

# **MISSISSIPPI PRE-KINDERGARTEN CURRICULUM GUIDELINES FOR THREE YEAR OLD CHILDREN**

*Including Benchmarks, Expectations, Assessment Guidelines,  
Suggested Teaching Strategies, and Developmental Checklists*

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## Introduction

The *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* were developed to help educators and caregivers meet the challenge of providing quality care for young children in all types of center-based care, home-based care, and public school pre-kindergarten programs. *The Guidelines were developed for licensed programs but may be utilized by all programs serving three year old children.*

The *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* were designed to provide research-based strategies that ensure high quality learning standards for Mississippi's early childhood programs.

Early childhood teachers, caregivers, and parents play an important role in guiding young children, setting and conveying expectations for behaviors and learning, and transmitting shared values of our society, such as compassion, service to others, success through effort, tolerance, and responsibility for one's actions. "The knowledge and skills of teachers are among the most important factors in determining how much a young child learns" (National Research Council, 2001, p.275). Children thrive when all of the adults they encounter reinforce these basic messages and set clear, consistent, and high expectations.

This document represents the expertise and experience of a writing team of early childhood professionals who have worked to interpret appropriate practice in quality programs that provide challenging and achievable activities that engage children in higher-level thinking, exploration through guided play, and real conversations with peers and adults. Children's current strengths, skills, and experiences should be used to extend individual conceptual understandings.

The *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* contain the following components:

- **Benchmarks** (what the child should know and be able to do upon **exit** of the three year old program)
- **Expectations** (what the teacher/caregiver expects the child to be able to do as progress is made toward the accomplishment of the benchmark)
- **Assessment Guidelines** (what the teacher/caregiver observes the child doing to determine if benchmarks are being met)
- **Suggested Teaching Strategies** (what the teacher/caregiver can do to ensure the child is making progress toward the accomplishment of the benchmark)
- **Developmental Checklist** (a record of what the child's progress is toward the accomplishment of the benchmark at the beginning, the middle, and the end of the year)

## Acknowledgements

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## **Philosophy and Goals**

The pre-kindergarten program as outlined in this document is built on scientifically-based child development principles. These principles shall be embodied in the curriculum design and general learning environment. The instructional delivery is to be organized around learning centers and responsive interactions with adults where opportunities are provided for children to acquire skills and concepts involving problem-solving, decision-making, questioning, evaluating, and discovering.

The realistic goals for pre-kindergarten education are as follows:

- To help the child develop a positive self-concept;
- To help the child achieve intellectual growth;
- To help the child enlarge his/her world of people, experiences, ideas, and things;
- To help the child increase competencies and skills in oral language, literacy, writing, listening, and thinking;
- To help the child increase the skills involved in physical coordination, both gross and fine motor skills;
- To help the child increase competence in dealing with emotional feelings and social situations;
- To help the child increase competence in self-direction and independence;
- To help the child develop cooperative, trusting relationships;
- To help the child develop his/her natural curiosity and his/her creative potential;
- To help the child develop self discipline; and
- To help the child develop a love of learning.

## Learning Principles

Effective educational planning for three year old children takes into account knowledge of human growth and development. The learning principles that guide this planning include the following:

- Children learn as total persons (emotionally, socially, physically, and intellectually).
- Children go through similar stages of development, but at individual rates.
- Children learn through their senses (hearing, seeing, touching, tasting, and smelling).
- Children learn through active involvement (exploring, playing, manipulating, and problem solving).
- Children learn through attitudes and examples as well as through content; therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction.
- Children learn through experiences; therefore, sensitivity to the value of play is required, for it is through play that children create their own meaning and learning schemes. Play is the work of the children.

# Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children

## *Overview*

*The information in this section is intended to serve as a starting point for Mississippi teachers, caregivers, and program administrators who are dedicated to the development of quality pre-kindergarten programs for three year old children. The information is presented as a means to direct the learning experiences of young children and to ensure that no child is left behind.*

The purpose of the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* is to provide an optional resource guide that will help early childhood educators and caregivers define and implement a comprehensive curriculum that will enable young children to make connections to the world in which they live. Three year old children learn about the world in which they live through first-hand experiences and exploration, listening to adult explanations, listening to adults read books aloud, and interacting and engaging in conversations with adults and peers.

