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# A Study to Develop a Curriculum for the Three Year Old Based on the Competencies for Three Year Olds Listed by the Florida Kindergarten Council, Inc.

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A STUDY TO DEVELOP A CURRICULUM FOR THE THREE  
YEAR OLD BASED ON THE COMPETENCIES FOR THREE YEAR  
OLDS LISTED BY THE FLORIDA KINDERGARTEN COUNCIL, INC.

by

Jacqueline J. Batey

A thesis submitted to the Division of  
Curriculum and Instruction  
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## Abstract

This curriculum project reviews the methods, materials, movements, music and reading activities that have been shown in the literature to be appropriate for teaching social, emotional, intellectual, and physical skills to three year olds. The development, major findings, various methods, and teacher effectiveness in early childhood education are also discussed. This curriculum project is specifically designed for three year old skills and abilities as listed by The Florida Kindergarten Council, Inc., 1987. The criteria for selection of the activities is included. This project includes a list of the reviewed activities arranged in the format of a nine month calendar and categorized under one of the following headings; art activities, movement activities, music and recipes. One color, number and shape will be introduced into the curriculum each month. Finally, suggested stories appropriate for the central theme of each month will be included for teachers to use in reinforcing the concepts presented.

## Chapter I: Introduction

### Problem Statement

What activities have been shown in the research and literature to be appropriate for teaching social, emotional, intellectual and physical skills to three year olds?

### Rationale

The pre-school child's early learning experiences form the foundation for later educational success, so understanding the basic concepts of development in children is necessary to derive the greatest benefit from pre-school curriculum writing and teaching. It cannot be over emphasized that the application of general concepts of development is most valuable when considered in relationship to the individual child. It is both impossible and unrealistic to say, "All three year olds...". By recognizing the individuality of each child, pre-school education can offer experiences most appropriate to enhancing the particular blend of heredity and environment unique to each child (Whordley, Doster, 1986). The effective curriculum also encompasses goals which provide for the total development of the young child as its paramount consideration (Florida Kindergarten Council, Inc., 1986). Planning should include activities to nurture the social, emotional, intellectual and physical development of the

individual child (Seefeldt, 1986). When a healthy, happy, challenging environment is created and maintained, children are encouraged to grow and develop to the best of their abilities.

Much educational information is available to the primary teacher, but the pre-school curriculum is a new and challenging field. Early childhood education will be the first in a lifetime of organized learning experiences (Florida Kindergarten Council, Inc., 1986). An effective curriculum will provide many opportunities for creative and cognitive learning situations suited to a range of skills within the overall maturational level of a three year old.

#### Purpose

The purpose of this project is to develop a curriculum of social, intellectual, physical and creative activities appropriate for the mental and physical abilities of the average three year old. To increase teacher usability, the project format will follow a nine month calendar and the goals, materials needed, and directions for each activity will be clearly outlined.

Because pre-school competency levels and abilities vary greatly, broad goals are stated and experience and participation are emphasized over accomplishment (Ames, 1976). In teaching three year olds, process becomes paramount over product and the ability to create productive learning opportunities from spontaneous situations are valuable teacher traits (Hamlin, 1985).

### Definition of Terms

Social development; the ability to get along with others, i.e. cooperating, showing social awareness, and building relationships to parents, adults in general and other children.

Intellectual development; the cognitive growth of an individual which begins at birth and progresses through a number of stages until the individual reaches cognitive maturity. Each individual moves through these stages in the same order, but the rate at which each proceeds varies from person to person. Intellect includes memory or the ability to make mental representations of the things he/she is learning, and imagination, the ability to take what he/she knows in one context and use it in a novel fashion. "Thinking" refers to the mental processing of information.

Emotional Development; the ability to express feelings in a productive, mature outward expression, i.e., love, anger, frustration, sadness, etc.

Physical Development; the ability to control body movements. There are two major functional areas of physical development; upright locomotion such as walking, running, jumping, etc., and manipulability, i.e., the ability to reach with the hand and fingers, grasp, and manipulate an object. Gross motor skills involve large muscles of the body, such as muscles in the arms and legs, fine motor skills utilize the small muscles of the body, such as those in the fingers, toes and mouth. (Whordley, 1986).

Pre-School; for the purpose of this project, pre-school is that area of education which teaches two, three, and four year olds below Kindergarten.



## Chapter II: Review of Literature

Philosophers have long been fascinated with the natural development of children. As they studied, they advanced theories in attempts to explain the nature of children. During the twentieth century these theories, as well as a great deal of research, extended the understanding of the way children grow and develop (Seefeldt, 1986). For the purpose of this project, the literature will support the appropriateness of the activities chosen to teach social, emotional, intellectual and physical skills to three year olds.

### Child Development

Jacques Rosseau admonished contemporaries in the sixteenth century "to love childhood, to take advantage of its play, its pleasures, and its admirable spirit" (Rosseau, 1762). In L'Emile he recommended that children be left to ripen as a piece of fruit on a tree so that the natural and lovely character within the child would flower without adult direction.

Gesell (1974) following the work of G.S. Hall, documented that children's growth and development does occur as naturally as a flower grows buds, and blossoms. He saw children's growth as a the result of "laws and sequence of maturation which account for the general similarities and basic trends of child development" (Gesell, 1940). Though Gesell recognized that environment played

a role in the child's behavior, he believed that the basic progression of development was inherent and due to a process of maturation. Growth is continuous and spiral in fashion. Each child goes through similar stages, but each according to his or her own developmental time clock. There is an inherent faith that the child will learn given proper time to develop. Children's outward behaviors indicate readiness, so hastening the process would be undesirable and detrimental, if not impossible (Seefeldt, 1986).

If the environment has provided consistency, continuity, and sameness of experiences for the infant between birth and eighteen months, basic trust develops and the child will gradually form a sense of "inner goodness" because he or she has determined that there is an "outer predictability" (Clarke-Stewart & Koch, 1983). Without this, the child will develop a basis mistrust and hostility toward others and the world. Between nineteen months and three years of age, toddlers develop a sense of autonomy. As they start to walk they develop a desire to let go, as well as a need to hold on.

Children begin to develop a sense of pride in their achievements. If they are shamed because of their attempts at letting go and their experiments with the world, they'll develop a sense of shame about themselves and self-doubt as they function in the world (Seefeldt, 1986).

