Hungry Caterpillar  
Watch the Stars Come Out  
Water  
Weather  
Whales  
What Comes in 2s, 3s, & 4s  
What Else Could It Be?  
What Will It Be?  
What's Hiding?  
What's Missing?  
Who Ate It?  
Who Hid It?  
Who Said Red?  
Wild Animal Babies  
Wild Animals  
Zoo Animals



## TELLING FAMILY STORIES

Children enjoy reading about families. Choose stories about families like theirs as well as families that are different.

It's important for children to learn about other people. It helps them respect and value the different cultural traditions in our country and the world.

Personal experience of family life can help children understand and enjoy stories about families. Compare this with those in the books.

Ask "What does this remind you of in your own family?"

What's the same? What's different.

Once in a while, ask the child to take a guess at the answer. (What's going to happen next?) Then read to find out. Be sure children don't become upset if they guess wrong.

Let the child talk about the stories you read. You will learn about his or her ideas and feelings. Your child will learn that reading involves thinking and curiosity.

## TELLING FAMILY STORIES

### SUGGESTED TITLES

#### ENGLISH

A chair for My Mother  
A House Is for Me  
Adoption is for Always  
Africa Dream  
Alexander and the Terrible, Horrible,  
No Good, Very Bad Day  
All I Am  
All Kinds of Families  
All-of-a-Kind of Family  
Amazing Grace  
Angel Child, Dragon Child  
Are You My Mother?  
At Daddy's on Saturdays  
Ba-Nam  
Black is Brown is Tan  
Brothers & Sisters  
Dakota Dugout  
Father Bear Comes Home  
Friday Night Is Papa Night  
Giving Tree  
Grandfather Twilight  
How Many Days to America?  
How My Parent Learned to Eat  
I Am Eyes! Ni Macho!  
I Like Me!  
I Speak English for My Mom  
Is Your Mama a Llama?  
Land of Many Colors  
Music, Music Everywhere  
My Mama Says There Aren't Any  
My Grandmother Cookie Jar  
On Mother's Lap  
Owl Moon  
Park Bench  
Quilt Story  
Regina's Big Mistake  
Rise and Shine, Mariko-Chan

#### SPANISH

Cuadros de Familia  
Cuento de Papá  
El Tapiz de Abuela  
En Marcha  
Eres Tu Mi Mamá?  
Familia  
Gente  
Historias de Ratones  
La Cobija  
Los Espiritos de Mi Tía Otilia  
Nuestro Barrio: El Amigo Nuevo  
Papá Oso Vuelve a Casa  
Tortillitas Para Mamá  
Tu Mamá Es Una Llama?  
Un Sillón Para Mi Mamá

## TELLING FAMILY STORIES

Sachiko Means Happiness

Shoes

Shoes From Grandpa

Someone Special Just Like You

Something Special for Me

Spence Is Small

Stevie

Tell Me A Story, Mama

The Chalk Doll

This is My House

Together We Are Together

Wall

We Are All Alike...We Are All Different

We Are Best Friends

What's Under Your Hood, Orson?

Why Am I Different?

## BIG BOOKS

Children love to have big books that they can handle and “read” by themselves or with a group of friends.

Big books can be used for all the same reasons that all other books are used. They provide a way for children to see print in a larger size and the stories are often short stories full of rhythm, rhyme, and predictability.

## BIG BOOKS

### SUGGESTED TITLES

#### ENGLISH

Animal Clues  
Big Red Barn  
Big Red Fire Engine  
Bubble Gum  
Changing Seasons  
Chicken Little  
Cinderella  
Come Into My Garden  
Down By the Bay  
Fish for Supper  
Gobble Gobble Gulp Gulp  
Good Morning Isabel  
Hidden Animals  
Homer the Beachcomber  
I Can Read colors  
In the City  
In the Country  
Jack and the Beanstalk  
Just Me  
Little Red Riding Hood  
Mary Wore Her Red Dress  
My Aunt Came Back  
My Dog  
My Five Senses  
Mystery Monsters  
Never Snap At a Bubble  
On a Dark and Scary Night  
Paint a Rainbow  
Peanut Butter and Jelly  
People  
Peter and the Wolf  
Peter Pan  
Pinocchio  
Rainy City Rainbow  
Sea Life  
Snow White  
Step Inside the Rain Forest

#### SPANISH

Cuando Hace Frío  
Excusas, Excusas  
Platanos Verdes  
Puedo Quedarme en Casa Hoy?  
Quién Está en la Choza?