The consistency of the research-based learning principles, philosophies, and goals within Mississippi's three to five year old curriculum continuum indicates the Mississippi Department of Education's strong belief that children should be active participants in their learning. The three to five year old curriculum continuum places the teacher/caregiver alongside the child teaching and scaffolding learning through child initiated guided play, hands-on activities, and guided conversations about what they do, how they do it, and why they do what they do. If three year old children are to successfully master the curriculum benchmarks the teacher/caregiver must:

- learn about the children they are teaching through on-going observations and record keeping;
- build on children's background knowledge and existing strengths and skills;
- provide a safe, healthy classroom environment that exemplifies good health practices;
- plan activities and instruction for children while individualizing the curriculum to reflect the varied strengths, interests, needs, and learning styles of each child;
- plan the instructional day so that a daily routine is present and followed to the greatest degree possible;
- develop the classroom environment into one that offers a variety of educational materials that are appropriate for the continuum of development represented in a classroom of three year old children (two to four year old developmental continuum) and that is aesthetically pleasing;
- involve the children's parents in ways that allow them to contribute their knowledge to the classroom as well as in providing them with information and ideas to share with their child at home;

- guide the children's play by interacting with them in the learning center activities inside the classrooms and during outside learning opportunities;
- stimulate the children's thinking by presenting them with problems to solve;
- nurture the children through the social/emotional and physical connections made during daily interactions in the classroom;
- promote the children's language and other early literacy skills through developmentally or age appropriate intentional pre-reading and language instruction;
- provide a literacy-rich environment;
- establish a community of learners and support within the classroom which accepts individual needs and learning styles; and
- enjoy life from the three year olds' perspective so that age appropriate instructional practices promote learning as a joyous experience and not a chore.

In developmentally appropriate early childhood programs, the assessment of children's individual development and learning is essential for planning and implementing an appropriate curriculum. The assessment or the definition of the child's individual progress is to be determined through the teacher's/caregiver's on-going observations. The teacher/caregiver will observe activities in which the child practices a specific skill **in a natural classroom setting** rather than responding to an evaluation instrument that requires the child to perform tasks **out of the learning context**. The observations will be recorded and placed in individual portfolios. References in the *Suggested Teaching Strategies* section of the *Guidelines* relate to examples of meaningful learning activities for use in learning centers, large and small groups, and one-on-one instruction to demonstrate children's accomplishment of a specific benchmark.

Play is crucial to the growth and development (cognitive, physical, social, and emotional) of young children. Children are learning when they explore, discover, investigate, role-play, and use tools and materials in creative ways. Three year old children may exhibit characteristics of different stages of play, depending on the context of their play, developmental level, and cultural backgrounds.

Appropriate screening of young children is critical to determine if an individual child is in need of further assessment in the form of an in-depth developmental evaluation. A list of screening/assessment instruments is listed (*See Appendix A*). Child care programs can contact their local educational agency and health department for guidance in selecting screening instruments and assessments. Compatibility with other assessments administered by the program as well as cost, time of administration, and training of individuals administering the assessment must be considered prior to purchasing any instrument or program. Should the screening reveal that a child requires further assessment, a conference with the child's parents must occur and upon obtaining parental consent, referral must be made to the local educational agency's special education department or other appropriate agency. If the child's evaluation reveals the need for early intervention programs and/or services, prompt enrollment and participation will greatly enhance the child's chance to advance and enter kindergarten with appropriate readiness skills.