At age three or four, a new stage, initiative, unfolds. At this stage the child is able to undertake and plan his or her own activities and do them in cooperation with other children. If the adult world does not offer proper regulations, the child may undertake more than he or she can achieve and this develops into a sense of guilt or failure. On the other hand, if the adult world doesn't permit practicing developing skills children live with a sense of failure (Seefeldt, 1986). The three-year-old child's way of thinking is totally dominated by the notion of action. The child approaches reality as an active human being and this activity in terms of concrete experiences creates the child's thought patterns (Pramling, 1983). Learning is most commonly expressed by children as becoming (more) able to do something, and the way by which one becomes (more) able is by doing. To learn to know means to a large extent to find out by doing, or to find by asking someone who does. Moreover, to know relates primarily to knowledge about something one is able to do oneself or to know about other people who do something. The awareness of a kind of learning which the child has not experienced cannot exist (Pramling, 1983).

Three year olds have an extremely high energy level. They are developing and refining their gross and fine-motor skills. They can run smoothly, stop easily, spin about, climb and jump.

The fine-motor development is nearly refined. Coloring, painting, and tearing and folding paper are intriguing to the children as they develop increasing control over fine muscles. Drawings begin to have representation and children name them. Although hand dominance is established by this time, some children will use both hands with ease.

Three year olds are loving and cooperative one minute, then bossy and resisting the next. They are aware that they are growing and changing. Children are happy to play side by side with others and although they sometimes cooperate in their play, they often do not. Emotions for threes are largely on the surface. They are beginning to develop a sense of humor and will watch adults and often laugh as they do. They may laugh simply to make others laugh (Seefeldt, 1986).

At this age, children often begin to have fears. Books about monsters affirm what children already know, "that monsters are really there", but the stories help keep the monsters in their place. Threes are curious and generous, beginning to realize that other people have feelings also. They begin to decenter, to see themselves as separate from others, but to understand that others have feelings, opinions, and ideas just as they do (Seefeldt, 1986).

Cognitively, three year olds manipulate their environment

and make discoveries about it. They begin to generalize from one situation to another. Vocabulary and sentence structure are developing very rapidly. They talk as they act and they act out their thoughts. Language is often a monologue (Seefeldt, 1986).

The three year old tends to be a person who enjoys life and whom others enjoy. He or she experiences a great deal of growing up in the months from two and a half to his or her fourth birthday. The child progresses from a time when they were, as a rule, comfortable, friendly, gentle, cooperative, and reasonably secure in themselves and their relationships with others, to a time of tremendous insecurity (Ames, 1976). And yet, every child is an individual. Not all children behave alike, nor do they reach the customary stages of development at the same time. Not every child goes through all the standard stages, and even those who do have their own individual time tables. From birth to three, young children experience an explosion of development in the physical, social, cognitive, language and emotional areas. Each child is a unique individual in spirit, physical being, intellectual growth, learning style, emotional development, temperament, outlook, social development and responsiveness (Kindergarten Excellences, 1986). Children come to school with a wide range of prior life experiences and influences which contribute to the uniqueness of each child. The pre-school

teacher and curriculum must be knowledgeable and flexible to fit the changing stages and needs of the individual child.

### The Teacher

The pre-school teacher's idea of giving children "some knowledge" is an idea which most three year olds have still not grasped. The child who is very adaptable tries to make the best of it by doing what the teacher expects him to do; he tries to memorize in order to answer. Consequently, what compulsory school is criticized for, i.e. directing children's learning towards "surface" learning in terms of memorization and rote learning, seems to be a problem introduced as early as pre-school. It is introduced because there is a gap between the teacher's intentions and the child's way of thinking (Prawling, 1983). What the child is supposed to learn is hardly ever explicitly expressed.

Because the social aspects of education dominate in pre-school, the teacher's role is primarily to integrate children from pluralistic backgrounds into a common school experience while retaining and valuing the unique attributes of each child (Kindergarten Excellence, 1986). He or she must possess the tools and skills needed to begin assessment activities related to all aspects of the child's development, all parts of the curriculum, individual learning styles, motivation and classroom

behavior. The pre-school teacher has a limited time to accomplish the stated educational task, so time management becomes a critical factor in helping a group of children with diverse backgrounds, experiences and learning styles accomplish group and individual goals (Kindergarten Excellence, 1986). And finally, children need to be successful if effective learning is to take place. The teacher must become aware of the children's non-academic needs and provide the atmosphere, spirit and opportunities which guarantee a successful initial education experience.

#### The Curriculum

When building a curriculum for three year olds, the child must be the most important factor. Learning will best take place in an atmosphere where spontaneous situations are turned into productive learning opportunities and teacher-planned activities grow out of the knowledge of the development and needs and interests of the children. In all experiences, the emphasis should be on the process of learning rather than on given narrow answers and creating end products (Kindergarten Excellence, 1986). Children learn best by direct, sensory experiences, interacting with their environment and others to learn about their own world.

Pre-school is not just a younger edition of the elementary

school. In many ways it is the last opportunity for children to learn through playing. Readiness skills should be pleasant and comfortable for children, and engaged in only insofar as the children can handle them. If a skill is too difficult, it should be omitted (Fuchs, 1986). It is ironic that in this country, life expectancy is increasing at the same time that childhood playtime seems to be decreasing. Societal changes in the family structure, economic pressure, television's exposure to violence, and academic pressure in pre-schools all affect and often limit childhood's special time for play and laughter (Hamlin, 1986). Laughter and humor are essential for mental health. Pre-school can provide a planned environment for children which will reduce stress through playful experiences accompanied by laughter. When staff members and teachers are less controlling, more fun and more laughingly responsive, tension is eased and hostility, even among children is decreased (Hamlin, 1985). Play and laughter belong with children wherever they are--even in a pre-school setting.

The Florida Kindergarten Council, Inc.

The Florida Kindergarten Council was established in 1968 and is comprised of both independent and parochial schools dedicated to maintaining high curriculum standards in preprimary schools and kindergartens throughout the State of Florida. In addition,



Florida Kindergarten Council keeps watch and informs member schools of pertinent legislation, meets in district groups for informative workshops, shares ideas for curriculum improvements and offers aid to inquiry schools who wish to improve their standards.

Schools which are members of Florida Kindergarten Council practice an "open admission" of non-discrimination. Truthful and current promotional information concerning philosophies, objectives, facilities and programs are required under Florida Kindergarten Council evaluation standards. Records of attendance and health and cumulative reports of physical, mental, social and emotional progress of each child shall be maintained and current.

Florida Kindergarten Council states that the school shall have a curriculum consistent with its philosophy and objectives, designed to effectively fulfill the needs of the students enrolled. The Council requires evidence of the school's continuing study of the curriculum. Pupil:teacher ratio at the three year old level shall be no more than twenty children per adult (20:1) with an aide or resource teacher available at all times. Consistent communication between home and school shall be maintained and time will be scheduled for parents and teachers to meet and discuss student progress.

Florida Kindergarten Council also sets minimum standards for

business and finance, buildings and equipment and staff qualifications which are not pertinent information for the purpose of this paper.