## BIG BOOKS

Stuck In the Mud  
Teddy Bear, Teddy Bear  
The Breman Town Musicians  
The Lion and the Mouse  
The Little Red Hen  
The Old Oak Tree  
The Queen of Hearts  
The Three Little Pigs  
The Wheels of the Bus  
Time for a Number Rhyme  
Time for a Rhyme  
Trouble in Space  
What Makes the Weather  
When the Circus Comes to Town  
Why Frogs and Snakes Can't Be Friends  
Wild Animals  
Yummy, Yummy

**PART IV**  
**SELECTED RESOURCES**

- Preface
- Selected Resources
- Suggested List of Materials for Learning Centers
- Suggested List of Toys for a Preschool

## PREFACE

The resource file of selected materials and equipment presented on the following pages has been designed to provide information on quality materials available and organizations that may be useful to early childhood teachers.

The file is organized in three parts:

- Selected Resources
- Organizations and Associations
- List of Selected Materials Useful for Learning Centers



## SELECTED RESOURCES

- Beckman, Carol; Simmons, R. & Thomas, N. (1982). Channels to Children. Colorado Springs, CO: Channels to Children.
- Button, Beth (1990). The Four Seasons. Minneapolis, MN: Judy/Instructo.
- Clayton, Lucille R. (1991). Explorations: Educational Activities for Young Children. Englewood, CO: Teacher Ideas Press.
- Corcoran, Katie (Editor) (1991). Learning Through Play Series. New York, NY: Scholastic Inc.
- Derman-Sparks, Louise (1989). Anti-Bias Curriculum: Tools for Empowering Young Children. Washington, DC: National Association for the Education of Young Children.
- Everix, Nancy (1991). Ethnic Celebrations Around the World. Carthage, IL: Good Apple.
- Flora, S. (1987). The Preschool Calendar. Minneapolis, MN: T.S. Denison & Co. Inc.
- Granovetter, Randy R. & James, Jeanne C. (1989). Sand Play Activities for Children Ages 1-6. Lewisville, NC: Kaplan Press, Inc.
- Herr, Judy & Libby, Y. (1990). Creative Resources for the Early Childhood Classroom. Canada: Delmar Publishers, Inc.
- Kohl, MaryAnn F. (1989). Mudworks. Bellingham, WA: Bright Ring Publishing.
- Schiller, Pam & Rossano, J. (1990). The Instant Curriculum. Mt. Raines, MD: Gryphon House, Inc.

Schubert, B. (1977). Holiday Customs Around the World. San Jose, CA:  
Reflections & Images.

SDE Sourcebook (1991). A Child's Window to the World. Peterborough, NH:  
The Society for Developmental Education.

Warren, Jean (1990). Piggyback Songs. Everett, WA: Warren Publishing  
House, Inc.

Warren, Jean (1990). Theme-A-Saurus I & II. Everett, WA: Warren  
Publishing House, Inc.

## **EDUCATORS & CHILDREN'S MAGAZINES**

### **Childhood Education**

Publisher: Association for Childhood Education International

11141 Georgia Ave., Suite 200

Wheaton MD 20902

### **Highlights for Children** (Preschool-Preteen)

Publisher: Parent and Child Resource Center, Inc.

2300 West 50th Avenue

P.O. Box 269

Columbus OH 43216-0269

### **Humpty Dumpty's Magazine** (Ages 4-6)

Publisher: Children's Better Health Institute

P.O. Box 10003

Des Moines IA 50340

### **Ladybug** (Ages 3-7)

Publisher: Carus Corporation

315 Fifth Avenue

Peru IL 61354

### **Pre-K Today: The Magazine for Teachers of Infants to Fives**

Publisher: Scholastic, Inc.

P.O. Box 2075

Mahopac NY 10541

**Sesame Street Magazine**

Publisher: Children's Television Workshop

Sesame Street

126 Wilmington Drive

Melville NY 11747

**The Mailbox Preschool/Kindergarten**

Publisher: The Education Center, Inc.

1607 Battleground Avenue

P.O. box 9753

Greensboro NC 27429

**Totline**

Publisher: Warren Publishing House, Inc.