The *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children* provide direction and guidance for teachers/caregivers and program administrators in the establishment and assessment of program elements such as staff ratios, physical space

requirements, curriculum and instructional components, and organizational structures. The research-based guidelines address components of a quality program serving three year old children. **The guidelines exceed the current standards for licensed child care in Mississippi promulgated, amended, and adopted by the Mississippi Board of Health in many program areas and should be used in addition to licensing standards when planning, implementing, and/or maintaining a program serving three year old children.**

**Mississippi Pre-Kindergarten Curriculum Guidelines  
for  
Three Year Old Children**

***Communities of Care***

**How Young Children Learn Best**

The challenging responsibility of educating young children is bigger than one person or group can undertake. Parents are the child’s first and most influential teachers. How can communities support parents in this critical role? The connections between the child, the family, and community organizations are critical in the child’s acquisition of skills necessary for successful school achievement and overall healthy development. A brief summary outlining the contributions of specific agencies/organizations critical to the support of young children in their educational journey is given below. Using this as a guide to convene agencies serving children and families, child advocates, and interested individuals, a plan that coordinates available services for the developing child can be created and implemented. The extent of collaboration will vary based on the community, but any time service providers work together, the children in the community will benefit.

*The following list of various agencies and services rendered can be used to guide discussions and thinking about developing communities of care. Communities that lift up their children and families are communities that will not only grow, but also flourish.*

**Local Health Department**

- Provides expanded hours of operation for parents so children can receive immunizations and other health services during non-traditional hours.
- Provides health screenings at child care program sites for the purpose of identifying developmental delays.
- Conducts health fairs in conjunction with child care centers in the community for the purpose of promoting healthy lifestyles.
- **First Steps**— provides in-depth screening, services, and family support for children (birth to age three) who have developmental delays or disabilities.

**Mississippi Extension Service — Mississippi State University/Alcorn State University**

- Provides training to child care staff on topics pertinent to child development.
- Provides parent education seminars by working with child care programs and the community at large.

**Mississippi Department of Human Services**

- Works with child care staff for the purpose of developing a better understanding of how the TANF and CCDF funds are spent for child care fees and federal funds designated for quality improvements in child care.

- Works with child care staff for the purpose of sharing information on all services provided for supporting children and families.
- Administers the child care certificate program to families who qualify to enable subsidized child care payments being made to their child care providers for services.
- Provides information on child abuse to child care teachers and the community at large.
- Investigates reports of child abuse.

### **Mississippi Department of Health**

- Provides licensing for child care facilities.
- Provides training for child care staff.

### **Mississippi Department of Education/Local Education Agencies (local school districts)**

- Provides training for child care teaching staff (*Pre-K RAISE, Integrating Learning Centers, and BRIDGES*).
- Provides information concerning the Child and Adult Care Food Program.
- Provides resources for teachers on developmentally appropriate instruction.
- Provides information concerning teacher licensure and child development certification.
- Provides information concerning blending services to provide quality programs for young children.
- Provides information concerning Even Start and Head Start programs.
- Provides information through parent centers.
- Provides federal funding through entitlement programs and grants.
- Provides information about children with disabilities.

### **Mississippi Department of Mental Health Early Intervention Programs**

- Provides screenings for children at risk for developmental delay or with developmental delays.
- Provides information and training to child care providers for children with disabilities and their families.
- Provides services to eligible children with disabilities in the child care setting.

### **Regional Mental Health Centers**

- Provides training for parents meeting in child care settings on mental health issues such as stress management and depression.

### **Mississippi Educational Broadcasting (Mississippi Educational Television)**

- Provides training for child care staff.

### **Local Child Care Community**

- The community of Head Start, church-based, private, profit and non-profit child care centers, family child care homes, local school districts, family and friends serving children in out-of-home settings can build a network to plan and organize local training for staff, parent education meetings, additional services for parents and children, and promote public awareness about quality child care.

### **Mississippi Library Services**

- Provides materials for vision and hearing impaired adults and children.
- Provides children's programs at local libraries.

### **Civic Groups**

- Lions, Kiwanis, Civitan, Junior Auxiliary, and Women's Clubs can provide funding for books and other educational supplies.
- Mississippi Homemaker Volunteers, Inc.

### **Local Professionals**

- Dentists
- Ministers
- Physicians/Nurse Practitioners
- Retired teachers, librarians, counselors, social workers, and business leaders make excellent volunteers to read to children and assist with other special events.

### **Local Businesses**

- Local businesses can provide funds for educational materials.
- Local businesses can serve as locations for educational seminars for parents.
- Local businesses can organize a local child care appreciation day to honor those educating the children of employees.
- Local businesses can serve as locations for field trips.

# Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children

*Including Benchmarks, Expectations, Assessment Guidelines, and Developmental Checklists*

The guidelines for three year old children exceed the current standards for licensed child care in Mississippi promulgated, amended, and adopted by the Mississippi State Board of Health. **The guidelines in this document are developed for programs that wish to exceed the licensing standards of the Mississippi Department of Health's *Regulations Governing Licensing of Child Care Facilities* and are not intended to replace the licensing standards.** It should be noted that current licensing standards state that child care programs can be exempted from following licensing regulations if accredited by the Mississippi Department of Education, Mississippi Private School Association, Southern Association of Colleges and Schools, Christian Schools, and Christian Schools International. ***The Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children are to be followed in addition to the Mississippi Department of Health's licensing regulations if programs are to be accredited by the Mississippi Department of Education.***

In order to fully implement the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*, terms as defined below should be used to clarify the guidelines.

## Definitions

### ***Agency***

Any entity that follows the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*.

### ***Assessment***

On-going observations and recordings of progress that occur within the context of the child's everyday experiences and interactions with adults and peers in the learning environment and are shared with the parents at regularly scheduled intervals.

### ***Assistant Teacher/Caregiver Assistants***

An individual 18 years of age or older who has a high school diploma or GED and meets one of the following:

- a) Completed at least two years of study (48 semester hours) at an institution of higher education; or
- b) Obtained an Associate's (or higher) degree; or
- c) Met a rigorous standard of quality as determined by a formal assessment. (Mississippi Test: *ACT WorkKeys-Reading for Information, Applied Mathematics and Writing Subtests*)

***Curriculum***

A variety of play/center-based activities presented in meaningful contexts that the child engages in during the course of the day.

***Instructional Day***

A minimum of 7 hours that the child spends in a child-centered program that includes learning center activities, individual, small and large group instruction, rest and outside periods, and nutritional meals and snacks.

***Learning Center(s)***

A designated area(s) in the classroom where the child can actively engage in exploration, thinking, conversation, inquiry, acquisition of literacy skills, construction, and/or role playing while working (playing) with age appropriate learning materials selected by the teacher/caregiver for the purpose of teaching the child a concept or skill specific to the curriculum guidelines as outlined in this document.

***Play***

Play is active learning and is the work of a child. The various stages of play behavior observed in a three year old child will vary between solitary play, parallel play, onlooker, and cooperative play.

***Portfolio***

An on-going collection of the child's work, teacher observations, and parent feedback that is kept during the course of the enrollment period of the child.

***Preschool Child***

A child who has not entered a kindergarten program.

***Teacher/Caregiver***

An individual 18 years or older who has met the criteria as outlined in Section 6.5 of the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*.

# Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children

## 1.0 Curriculum

- 1.1 The instructional day shall include all aspects of the child's day.
- 1.2 Subjects for three year old children shall be integrated through a thematic/unit format.
- 1.3 The curriculum must include the benchmarks as presented in this document and activities to address oral language and literacy, music, art, mathematics, social studies, science, dramatic play, and physical activities, as well as activities to develop social/emotional competencies and self-help skills.
- 1.4 The primary instructional method for the delivery of the curriculum will be learning centers (*See Appendix B*). A minimum of five centers containing concrete manipulative materials, organized, arranged, and labeled so that they are accessible to the child, shall be in simultaneous use during each designated center time. All centers will include non-fiction and fiction books and writing materials that are appropriate to the child's developmental stage. To best integrate the content of the benchmark areas, as well as unit concepts into learning centers, the following emphasis should be reflected in the materials and learning opportunities provided in these suggested centers:
  1. Creative Arts Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical development.)
  2. Science Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, and science concepts.)
  3. Math Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, and physical development.)
  4. Language Development Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development and social/emotional development.)
  5. Cooking Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development and physical development.)
  6. Blocks, Wheel Toys, and Construction Center (Benchmark areas to be addressed

in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development and physical development [which includes fine and gross motor skills].)