#### Minimum Competencies for Three Year Olds

Program standards will be similar to those of a four and five year old curriculum, with more emphasis on social interaction among the children and less on academic readiness. The schedule will fluctuate between active and passive activities and be flexible enough to meet the needs of the different levels of attention span and other individual needs of the child (Florida Kindergarten Council, 1986).

Florida Kindergarten Council expects to see learning experiences and activities and materials which would involve the following areas:

#### I. AUDITORY DEVELOPMENT

- A. Auditory discrimination (loud vs. quiet, etc.)
- B. Auditory memory (recognizing sounds, following directions, etc.)
- C. Auditory association (matching sounds, recognizing voices, etc.)

#### II. VISUAL DEVELOPMENT

- A. Visual discrimination (recognize colors, shapes, etc.)
- B. Visual memory

- C. Visual association (matching colors, shapes, seeing likenesses and differences)
- D. Visual-motor activities (eye-hand activities)

### III. TACTILE DEVELOPMENT

- A. Puzzles, beads, blocks, water play, etc.
- B. All types of materials providing sensory experiences

### IV. LINGUISTIC DEVELOPMENT

- A. Opportunities to enjoy stories
- B. Opportunities to develop listening skills
- C. Dramatizations, puppetry, fingerplays, etc.
- D. Vocabulary building

### V. PHYSICAL DEVELOPMENT

- A. Opportunities for gross motor exercise
- B. Opportunities for becoming aware of body parts and control of the body
- C. Wholesome snacks and lunches (when provided by the school)

### VI. MATHEMATIC READINESS

- A. Counting experiences
- B. Opportunities for exploring spatial relationships
- C. Finger plays and songs involving math concepts

### VII. MUSIC

- A. Singing

- B. Musical games
- C. Rhythmic activities
- D. Rhythm band

#### VIII. SCIENCE

- A. Opportunities for children to become aware of the world around them
- B. Hands on experiences (weather, animals, insects, seashells, etc.)

#### IX. ARTS AND CRAFTS

- A. Creative activities for discovery using medium such as clay, finger paint, paste, chalk, etc.

#### X. SOCIAL DEVELOPMENT

- A. Opportunities to establish routine of physical habits, work habits, discipline, etc., within a group
- B. Opportunities to develop social values, sharing group acceptance, independence, dependability, following through with activities, cooperation, etc.
- C. Awareness of community helpers (fireman, doctor, postmen, etc.)
- D. Opportunities for spontaneous conversation

#### XI. EVIDENCE OF NON-THREATENING ATMOSPHERE WHERE CHILDREN ARE FREE TO GROW UP AND DEVELOP

- A. Understanding of the variation in the attention span of different children at different ages

B. Recognition of the differences in the students' abilities and needs

1. Awareness of the individuality of children
2. Effort made to teach to the individual needs of children in the classroom (Florida Kindergarten Council, 1986).

### Chapter III: Design of Project

The description below provides directions for developing a curriculum of activities to promote competency for the three year old socially, emotionally, intellectually and physically.

#### Criteria for Selection of Activities

1. Gather specific activities that have been found in the literature and suggested by various authors to promote or develop appropriate social, emotional, intellectual, or physical skills for the three year old. Also include creative and recreational activities. Emphasis will be placed on social interaction and less on academic readiness.
2. The project developer will review the activities and determine which activities will be appropriate to use with three year old students.
3. After the activities chosen have met the criteria for number two, the project developer will develop a nine month calendar utilizing activities from every area each month. A color, shape and number will be presented each month along with the social, emotional, etc., activities. Also include the reference after each activity.
4. Write an overall goal for each category of activities. Include a list of materials needed for each activity with the description of the activity. If there are no materials

needed, do not include the section on materials. List specific stories or songs to be included in monthly activities.

5. Because these activities are designed to promote process skills and offer hands on experiences rather than criteria based products, teachers should evaluate the progress of the individual child informally and on an overall basis (socially, emotionally, intellectually and physically).
6. Since these activities are designed to promote process skills rather than product, they should not be formally evaluated.

Chapter IV: Curriculum of Activities

MONTH: September  
 NUMBER: 1 & 2  
 COLOR: Blue  
 SHAPE: Circle

ART

ACTIVITY: Bushy the Squirrel  
 MATERIALS: Pre-Printed Squirrel  
 Grey Tissue Paper  
 Crayons  
 Glue  
 HOW TO: Color the picture of the squirrel first. Show the children how to tear small pieces of tissue paper and wad them up. Using one finger, have them apply glue only to the squirrel's tail and stick the wads of paper to the glue. Continue until the tail is covered.  
 READ: The Sleepy Squirrel by Theresa Kalab Smith

ACTIVITY: Twinkle Star  
 MATERIALS: Yellow construction paper stars  
 Glue  
 Glitter  
 Day Glow Markers  
 HOW TO: Give each child a star and allow them to decorate it with the glitter and markers. (Optional: Tie the stars around the childrens neck as they recite "Twinkle, Twinkle Little Star").

Coletta, (1986).

ACTIVITY: Sewn Apples  
 MATERIALS: Styrofoam Meat Trays  
 Hole Punch  
 Yellow, Red & Green Rug Yarn  
 Blunt-tipped Yarn Needles  
 HOW TO: Punch holes (about 1/2" apart) in the shape of an apple on each tray. Allow the children to choose their yarn. Help them thread their needle and knot each end. They might say "up and down" as they sew through the holes. Help them tie off when they finish. Stem and leaves can be added with markers if you choose.  
 READ: The Giving Tree by Shel Silverstein.

Wilmes, (1986).



ACTIVITY: ME  
 MATERIALS: Butcher Paper  
 Crayons  
 Full Length Mirror  
 HOW TO: Roll out the butcher paper and have a child lie down on it. Trace around his body and cut it out for him. Have him take it to a table near the mirror and "dress" himself with the crayons. Wilmes, (1986).  
 READ: ME by William Saroyan

### MUSIC

Winn, Marie, The Fireside Book of Children's Songs. (1966).  
 "Good Morning to You", p. 11.  
 "Rock A Bye Baby", p. 21.  
 "Mary Had a Little Lamb", p. 77  
 Brown, Marc. Hand Rhymes. (1985).  
 "My Book", p. 5.

### RECIPES

ACTIVITY: Good Granola  
 MATERIALS: 1 Cup Oatmeal  
 1/3 Cup Wheat Germ  
 1/4 Cup Coconut  
 1/4 Cup Sunflower Seeds  
 1/4 Cup Powdered Milk  
 1 teaspoon Cinnamon  
 2 tablespoons Honey  
 2 tablespoons Oil  
 1 teaspoon Vanilla  
 HOW TO: Mix ingredients well. Spread on a baking sheet. Bake at 375 degrees for 8 to 10 minutes. Cool on paper towels. Serve

ACTIVITY: Applesauce  
 MATERIALS: 1 Apple Per Child  
 Saucepan  
 Cinnamon  
 HOW TO: Peel, slice and core the apples. Put the apples in the saucepan and simmer to desired consistency. Stir occasionally. Cool and serve.