P.O. Box 2255

Everett WA 98203

**Turtle (Ages 2-5)**

Publisher: Children's Better Health Institute

P.O. Box 567

Indianapolis IN 46206

**Young Children**

Publisher: National Association for the Education of Young Children

1834 Connecticut Ave. NW

Washington DC 20009-5786

**Your Big Back Yard** (Ages 3-7)

Publisher: National Wildlife Federation

1412 16th Street, NW

Washington DC 20036

**Book Clubs**

Troll

320 Rt. 17

Mahwah NJ 07498-0004

Weekly Reader

PO Box 16628

Columbus OH 43272-6112

Scholastic

PO Box 7503

Jefferson City MO 65102-9966

## U.S. BOOK DEALERS OF INTERNATIONAL AND BILINGUAL BOOKS

AIMS International Books, Inc.  
3216 Montana Ave.  
Cincinnati OH 45211

Baker & Taylor  
380 Edison Way  
Reno NV 89564

Bilingual Educational Services  
1607 Hope St  
South Pasadena CA 91030

Bilingual Publications Co.  
1966 Broadway  
New York NY 10023

Fondo Cultural Latino Americano  
6621 Atlantic Ave.  
New York NY 90201

French & Spanish Book  
625 Olive St  
Los Angeles CA 90014

French & Spanish Book Corp.  
115 Fifth Ave.  
New York NY 10023

Iacone Books Imports  
300 Pennsylvania Ave.  
San Francisco CA 94107

Latin Trading Co.  
P.O. Box 4055  
Chula Vista CA 91909

Lectorum Publishing Co.  
137 W 14th Street  
New York NY 10011

National Black Child Development  
1463 Rhode Island Ave. NW  
Washington DC 20005

Nuestra Lengua  
766 Madison Ave.  
Chula Vista CA 91910

Southwestern Publishing Co  
Madison Road  
Cincinnati OH 45227

Spanish books, Inc.  
5963 El Cajon Blvd.  
San Diego CA 92115

**VIDEO DEALERS**

Nancy Geary  
Altschul Group  
1-800-421-2363

Margaret Reiner  
Nadera Cinevideo  
408-757-0115

## Other Resources

ABA Music for Children

PO Box 3730

Salem OR 97302

800-722-9956

All for Kids Books & Music

2943 NE Blakeley St.

Seattle WA 98105

206-526-2768

Early Childhood Education

National Education Association

1201 16th St. NW

Washington DC 20036-3290

Educational Felts & Supplies

Star Rte. Box 326

Willows CA 95988

ESD 105

33 South Second Ave.

Yakima WA 98902

509-575-2885

JW Stannard Co.

611 Commerce Dr.

Largo FL 34640

813-587-0900

Lakeshore Learning Materials

2695 East Dominguez St.

Carson CA 90749

800-421-5354

Learning World

500 Westlake Ave. N

Seattle WA 98109

800-562-3214



Macmillan Educational Programs

Made To Order

6 Commercial Street Educational Plaza PO box 1218

Hicksville NY 11801

Gig Harbor WA 98335

206-851-6355

Nellie Edge Resources, Inc

Newbridge Educational Programs

PO Box 12399

PO Box 6009

Salem OR 97309-0399

Delran NJ 08370-6009

800-523-4594

Rigby Education (Big Books)

Society of Young Magicians

PO Box 797

2378 Cleveland St

Crystal Lake IL 60014

Beach Grove IN 46107

Wizard of Ahhs (Puppets)

World Wildlife Fund

PO Box 851

PO Box 96220

Pollock CA 95726

Washington DC 20077

Zephr Press

3865 E 34th St., #101

PO Box 13448-B Dept 40

Tucson AZ 85732-3448

## ASSOCIATIONS/ORGANIZATIONS

American Booksellers for Children

50 E Huron

St. Paul MN 55126

American Library Association

175 Ash Street

Chicago IL 60611

Bureau of Education & Research

915 118th Avenue SE

PO Box 96068

Bellevue WA 98009

800-735-3503

Children's Book Council

568 Broadway #404

New York NY 10012

Early Childhood Development

Association of Washington (ECDAW)

1850 Boyer Avenue East

Seattle WA 98112

Horizons In Learning

1700 SW Austin Street

Seattle WA 98106

206-762-5299

International Reading Association

800 Barksdale Rd

Newark DE 19711

National Association for Bilingual

Education (NABE)

1834 Connecticut Ave. NW

Washington DC 20009

800-424-2460

National Association for the  
Education of Young Children (NAEYC)  
1834 Connecticut Ave. NW  
Washington DC 20009-5786  
202-232-8777 800-424-2460