7. Sand and/or Water Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, social/emotional development, and physical development.)
8. Woodworking Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, and physical development [which includes fine and gross motor skills].)
9. Music Center (Benchmark areas to be addressed in this center can be language and vocabulary development, mathematical concepts development, social/emotional development, and physical development.)
10. Library Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, science concepts, and social/emotional development.)
11. Listening Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, social/emotional development, and physical development.)
12. Dramatic Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, social/emotional development, and physical development.)
13. Creative Writing Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, social/emotional development, and physical development [including fine motor skills].)
14. Social Studies Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, science concepts, and social/emotional development.)
15. Technology Center (Benchmark areas to be addressed in this center can be language, vocabulary, and early literacy development, mathematical concepts development, science concepts, and physical development [including fine motor skills].)
16. ABC Center (Benchmark areas to be addressed can be language, vocabulary, and early literacy development and physical development [including fine motor skills].)

17. Motor Development Center (Benchmark areas to be addressed can be language, vocabulary, and early literacy development and physical development.)

- 1.5 Every child is to be engaged in learning center activities for a minimum of 120 minutes per day in a 7-hour program. Every child is to be engaged in learning center activities for a minimum of 150 minutes in an 8-hour program and 180 minutes in a 9+ hour program.
- 1.6 Teachers are to use, at a minimum, the resources developed by the Mississippi Department of Education in curriculum planning. Other research-based resources that are developmentally appropriate may be added as desired by each agency.

## **2.0 Organizational Procedures**

- 2.1 The teacher:child ratio shall be 1:7 maximum. If an assistant teacher is assigned to the pre-kindergarten (three year old) classroom, the teacher:child ratio shall not exceed 2:14.
- 2.2 If the program is located in a public school, the length of the school day should be 7 hours minimum.
- 2.3 If the program is located in a public school, the length of the school term should be the same as that of the other grades of the elementary school unless the pre-kindergarten (three year old) program is part of the school's extended year program. If the program is located in a center not affiliated with a public school, the length of the school term should conform to center policy.
- 2.4 Children will engage in 60 minutes of quiet/rest time daily that shall not exceed 90 minutes regardless of the length of the day. Activities during quiet time may include individual activities, listening to books on tape, drawing, or resting as appropriate for each individual child.
- 2.5 Children will engage in a minimum of 60 minutes of indoor/outdoor physical activities during the day. A minimum of 90 minutes of indoor/outdoor physical activities during the day is required in a nine-hour program.

## **3.0 Health and Hygiene**

- 3.1 *Refer to 12-2, 12-3, 12-5, 12-6, 12-7, 16-1, 16-2, 16-3, 16-4, 16-5, 16-6* Child Health in the Mississippi Department of Health's *Regulations Governing Licensure of Child Care Facilities* for specifics related to child's health.

## **4.0 Physical Settings**

- 4.1 All physical settings shall conform to applicable sections of Southern Building Codes, Life Safety Codes, the American Disabilities Act, and the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children*.

## **5.0 Outside Play**

- 5.1 Children shall not simultaneously share an area with children six years or older during designated outside periods.
- 5.2 Playground equipment and landscape design must be developmentally appropriate for three year old children according to *National Standards* adopted by the Mississippi Department of Health.

## **6.0 Staff**

- 6.1 Each agency having multiple sites shall designate an Early Childhood Coordinator with Pre-K, K-1, K-3 or K-8 licensure (K-3 and K-8 must have at least 12 hours in Early Childhood Education college/university coursework) and expertise in working with young children. In public schools, the principal or a teacher of three year old children may serve as Coordinator. In child care centers, the center director, assistant director, or director designee may serve as the Coordinator.
- 6.2 The agency must provide 15 contact hours of annual training specifically related to early childhood development, such as early childhood curriculum development, assessment, early literacy and language instruction, and other areas specific to young children's growth and development, to center/program directors, center owners, principals, teachers/caregivers, and assistant teachers of three year old children.
- 6.3 All persons responsible for the supervision of teachers/caregivers, assistant teachers of three year old children, and program coordinators must obtain annually 15 contact hours of staff development as required by the Mississippi Department of Health in the areas of child development, early childhood curriculum, and/or program organization. In addition, it is recommended that staff attend workshops and/or seminars sponsored by the Mississippi Department of Education.
- 6.4 Teachers/caregivers of three year old children are to be certified N-1, K-1, K-3, K-8, SPED or hold a degree from an accredited university/college in child development. K-3, K-8 and SPED certified teachers must have at least 9 hours in Early Childhood Education. An individual with an Associate's degree in Child Development Technology/Early Childhood Education may serve in a teaching position if immediately supervised by an on-site certified N-1, K-1, K-3, K-8, SPED teacher or a person with a degree in child development from an accredited university/college. All teachers must complete annually 15 contact hours of staff development related to early childhood development, curriculum, and/or program organization.