MOVEMENT

- ACTIVITY: Rhythmic Movement (Identification)  
Using the following suggestions, have the children imitate:
- 1)Animals: Elephants, Ducks, Seals, Chickens, Dogs, Rabbits, Lions, etc.
  - 2)People: Soldiers, Fire Fighters, Sailors, Nurses, Cowboys, Lumberjacks, etc.
  - 3)Play Objects: Seesaws, Swings, Rowboats, Balls, etc.
  - 4)Make-Believe: Giants, Trolls, Dragons, Pixies, etc.
  - 5)Machines: Trains, Planes, Jets, Rockets, Cars, Bicycles, Motorcycles, Elevators, Cranes, etc.
  - 6)Circus  
Characters: Clowns, Jugglers, Lion Tamers, Tightrope Walkers, Bands, etc.
  - 7)Weather: Leaves, Flowers, Wind, Rain, Snow, Clouds, Tornadoes, Volcanoes, etc.

Dauer, (1986).

MONTH: October  
 NUMBER: 3  
 COLOR: Orange/Black  
 SHAPE: Triangle

ART

ACTIVITY: Cookie Cutter Prints  
 MATERIALS: Black Construction Paper  
 Orange and White Tempera Paint  
 Halloween Shaped Cookie Cutters  
 HOW TO: Pour the paint into shallow pans (paint should be a little thick). Show the children how to dip the cutters into the paint and then print them on the paper. Help them use the whole paper. (Optional: White crayon could be added when paint dries.)  
 READ: The Scary Thing by Laura Bannon

ACTIVITY: Pumpkin Bags  
 MATERIALS: Brown Lunch Bags  
 Newspaper  
 Glue  
 Rubber Bands  
 Orange, Green Tempera Paint  
 Triangle Shape Black Construction Paper  
 HOW TO: Help the children tear the newspaper into strips and stuff the bags half full. Twist the top and secure with rubber band. Paint the bag orange and the stem green. When dry, glue the triangles on for eyes, nose and mouth.  
 Coletta, (1986).  
 READ: The Halloween Costume Party by Ron Wegan  
Jack-O'-lantern by Edna Barth

ACTIVITY: Fall Sponge Trees  
 MATERIALS: Construction Paper  
 2" Triangle and Square Sponges on Clothespins  
 Yellow, Orange, Red and Brown Tempera Paint  
 Brown, Rectangle Paper "Trunks"  
 HOW TO: Glue the brown trunk on each paper. Allow the child to paint the fall leaves on the tree using the sponges dipped in paint. (Be sure they squash the sponges instead of rubbing with them). Keep sponges separate in each paint color.  
 Coletta (1986).

ACTIVITY: Hand Print Tree  
 MATERIALS: Red, Orange, Brown, Yellow Tempera Paint  
 Bulletin Board Paper  
 HOW TO: Paint a tree trunk on the paper and tape it up on a wall. "Paint" the children's hands with fall colors and let them press their hands above the tree trunk to make leaves. Each child may need to make several.

### MUSIC

Winn, Marie, The Fireside Book of Children's Songs. (1966).  
 "Have You Seen the Ghost of John", p. 190.

Brown, Marc, Hand Rhymes. (1985).  
 "Jack-O-Lantern", p. 10.  
 "Five Little Goblins", p. 12.

Quackenbush, Robert. The Holiday Song Book. (1977).  
 "He's Got the Whole World in His Hands", p. 13.  
 "Mister Frog went a Courting", p. 20.

### RECIPES

ACTIVITY: Pumpkin Seeds  
 MATERIALS: Pumpkin  
 Salt  
 HOW TO: Remove seeds from pumpkin and wash. Spread them on a baking sheet and toast at 350 degrees for 10 minutes until golden. Sprinkle with salt. Cool and serve.

ACTIVITY: Pumpkin Muffins  
 MATERIALS: 1 1/2 Cup All Purpose Flour  
 1/2 Cup Sugar or Honey  
 2 teaspoons Baking Powder  
 1/2 teaspoon Salt  
 1/2 teaspoon Cinnamon  
 1 Egg  
 1/2 Cup Milk  
 1/2 Cup Canned Pumpkin  
 1/2 Cup Margarine (melt)  
 1/2 teaspoon Nutmeg  
 HOW TO: Preheat oven to 400 degrees. Grease muffin tins. Measure and mix ingredients--batter should be lumpy. Fill the cups 2/3 full and sprinkle 1/4 teaspoon sugar over each muffin. Bake 18 to 20 minutes. Cool and serve.

MOVEMENT

- ACTIVITY: Rope Jumping  
MATERIALS: Jump Ropes  
HOW TO:
- 1) Lay the rope straight on the ground and jump back and forth over it, frog jump, rabbit hop.
  - 2) Jump with the rope between the feet.
  - 3) Walk the rope like a tightrope.
  - 4) Take a sprinter's position over the rope and alternate feet forward and back on either side.
  - 5) With toes touching rope, drop onto hands and walk hands out as far as possible.
  - 6) Make a "bridge" over rope.

Dauer, (1986).

MONTH: November  
 NUMBER: 4  
 COLOR: Brown  
 SHAPE: Square

ART

ACTIVITY: Feather Painting  
 MATERIALS: White Paper Cut in a Turkey Shape  
 Feathers (turkey if possible)  
 Tempera Paint  
 HOW TO: Each child is given a turkey-shaped paper and a feather to dip in the paint and decorate as they like.  
 READ: The Thanksgiving Book by Frank Jupio

ACTIVITY: Indian Necklaces  
 MATERIALS: Macaroni (different shapes)  
 Food Coloring/Vinegar (50/50 mixture)  
 Macrame Cord  
 HOW TO: Dye the macaroni different colors and allow to dry. Use the macrame cord and allow the children to string it into necklaces by looping it through each macaroni twice. Tie it long enough to slip over the children's heads.  
 READ: Little Bear's Thanksgiving by Janice Coletta, (1986).

ACTIVITY: Native Drums  
 MATERIALS: Oatmeal Containers  
 Tape  
 Paint  
 HOW TO: Tape the tops on the containers and allow the children to decorate their drums with the paint. Talk about indian symbols and music.  
 READ: Let's be Indians by Peggy Parish Coletta, (1986).