National Council of Teachers of  
English  
111 Kenyon Rd  
Urbana IL 61820

New Horizons for Learning  
4649 Sunnyside North  
Seattle WA 98103

Reading Is Fundamental (RIF)  
PO Box 2344  
Washington DC 20026

Washington Association for  
Bilingual Education  
31849 Pacific Hwy S, Suite 133  
Federal Way WA 98003

Washington Association for the  
Education of Young Children  
827 N Central Ave. #106  
Kent WA 98032  
206-854-2565

## PROP BOXES FOR IMAGINATIVE PLAY

**Pet Clinic:** Pictures or photos of animals, empty dog and cat food containers, white coat or old shirt, stuffed animals, (for "patients"), water and food dishes, stethoscope, gauze tape, rubber gloves, plastic syringes with needles removed, tongue depressor, leashes, empty pill bottles, plastic thermometer and cotton balls.

**Post Office Box:** Pictures of mail carriers, mail trucks and mailboxes, old shoulder strap purses or bags, envelopes and postcards with canceled stamps, junk mail, envelopes, paper, stickers or seals to use as stamps, labels, postage scale, rubber stamp and non-toxic ink pad, index cards, crayons and pencils, shoe boxes for individual mail boxes.

**Grocery Store Box:** Toy cash register, empty food containers, play money, paper bags, old cash register tapes, plastic fruit and vegetables, small scale, price tags, unopened canned goods, play shopping baskets.

**Fire Station Box:** Fire fighter's hat, child's rubber raincoat, pair of boots, rubber hosing, bell, telephone, steering wheel (plastic hoop), and old radio.

**Seashore Box:** Pictures of the seashore and ocean, bathing caps, sun hats, beach towels, a collection of seashells, picnic basket, thermos, beach ball, pails and shovels, empty plastic bottles of suntan lotion, sunglasses, old radio, umbrella, sand table with sand toys.

**Restaurant Box:** Menus (take-out menus are easily obtained), cash register, play money, empty ketchup and mustard bottles, dishes, salt shaker, different colors of soft clay and rolling pins, plastic flowers, yarn

(for spaghetti), trays, blunt plastic utensils, napkins, aprons for cook and waiter/waitress, order pad, pencil, tablecloth, play food.

**Doctor's Office/Hospital Box:** White shirts for uniforms, nurses' caps (can be make from paper), bandaids, gauze tape, tongue depressors, empty pill bottles, small suitcase or purse for doctor's bag, stethoscope ( a real one only costs a few dollars), plastic syringes with needles removed, surgeons' masks and caps, ace bandages, cotton balls, plastic thermometer.

**Flower Shop Box:** Artificial flowers, vases, florist tape, baskets, ribbon, telephone, gift cards, pads and pencils, materials to make flowers (tissue paper, construction paper, pipe cleaners, egg cartons, pom poms), cash register, aprons, gloves, play money, styrofoam (for flower arranging), watering can, plastic plant pots.

**Mechanic's Box:** Used and washed motor parts (spark plugs, filters, cable sets, etc.), tools, oil funnel, clean and empty oil cans, flashlight, wire, air pump, windshield wipers, key ring, old shirts, gloves, rags.

**Forest Ranger's Box:** Canteen, flashlight, rope, mosquito netting, canvas for tent, knapsack, food supplies, nature books, small logs, binoculars.

**Plumber's Box:** Piping, spigots, plunger, tools, hose, measuring tape.

## PRINT PROPS TO ADD TO THE IMAGINATIVE PLAY

**House Play:** Books to read; empty food, toiletry, and cleaning containers; telephone books (made with children's names, addresses, and phone numbers, covered with plastic adhesive); emergency numbers decals to attach to the play phone; cookbooks; small note pads and a container with pencils; wall plaques with appropriate verses; stationary and envelopes; magazines and newspapers; food coupons; grocery store food ads; play money.

**Doctor's Office Play:** Eye chart posted; telephone book; message pad and pencils; signs (Doctor is In, Doctor is Out, etc.); magazines and books for the waiting area; pamphlets for children about health care; file folders and ditto sheets for health charts; index cards cut in quarters for appointment cards.

**Grocery Store Play:** Empty food containers; labels for store departments; food poster (old ones from stores); brown grocery bags with store names; signs for store hours; numeral stamps and stamp pads to price foods; play money; cash register; grocery store ads.

**Restaurant Play:** Menus; magnetic letters and board to post specials; placemats; note pads and pencils for taking orders and writing checks; play money; cash register; Open and Closed signs.

**Transportation Play:** Recipe cards cut in half for tickets; maps or atlas; suitcases with luggage tags; travel brochures; little notebooks for record keeping; old passports.