## **7.0 Entrance Age**

- 7.1 A child shall have reached the age of three years on or before September 1.
- 7.2 A birth certificate and immunization record is required for all children and shall be

presented to the proper agency. If the Pre-K (three year old) program is located in a public school setting, the information provided in Section 1 (37-15-1) of the *Mississippi Cumulative Folders and Permanent Records* document must be followed.

## **8.0 Educational Materials**

- 8.1 The initial expenditure for any new classroom for equipment, instructional materials, and consumable supplies shall be adequate to equip a classroom of fourteen (14) children or the number being served if less than 14.
- 8.2 The agency is to replenish the consumable supplies and instructional materials in each classroom on a yearly basis.
- 8.3 Educational materials shall reflect the instructional needs and implementation of learning activities described for three year old children.

## **9.0 Parent Participation**

- 9.1 Each agency shall develop and distribute a parent handbook that addresses program philosophy, goals, and policies.
- 9.2 Teacher/parent conferences shall be conducted twice during the year to inform parents or guardians of the child's progress. If documented attempts to meet with parents or other responsible persons fail, telephone conferences can be substituted. It should be noted that parents/guardians should be encouraged to participate in various activities such as developing learning games for home or classroom use, sharing information with the class about their work skill or profession, and sharing their talents through conducting musical and/or art activities in conjunction with the teacher.

## **10.0 Assessment**

- 10.1 Pencil-paper standardized tests are *not* appropriate evaluation measures for three year old children and will *not* be used.
- 10.2 Assessment of three year old children's progress and acquisition of skills should be documented through the use of a variety of techniques and procedures including, but not limited to, portfolios of children's work, age-appropriate checklists, performance scales, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, and other informal assessments.
- 10.3 Continuous assessment through use of a variety of techniques, procedures, and tools will be used to determine individual needs.

## 11.0 **Transportation**

11.1 Transportation is optional.

11.2 All agencies choosing to transport students shall refer to **MS Code Section 37-41-3**. All liability and related expenses are the responsibility of the agency or program entity.

11.3 In addition to the *National Highway Transportation Safety Association (NHTSA) Guidelines* (February 1999), the following caregiver:child ratio should be followed when transporting students (*Refer to Guidelines in Appendix D*).

- If 5 to 16 Pre-Kindergarten children are being transported on a bus, one caregiver in addition to the driver must be on the bus.
- If 17 to 32 Pre-Kindergarten children are being transported on a bus, two caregivers in addition to the driver must be on the bus.
- Caregivers must be 18 years of age or older.
- Caregivers must be an agency employee.

# **Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children**

## ***Language, Vocabulary, and Early Literacy Development***

Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. Language is the most important mental achievement of early childhood. Language allows a child to express his or her needs and feelings and enables an adult to respond appropriately. Language allows a child to learn about and express ideas and thoughts related to the environment in which he or she lives. Language allows a child to clarify his or her thinking and extend it imaginatively. A child learns language as he or she interacts with responsive adults and peers and experiences language use in meaningful context.

### ***Assessment Guidelines***

- **Observation will be the primary method of assessing a three year old child.**
- **Assessments will help the teacher/caregiver plan future learning activities.**
- **Portfolios and anecdotal notes are suggested procedures for collecting information and work samples.**
- **Observational checklists may be used to record progress toward the accomplishment of the benchmarks. A sample observational checklist for Language, Vocabulary, and Early Literacy Development follows this section.**

**Mississippi Pre-Kindergarten Curriculum Guidelines  
for  
Three Year Old Children**

**Benchmarks and Expectations**

*Language, Vocabulary, and Early Literacy Development*

<p><b>Note: The benchmarks are printed in bold and numbered. The expectations are numbered to match the benchmarks. The numbers are provided for clarity and do not reflect the order in which the benchmarks should be taught.</b></p>
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**1. Exhibits developmentally appropriate receptive language**