ACTIVITY: Indian Vests  
 MATERIALS: 1 Grocery Bag per Child  
 Scissors  
 Crayons or Paint  
 HOW TO: Cut the bags down the center front to the center of the bottom of the bag. Cut a hole in the bottom to fit around the child's neck. Cut an arm hole in either side of the bag. Turn the bag upside down to fit. Allow the children to draw or paint indian symbols on their bag.  
 READ: Turkeys, Pilgrims and Indian Corn by Edna Barth

### MUSIC

- Winn, Marie, The Fireside Book of Children's Songs. (1966).  
 "The Hokey Pokey", p. 168.  
 "Eency, Weency Spider", p. 92.
- Ohanian, Phyllis Brown, Songs to Sing to the Very Young, (1956).  
 "Mulberry Bush"
- Quackenbush, Robert, The Holiday Song Book. (1977).  
 "Over the River and Through the Woods", p. 106.
- Nelson, Esther L., The Silly Song-Book. (1981).  
 "Boom Boom, Ain't It Great to be Crazy?", p.6.

### RECIPES

- ACTIVITY: Sweet Potatoes  
 MATERIALS: 1 Potatoe for 2 Children  
 1/2 Cup Brown Sugar  
 1/4 Cup Butter  
 1 teaspoon Salt  
 HOW TO: Boil the potatoes about 15 minutes. Peel and slice into baking dish. Let the children sprinkle the brown sugar and butter on top. Bake at 375 degrees (pre-heated) 30 minutes. Cool and serve.
- ACTIVITY: Cornbread  
 MATERIALS: 1/2 Cup Cornmeal  
 1/2 Cup Flour  
 1 tablespoon Maple Syrup  
 1 teaspoon Baking Powder  
 1/2 teaspoon Salt  
 2 tablespoons Shortening  
 1/2 Cup Milk  
 HOW TO: Mix ingredients. Pour into buttered loaf pan or muffin tins. Bake at 400 degrees for 25 minutes. Cool and serve.

### MOVEMENT

- ACTIVITY: Ball Manipulation  
 MATERIALS: Fleece Balls (1 per child)  
 HOW TO: 1) Toss and catch increasing height gradually. Toss from side to side.  
 2) Toss under a leg, around the body, and from behind.  
 3) Toss and clap and catch.  
 4) Toss and turn and catch.  
 5) Toss and sit and catch.

Dauer, (1986).

ACTIVITY: Ball Manipulation  
MATERIALS: Rubber Balls (1 per 2 children)  
HOW TO: 1) Bounce and catch the ball with 2 hands.  
2) Bounce with one hand.  
3) Bounce and clap and catch.  
4) Bounce and turn and catch.  
5) Bounce to a partner.

Dauer, (1986).

ACTIVITY: Ball Manipulation  
MATERIALS: Fleece Balls (1 per child)  
HOW TO: 1) Sitting in a "V", roll the ball back and forth using 2 hands.  
2) Roll the ball in a circle, using one hand.  
3) Roll the ball to a partner also sitting.  
4) Standing, toss the ball back and forth/between partners.

Dauer, (1986).



MONTH: December  
 NUMBER: 5  
 COLOR: Green  
 SHAPE: Star

ART

ACTIVITY: Stand-Up Christmas Tree  
 MATERIALS: Stiff Green Construction Paper Christmas Trees  
 Glue  
 Glitter, Confetti, Paper Dots, Stars  
 HOW TO: Each child receives 2 trees. The teacher will squeeze a bead of glue in the shape of a garland on each tree and show the child how to sprinkle glitter on the glue. The stars, confetti, etc. may be added as ornaments. When the glue dries, the teacher will cut one tree from the center top to the middle of the tree and the other from the center bottom to the middle so that they fit together and stand up.  
 READ: Mr. Willowby's Christmas Tree by Robert E. Barry

ACTIVITY: Christmas Bells  
 MATERIALS: Styrofoam Cups  
 Small Jingle Bells  
 Yarn  
 Glitter, Sequins, Markers  
 HOW TO: Punch a small hole in the base of the cups. Tie the yarn onto the bells and allow the children to thread the other end through the hole in the cup. Tie a knot on the other side. Allow the children to decorate the outside of the cup with glitter, markers, etc.  
 READ: Twelve Bells for Santa by Crosby Bonsall  
 Wilmes, (1986).

ACTIVITY: Christmas Wreath  
 MATERIALS: At Least One Toilet Paper Roll Per Child  
 Green Tempera Paint  
 Red Rug Yarn  
 HOW TO: Let the children paint the rolls green. When they dry, string them onto the yarn. Tie the ends together and loop a big bow. Make 2 or 3 sizes and nest them inside each other. Use for the classroom.  
 READ: Mistletoe by David McPhail  
A Wreath of Christmas Legends by Phyllis McGinley  
 Wilmes, (1986).

ACTIVITY: Popcorn Wreath  
 MATERIALS: Large Cardboard Wreath Painted Green  
 Batch of Popcorn  
 Glue  
 HOW TO: Place the wreath in the center of the table with popcorn and glue bowls scattered around. Have the children dip the popcorn in the glue and hold them on the cardboard until they stick. Continue til the wreath is full. Add a red bow and display.  
 READ: The Wee Tree's Christmas by James Hatch  
 Wilmes, (1986).

### MUSIC

Winn, Marie, The Fireside Book of Children's Songs. (1966).  
 "Twinkle, Twinkle Little Star", p. 84.  
 Quackenbush, Robert, The Holiday Song Book. (1977).  
 "Go Tell it on the Mountain", p. 116.  
 "Jolly Ol' Saint Nicholas", p. 122.  
 Nelson, Esther L. The Silly Song-Book. (1981).  
 "Five Little Monkeys", p. 31.

### RECIPES

ACTIVITY: Shortbread Cookies  
 MATERIALS: 2 Cups All-Purpose Flour  
 6 tablespoons Sugar  
 2 tablespoons Cornstarch  
 3/4 Cup Butter Blend  
 Decorations/Food Coloring  
 HOW TO: Combine flour, sugar and cornstarch. Cut in butter blend until crumbly. Shape into ball; knead 4 minutes. Roll each half to 1/4" thickness on floured surface. Cut into shapes, decorate and place on baking sheet. Bake at 375 degrees for 8 minutes. Cool and serve.

### MOVEMENT

ACTIVITY: Musical Hoops  
 MATERIALS: 1 Less Hoop Than Number of Children  
 HOW TO: Place hoops on floor. Children walk around the hoops. When music stops, children stop, find a hoop and sit cross-legged in it.  
 Duer, (1986).

ACTIVITY:  
MATERIALS:  
HOW TO:

Hoops as Floor Targets

1 Hoop per 3 Children

1) Jump in or out of the hoop.

2) Bunny jump or frog jump.

3) "Walk" around with feet inside and hands outside.

4) How many times can you jump in and out in 10 seconds. Now hop on one foot in and out.

5) Balance on the hoop and walk around.

Dauer, (1986).

MONTH: January  
 NUMBER: 6  
 COLOR: White  
 SHAPE: Diamond

ART

ACTIVITY: Dip and Dye Snowflakes  
 MATERIALS: Coffee Filters  
 Food Coloring in Separate Bowls  
 HOW TO: Dilute the food coloring with water. Fold and pinch the coffee filters and quickly dip in and out of the food coloring, dipping lots of different areas. When they dry, help the children fold them again and tear small holes to make snowflakes.

Wilmes, (1986).

READ: The Snowy Day by Jack Ezra Keats

ACTIVITY: Indoor Snowman  
 MATERIALS: Ice Cubes  
 Tempera Paint in Salt Shakers  
 Bulletin Board or Finger Paint Paper  
 Mittens (optional)  
 HOW TO: Sprinkle the paint onto the paper and "paint" using the ice cubes to smear the paint as the ice melts.

Wilmes, (1986).

READ: Frosty the Snowman by Annie North Bedford

ACTIVITY: Snowball Painting  
 MATERIALS: Dark Construction Paper  
 Large Rectangular Cake Pans  
 White Tempera Paint  
 Tennis Balls  
 HOW TO: Place the paper in the cake pan. Dip the tennis ball in the white paint and place it on the paper. Allow the child to roll the ball around by shifting and lifting the edges of the pan. The teacher may need to redip the ball several times.

Wilmes, (1986).

READ: Katy and the Big Snow by Virginia Lee Burton

ACTIVITY: Bird Food  
 MATERIALS: Suet  
 Bird Seed  
 Mesh Bags (like onion bags)  
 Dowel Rods or Sticks

HOW TO: Mix the suet and the seed together and shape into a ball. Roll the ball in more bird seed. Put the balls into the mesh bags. Tie the top of the bags closed and add a loop. Push the dowel or stick through the bottom of the bags so that the birds can perch. Hang the bags in a nearby tree.

READ: Birds Eat and Eat and Eat by Roma Gans  
Wilmes, (1986).

### MUSIC

Brown, Marc, Hand Rhymes. (1985).  
"Snowflakes", p. 17.  
"The Snowman", p. 18.

Ohanian, Phyllis Brown, Songs to Sing to the Very Young, (1956).  
"Hickory, Dickory Dock"  
"London Bridge"

### RECIPES

ACTIVITY: Animal Crackers  
MATERIALS: (Blender)  
1/2 Cup Oatmeal (chop in blender until fine)  
2 teaspoons Honey (add)  
1/4 & 1/8 teaspoon Salt (add)  
3/4 Cup Flour (add)  
1/4 teaspoon Soda (add)  
1/4 Cup Real Butter (cut in)  
4 tablespoons Buttermilk (add)  
HOW TO: Follow adding and cutting directions above.  
Roll very thin. Cut with animal cookie cutters. Bake at 400 degrees until brown (10-12 minutes). Cool and serve.

ACTIVITY: Yummers  
MATERIALS: 6 teaspoons Cheese  
2 tablespoons Butter  
10 teaspoons Flour  
10 teaspoons Rice Krispies  
HOW TO: Mix ingredients well. Form into little balls.  
Bake at 375 degrees for 10 minutes. Cool and serve.  
READ: Yummers by James Marshall

MOVEMENT

ACTIVITY: Beanbag Tossing  
 MATERIALS: Beanbags (1 per child)  
 HOW TO: 1) Toss with both hands to self, with right hand only, left hand only. Catch the same way. Catch with back of hands.  
 2) Toss progressively higher. Reverse.  
 3) Toss from side to side, front to back, and over various body parts.  
 4) Toss as high as possible and catch.  
 5) Toss and jump up to catch  
 6) Toss and catch while sitting, standing on one leg, lying down.

Dauer, (1986).

ACTIVITY: Beanbag Balance  
 MATERIALS: Beanbags (1 per child)  
 HOW TO: 1) Balance beanbag on head. Move around, keeping beanbag in place. Sit, lie down, turn around, etc.  
 2) Balance beanbag on other parts of the body and move around; in step, between knees, on shoulder, on elbow, under chin, etc.

Dauer, (1986).

MONTH: February  
 NUMBER: 7  
 COLOR: Red  
 SHAPE: Heart

ART

ACTIVITY: Bird Seed Hearts  
 MATERIALS: White Bread  
 Egg White  
 Brushes  
 Heart Shaped Cookie Cutter  
 Bird Seed  
 Paper Clips or Pipe Cleaners  
 HOW TO: Cut a heart shape out of the bread. Show the children how to brush the egg white onto it and sprinkle bird seeds onto it. When they dry, push a paper clip or pipe cleaner through the top and hang outside for the birds.  
 READ: Valentine Cat by Clyde R. Bulla

ACTIVITY: Chains  
 MATERIALS: Red and White Construction Paper Strips  
 Glue  
 HOW TO: Show the children how to loop the strips of paper and glue the ends through each other to make a chain. Hold the ends long enough to stick. Children can make individual chains or work together on long ones. Alternate red and white loops.  
 READ: One Zillion Valentines by Frank Modell

ACTIVITY: Heart Rubbing  
 MATERIALS: Cardboard Hearts (Various Sizes)  
 Glue  
 Crayons  
 HOW TO: Glue the heart shapes onto cardboard the same size as the paper. Show the children how to hold their paper over the cardboard and "find" the hearts by rubbing the side of the crayon over the paper. Cover the whole paper.

ACTIVITY: Fireworks  
 MATERIALS: Red, White and Pink Construction Paper Strips  
 Glue  
 Yarn  
 Stapler  
 HOW TO: Show the children how to criss cross strips and glue them in the center. Add as many strips as they like. When the glue is dry, staple the yarn to the top and hang them from the ceiling.  
 Coletta, (1986).

ACTIVITY: Heart Mobile  
 MATERIALS: Red, White and Pink Construction Paper Hearts  
 14" Ribbon  
 Doilies  
 Glue  
 HOW TO: Glue the hearts to one side of the doilies and place heart side down on the table, one above the other. Glue the ribbon down the center and glue the other hearts over the ribbon on the back. Hang them up.  
 READ: St. Valentine's Day by Clyde R. Bulla

#### MUSIC

Ohanian, Phyllis Brown, Songs to Sing to the Very Young, (1956).  
 "Ring Around a Rosy"  
 Winn, Marie, The Fireside Book of Children's Songs. (1966).  
 "Row, Row, Row Your Boat", p. 185.  
 "Put Your Finger in the Air", p. 164.  
 "Clap Your Hands", p. 160.