**Post Office Play:** Envelopes of various sizes; stationary supplies, pencils; stickers or gummed stamps; stamp pad and stamp to cancel.

**Office Play:** Typewriter or computer terminal and paper; telephone book; ledger sheets; dictation pads, other note pads; 3-ringed binders filled with information; sales brochures; business cards make from file cards; filing supplies; date and other stamps and stamp pad.

## SUGGESTED TOYS FOR PRESCHOOL CHILDREN

The following list offers suggestions for toys appropriate for three, four and five year old preschoolers. This list suggests basic items for providing your preschool with adequate supply of materials that will encourage a child's development. This list is not complete, any number of other items may be included.

Large building blocks	A rocking toy
Stringing beads	Parquetry pieces
Lacing cards or boot	cuisenaire rods and inch blocks
Zipper and button frames	Large nuts and bolts
Kitchen set with pots, pans, dishes of many cultures	Flannel board
Broom, brush, dustpan, mop, rake, etc.	Art supplies
Doll, doll clothes, carriage, bed, etc.	Games/puzzles
Dress-up clothing(culturally appropriate)	Peg boards
Tree stump with hammer and big nails	Anything else you wish
Spray bottle with cloth for cleaning	
Sand play materials(shovels, pails, molds,sieves spoons, etc.)	
Water play materials	
Climbing and sliding areas(appropriate height for age)	
Swings	
Shape sorters up to seven or eight different shapes	
More complex puzzles(floor puzzles, etc.)	
balance beam	
Tumbling mats	
Wagon	
Dump trucks and other trucks	
Musical toys	
Rhythm instruments(add culturally appropriate ones also)	
Mirror	
Stacking toys	
Nesting toys	
Hand puppets	
Large interconnecting plastic blocks	



APPENDIX B

## PREFACE

This program was designed by the writer and a team of early childhood paraprofessionals to be implemented as a summer program for at-risk children in the Granger School District. This program was designed with the idea in mind that each year there would be a different group of children with each year there would be a different group of children with possibly different interests, knowledge and experience entering into the program. Therefore, it was meant to be adaptable to meet the needs of young preschool aged children.

## TEACHER SELF ASSESSMENT

### SERVICE DELIVERY

1. Children are provided with an age appropriate educational program.

YES NO

Comments:

2. Learning experiences are individualized, allowing children to work at their own developmental level.

YES NO

Comments:

3. There is adequate time and opportunities for child-initiated, hands-on activities and exploration in the context of cooperative, collaborative learning processes.

YES NO

Comments:

- A. Indoor/outdoor activities are developmentally appropriate and included in the educational plan.

YES NO

Comments:

4. The curriculum is integrated and learning activities are relevant and meaningful.

YES NO

Comments:

5. Children's progress is assessed through developmentally appropriate and culturally sensitive assessment practices.

YES NO

Comments:

6. There is a process to identify, refer and provide on-going assessment for children's needs.

YES NO

Comments:

- A. Staff provide individually focused intervention strategies to implement in the classroom for all children.

YES NO

Comments:

7. Curriculum, instruction, and assessment practices are organized so that information from assessment is utilized to refine and implement curriculum and instructional strategies.

YES NO

Comments:

8. Staff are providing appropriate learning activities that promote a supportive social and emotional atmosphere for children.

YES NO

Comments:

- A. Learning centers are labeled with learning objectives and activity directions for the adults in the classroom.

YES NO

Comments:

- B. Learning center materials are labeled in written and pictorial form for children.

YES NO

Comments:

9. Intervention learning activities are planned for children to increase their positive self-image, social skills, and healthy development for success in school.

YES NO

Comments:

- A. The environment provides for the development of self-reliance, self-discipline and self-confidence for each child.

YES NO

Comments:

10. Home culture and language are reflected in curricula, materials, activities, and information through collaboration with families.

YES NO

Comments:

- A. Child's use of home language is accepted and supported.

YES NO

Comments:

- B. There is staff who can communicate with and teach the child.

YES NO

Comments:

- C. Communications with families occur in culturally appropriate language and interactions.

YES NO

Comments:

- D. The physical and social environments reflect attention to culturally sensitive classroom organization, social interactions, and learning styles.

YES NO

Comments:

11. Families are involved in the classroom and/or activities and have opportunity for input with the staff.

YES NO

Comments:

12. Families and staff share information to ensure the optimal development of the child.

YES NO

Comments: