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.

Jacqueline J. Batey
University of North Florida

Suggested Citation
Batey, Jacqueline J., "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." (1987). UNF Graduate Theses and Dissertations. 301.
https://digitalcommons.unf.edu/etd/301
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 in partial fulfillment of the requirements for the degree of Master of Education: Emphasis Early Childhood

UNIVERSITY OF NORTH FLORIDA
COLLEGE OF EDUCATION AND HUMAN SERVICES

August, 1987
Signature Deleted

Dr. Janice Wood, Advisor
Signature Deleted

Dr. James Mittelstadt, Committee
Signature Deleted

Dr. William Herrold, Committee
# Table of Contents

Abstract ..............................................................................1

Chapter I - Introduction

  Problem Statement ..................................................2
  Rationale .................................................................2
  Purpose .................................................................3
  Definition of Terms ................................................4

Chapter II - Review of Literature

  Child Development ...................................................6
  The Teacher ..........................................................11
  The Curriculum .......................................................12
  The Florida Kindergarten Council .........................13
  Minimum Competencies for Three Year Olds ...........15

Chapter III - Design of Project

  Criteria for Selection of Activities ............................19

Chapter IV - Curriculum of Activities

  Categories of Activities .........................................21

References .........................................................................48
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 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 preschool 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 preschool. It is introduced because there is a gap between the teacher's intentions and the child's way of thinking (Pramling, 1983). What the child is supposed to learn is hardly ever explicitly expressed.

Because the social aspects of education dominate in preschool, 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
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. LINGUISITIC 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.
ART

ACTIVITY: Bushy the Squirrel
MATERIALS: Pre-Printed Squirrel
Gray 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 children's neck as they recite "Twinkle, Twinkle Little Star").

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.
ACTIVITY: 
MATERIALS: Butcher Paper
          Crayons
          Full Length Mirror
HOW TO: Roll out the butcher paper and have a child lie
don 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.
READ: ME by William Saroyan

MUSIC
"Good Morning to You", p. 11.
"Mary Had a Little Lamb", p. 77
"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: Peal, 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.

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.

**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

"Have You Seen the Ghost of John", p. 190.

"Five Little Goblins", p. 12.

"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.

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 Jupo

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

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

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

"Eency, Weency Spider", p. 92.

Ohanian, Phyllis Brown, Songs to Sing to the Very Young, (1956).
"Mulberry Bush"

"Over the River and Through the Woods", p. 106.

"Boom Boom, Ain't It Great to be Crazy?", p.6.

RECIPES

ACTIVITY: Sweet Potatoes
MATERIALS: 1 Potato 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.
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.


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.

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 know 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

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
**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 till the wreath is full. Add a red bow and display.  


**READ:** *The Wee Tree's Christmas* by James Hatch

**MUSIC**

"Twinkle, Twinkle Little Star", p. 84.

"Go Tell it on the Mountain", p. 116.  
"Jolly Ol' Saint Nicholas", p. 122.

"Five Little Monkeys", p. 31.

**RECIPE**

**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.  

ACTIVITY: Hoops as Floor Targets
MATERIALS: 1 Hoop per 3 Children
HOW TO:
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.

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.

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.

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.

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

MUSIC

"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:

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

<table>
<thead>
<tr>
<th>ACTIVITY:</th>
<th>Beanbag Tossing</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATERIALS:</td>
<td>Beanbags (1 per child)</td>
</tr>
</tbody>
</table>
| 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. |


<table>
<thead>
<tr>
<th>ACTIVITY:</th>
<th>Beanbag Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATERIALS:</td>
<td>Beanbags (1 per child)</td>
</tr>
</tbody>
</table>
| 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. |

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"
"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

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.


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.

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.  

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


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)


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)

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).

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".

READ: The Easter Bunny that Overslept by Priscilla Friedrich

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.

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.

READ: The Whiskers of HoHo by William Littlefield

MUSIC

"Little Bunny", p. 21.
"Quack, Quack, Quack", p. 22.

"Easter Bunny", p. 42.

"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.

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.

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.

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.

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.

MUSIC

"The Caterpillar", p. 28.

"This Ol Man", p. 34.

"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)


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.

ACTIVITY: Balloons (2)
MATERIALS: Balloons (1 per child)
HOW TO: 1) Use an object to bat balloon (paddle, stick, etc.).
2) Keep one foot in place. Keep feet within a hoop, or on mat, carpet, square, etc.
3) Work with partner, batting back and forth.

ACTIVITY: Balloon Games (3)
MATERIALS: Several Balloons
HOW TO: Have 4 to 6 children seated on floor in a small circle. Each circle gets 2 balloons to be kept in the air. Children’s seats are "glued" to the floor. Once a balloon hits the floor, it is out of play. Play for a specified time (30 to 60 seconds).

Dauer, (1986)
REFERENCES


The Florida Kindergarten Council, Inc. (1986). *By-laws*.