#### RECIPES

ACTIVITY: Honey Hearts  
 MATERIALS: 1/3 Cup Butter  
 1/4 Cup Honey  
 2/3 Cup Oats  
 1/3 Cup Dry Milk  
 4 teaspoon Water  
 3/4 Cup Flour  
 1 teaspoon Baking Powder  
 1/4 teaspoon Salt  
 HOW TO: Mix ingredients well. Roll dough to 1/4" to 1/2" thickness. Cut with heart-shaped cookie cutter. Bake at 325 degrees for 10-15 minutes. Cool and serve. (optional: decorate with red sprinkles or food color).

ACTIVITY: Kindness Cookies  
 MATERIALS: 1/3 Cup Honey (mix)  
 1 tablespoon Oil (mix)  
 2 Eggs (mix)  
 1 tablespoon Grated Orange Rind (add)  
 1/2 teaspoon salt (add)  
 1 1/2 Cup Oatmeal (add)  
 HOW TO: Mix wet ingredients. Add dry ingredients. Drop spoonfuls on greased cookie sheet. Bake at 400 degrees for 8-10 minutes. Cool and serve.



MOVEMENT

ACTIVITY: 1) Children use mouth, arms, legs, fingers, to form a variety of shapes. (example: make circles with arms, triangles with fingers, etc.).  
2) Children draw large overlapping circles in front of body with arms. Right arm goes clockwise, left arm counterclockwise.  
3) Children point to shapes in room: lights, windows, ceilings, pictures, door knobs, and to shapes on clothes they are wearing.  
Brehm, (1983).

ACTIVITY: Ball Reaction  
MATERIALS: Ball  
HOW TO: 1) Teacher bounces ball. Children, with eyes closed, jump to the sound of the ball, try one bounce first, then 2, 3, 4.  
2) With eyes open, student jump to the various heights the teacher bounces the ball.  
3) Children sit on the floor and roll the ball to each other.  
Brehm, (1983).

MONTH: March  
 NUMBER: 8  
 COLOR: Green  
 SHAPE: Shamrock

ART

ACTIVITY: Green Potato Press  
 MATERIALS: Raw Potatoes Cut in Half  
 Green Tempera Paint  
 Construction Paper  
 (Optional) Crayons

HOW TO: Dip the potatoes in the paint and print with them on the paper. (the teacher could pre-draw a shamrock shape on the paper for the children to print inside). When the paint dries, children may wish to add to the picture with crayons.

Suid, (1985).

READ: Shamrocks, Harps, & Shillelaghs by Edna Barth

ACTIVITY: Seeds  
 MATERIALS: Clear Plastic Cups  
 Potting Soil  
 Lima Beans  
 Water

HOW TO: Soak the beans overnight. Have the children fill their cups with soil and push a bean into the soil a little way. Label each cup with the child's name, water and place in a sunny window. Water and care for the plants until time to take them home or transplant into the yard.

Coletta, (1986).

ACTIVITY: Pinwheels  
 MATERIALS: Square Construction Paper  
 Pencils with Erasers  
 Pins  
 Scissors

HOW TO: Cut diagonally from each corner of the square almost to the center. Help the children fold four of the corners in and fasten them to the pencil eraser in the center with a pin. Show them how to blow to make the pinwheel spin.

Coletta, (1986).

ACTIVITY: Blow Paint  
 MATERIALS: Deep Trays  
 Construction Paper  
 Straws  
 Watery Tempera Paint

HOW TO: Place the paper in a tray and drop a blob of paint on the paper. Allow the child to blow through the straw to move the paint around the paper. Add more paint as needed.

Coletta, (1986).

READ: The Little Airplane by Lois Lenski

### MUSIC

Quackenbush, Robert, The Holiday Song Book. (1977).

"Taps", p. 62.

Nelson, Esther L., The Silly Song-Book. (1981).

"John Brown's Baby", p. 54.

"There's A Hole in the Bottom of the Sea", p. 90.

Winn, Marie, The Fireside Book of Children's Songs. (1966).

"Where's Mister Thumbkin", p. 110.

### RECIPES

ACTIVITY: Letter Pretzels

MATERIALS: 1 tablespoon Yeast (dissolve)  
1/2 Cup Warm Water  
1 teaspoon Honey (add)  
1 teaspoon Salt (add)  
1 1/3 Cup Flour (add)

HOW TO: Combine ingredients in order above. Knead. Allow children to roll pieces to form letters (on wax paper). Brush with beaten egg. Sprinkle with salt. Bake 10 minutes at 425 degrees.

ACTIVITY: Energy Candy

MATERIALS: 1/2 Cup Peanut Butter  
1/2 Cup Honey  
1 1/2 Cup Dry Milk

HOW TO: Mix. Form a ball. Refrigerate.  
(Optional: nuts, raisins, coconut.)

### MOVEMENT

ACTIVITY: 1) To Tune of "Teddy Bear, Teddy Bear"  
"Big jump, little jump, turn around.  
Big jump, little jump, touch the ground.  
Big jump, little jump, give your legs a slap.  
Big jump, little jump, give the ground a clap.  
Big jump, little jump, put your hands in your lap."  
(Sit down)

Brehm, (1983).

## ACTIVITY:

2) To Tune of "Teddy Bear, Teddy Bear"

"Bunny, bunny, hop hop fast.

Bunny, bunny, hop hop slow.

Bunny, bunny, reach up high.

Bunny, bunny, crouch down low.

Bunny, bunny, turn around.

Bunny, bunny, sniff the ground.

Bunny, bunny, you're the best.

Bunny, bunny, give yourself a rest."

(Sit down).

Brehm, (1983).

MONTH: April  
 NUMBER: 9  
 COLOR: Pink/Purple  
 SHAPE: Oval

ART

ACTIVITY: Giant Easter Eggs  
 MATERIALS: Different Size Balloons  
 Liquid Starch  
 HOW TO: Blow up the balloons. Let the children dip the yarn into the starch and wrap the balloons being sure to overlap the beginning and end of the yarn. When the yarn is dry, pop the balloons and hang the "Easter Eggs".

Wilmes, (1986).

READ: The Easter Bunny that Overslept by Priscilla Friedrich  
The Whiskers of HoHo by William Littlefield

ACTIVITY: Easter Bonnets  
 MATERIALS: Pastel Paper Plates  
 Colored Tissue Paper  
 Glue  
 Yarn  
 HOW TO: Cut the centers out of the paper plates. Have the children tear small pieces of tissue paper and wad them into "flowers". Glue the flowers onto the rim of the hat until it is full. Punch holes in either side of the hat and tie the yarn in them to be tied under the child's chin.

Suid, (1985).

READ: Miss Flora McFlimsey's Easter Bonnet by Mariana

ACTIVITY: Rain Painting  
 MATERIALS: Finger Painting Paint  
 Tempera Paint in Salt Shakers  
 Spray Bottles Filled with Water  
 HOW TO: Sprinkle the paint onto the paper and "rain" on it by spraying it with the water bottles. (You may choose to do this activity outside or in deep trays).

READ: The Rain Puddle by Adelaide Holl

ACTIVITY: Spring Bouquet  
 MATERIALS: Large Pastel Construction Paper  
 Tempera Paint  
 2" Sponges Cut into Shapes (Clipped to clothes pins)  
 (Optional) Easter Grass, Glue  
 HOW TO: With a marker, draw stems on the paper. Have the children dip the sponges in the paint and "paint" flowers at the top of the stems. Easter grass can be glued at the bottom.

Wilmes, (1986).

MUSIC

- Brown, Marc, Hand Rhymes. (1985).  
 "Little Bunny", p. 21.  
 "Quack, Quack, Quack", p. 22.
- Quackenbush, Robert, The Holiday Song Book. (1977).  
 "Easter Bunny", p. 42.
- Winn, Marie, The Fireside Book of Children's Songs. (1966).  
 "6 Little Ducks", p. 106.

RECIPES

- ACTIVITY: Monster Toast  
 MATERIALS: 1 Slice White Bread per Child  
 4 Cups Milk in 1 Cup Containers  
 4 Colors Food Coloring (red, yellow, blue, green)  
 Paint Brushes  
 Toaster  
 HOW TO: Add food color to separate cups of milk (1 each). Allow children to paint faces on the bread. Toast. Butter and serve.  
 (For Easter these can be painted as Easter Bunnies).  
 READ: Where the Wild Things Are by Maurice Sendak
- ACTIVITY: Egg Boats  
 MATERIALS: 1 Hard-Boiled Egg per Child  
 Mayonaise, Salt, Pepper  
 2 Paper Triangles per Child  
 2 Toothpicks per Child  
 HOW TO: Peel eggs and neatly cut in half. Remove yolk and mix with mayonaise, salt and pepper. Tape toothpicks to triangles. Put yolk mixture and sails into egg halves. Serve.

MOVEMENT

- ACTIVITY: Rhythm  
 MATERIALS: Simple Rhythmic Instrumental Music  
 Record Player or Tape Recorder  
 HOW TO: Talk to children about rhythm.  
 1) Listen for rhythm changes ["speak" rhythm at first.]  
 2) Clap to rhythm.  
 3) Step to rhythm.

Dauer, (1986).

ACTIVITY: Fundamental Motor Rhythms  
MATERIALS: Drum (or other rhythm instrument)  
HOW TO: 1) On a single beat, children change direction,  
turn around, or jump in the air.  
2) A quick double beat signals stop or fall to  
the floor.  
3) Beat patterns and changes signal children to  
follow the patterns with movements.  
Dauer, (1986).

MONTH: May  
 NUMBER: 10  
 COLOR: Yellow  
 SHAPE: Rectangle

### ART

ACTIVITY: Butterflies  
 MATERIALS: Construction Paper  
 Crayons  
 Pictures of Butterflies  
 HOW TO: Have the children remove their shoes and socks. Trace their feet on the paper with the outside of the feet together (big toe to the outside edge of the paper). Have them add a head and antenna and color designs on their butterfly "wings".  
 READ: Where Does a Catapillar Go When it Rains by Mary Garelick

ACTIVITY: Caterpillars  
 MATERIALS: Egg Cartons Cut into Strips  
 Tempera Paint  
 Pipe Cleaners  
 Collage Materials  
 Glue  
 HOW TO: Paint the strips of egg cartons. When they dry, glue eyes and details on with collage materials. Use pipe cleaners for antenna.  
 Wilmes, (1986).  
 READ: The Big Hungry Caterpillar by Eric Karle

ACTIVITY: Drizzle Painting  
 MATERIALS: Bulletin Board Paper  
 Small Cups with Pencil Hole in Bottom  
 Tempera Paint  
 HOW TO: Lay the paper on the ground outside. Pour a little paint in a cup and let a child drip and drizzle it all over the paper. Encourage them to move and experiment. Let it dry and use on the bulletin board.  
 Wilmes, (1986).  
 READ: Drip, Drop by Sharon Gordon

ACTIVITY: Flower Garden  
 MATERIALS: Coffee Filters  
 Food Color/Vinegar (50/50 mixture)  
 Eye Droppers  
 Construction Paper Leaves and Stems  
 HOW TO: Using the medicine droppers, color the filters by dropping dots of food coloring all over the filters. When they dry, display them on a bulletin board or window with stems and leaves.  
 Wilmes, (1986).



### MUSIC

- Brown, Marc, Hand Rhymes. (1985).  
 "The Caterpillar", p. 28.
- Quackenbush, Robert, The Holiday Song Book. (1977).  
 "Yankee Doodle", p. 24.  
 "This Ol Man", p. 34.
- Nelson, Esther L., The Silly Song-Book. (1981).  
 "Roll Over", p. 95.

### RECIPES

- ACTIVITY: Gingerbread Boys  
 MATERIALS: 1 Cup Shortening (mix)  
 3/4 Cup Honey (mix)  
 1 Egg (mix)  
 1 Cup Molasses (mix)  
 1 1/2 teaspoon Soda (sift)  
 1/2 teaspoon Salt (sift)  
 2 teaspoons Ginger (sift)  
 1 teaspoon Cinnamon (sift)  
 1 teaspoon Cloves (sift)  
 5 Cups Flour (sift)
- HOW TO: Mix wet and dry ingredients. Roll 1/4" thick.  
 Cut with gingerbread boy cutter. Decorate with raisins. Bake at 375 degrees for 10 minutes.
- ACTIVITY: Banana Pudding  
 MATERIALS: 1/2 Banana (per child)  
 3 tablespoons Apple Sauce (per child)  
 1 teaspoon plain yogurt (per child)
- HOW TO: Mash banana. Add applesauce. Stir in yogurt.  
 Serve.

### MOVEMENT

- ACTIVITY: Balloons (1)  
 MATERIALS: Balloons (Blown-up, 1 per child)  
 If possible, teach children to blow up their own.
- HOW TO: (Instruct children to play only with their own balloon).
- 1) Free exploration (under control).
  - 2) Finger contact (2 fingers, index finger only, etc.).
  - 3) Use arms, elbows, shoulder, etc. to bounce up.
  - 4) Change levels - use knees, feet, head, etc.
  - 5) Bat from sitting, kneeling, lying position.
- Dauer, (1986).



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