- 1.1 Listens to others with understanding (particularly in one-on-one situations)
- 1.2 Listens attentively to a short story and especially to stories about himself or herself
- 1.3 Recognizes environmental sounds
- 1.4 Listens to music and the sounds produced by musical instruments
- 1.5 Understands and follows simple one or two step directions

**2. Exhibits developmentally appropriate oral language for communication purposes**

- 2.1 Shows an increase in vocabulary with the majority of words spoken being understood by the teacher/caregiver
- 2.2 Identifies common objects and pictures
- 2.3 Uses language to express actions
- 2.4 Uses language to express emotions and ideas
- 2.5 Uses language to recall a sequence of events
- 2.6 Becomes aware of the structure of the language

**3. Demonstrates phonological awareness**

- 3.1 Recognizes sound patterns and can repeat them
- 3.2 Sings short songs and repeats portions of simple rhymes

**4. Demonstrates an awareness of print**

- 4.1 Turns pages of a book, looking at each page and picture
- 4.2 Tells a story following the pictures in a book

<i>Benchmark</i>	<i>Expectation</i>
<p><b>1</b> Exhibits developmentally appropriate receptive language</p>	<p><b>1.1</b> The child listens to others with understanding (particularly in one-on-one situations).</p>

***Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development***

- Structure a learning environment where talking and listening can occur. Spend time listening and talking with the child. Model good listening skills. Listen carefully to the child as he/she expresses wants, needs, concerns, and achievements. When an adult listens, the child will be encouraged to talk more. When the adult listens, the adult also teaches the child to listen. Listening is one of the primary ways children learn.
- Provide many opportunities for language practice. Model language at the developmental level of the child. Extend what the child says. *Example:* Benji points to a picture of a puppy barking and repeats “brown puppy.” The teacher extends Benji’s vocabulary by saying, “The brown puppy is barking.” Encourage conversation by asking “real” questions. *Example:* “Do you have a puppy? Tell me more about your puppy.”
- Provide listening opportunities by explaining the procedures or steps involved in completing an activity. Explain and talk about an activity before expecting the child to follow directions.
- Support the child in verbal situations by setting necessary limits and appropriate controls so that the child does not dominate group discussions or peer interactions. *Example:* “Hardy, I enjoyed hearing your story. I want to hear Katherine’s story now. Come and sit with me while we listen.”
- Encourage the child in play to listen attentively to comments and suggestions of others. Redirect thinking when necessary. *Example:* “Ty, where else can you play with the truck? If you put it on top of Heather’s block house, the house will fall down.”
- Discuss differences of opinions. *Example:* The teacher says, “Steve, listen to the pretty music.” Steve replies, “I do not like the way the music sounds.” The teacher then encourages the child to say more. “Steve, tell me what kind of music you like.”
- Practice making sentences with the child. Start a sentence similar to this one. “I like big fluffy \_\_\_\_” and fill in the blank. Take turns making sentences with the child. *Example:* “I like big fluffy pillows.” “I like big fluffy towels.” Then make silly sentences together. “I like big fluffy soap!” “I like big fluffy books!”

- Invent nonsense sentences and ask the child to tell you what is “funny or odd” about them.  
*Example:*
  - ® I brushed my teeth with a hairbrush.
  - ® I ate my cereal from a glass.
  - ® I washed my hands with sugar.
  - ® I painted pictures with a hammer.
- Model saying “hello” in different languages. Encourage the child to greet others using the new words during daily/weekly activities.

Hello	English
<i>Ciao</i>	Italian
<i>Hola</i>	Spanish
<i>Shalom</i>	Hebrew
<i>Guten tag</i>	German
<i>Allo</i>	Russian
<i>Moshi</i>	Japanese

- Describe a few of your favorite foods and places to eat. Allow time for the child to tell you about his/her favorite foods and places to eat. Recite and act out the chant below:

**A Pizza Hut**

A Pizza Hut, A Pizza Hut (*Make a triangle with arms*)

Kentucky Fried Chicken (*Flap arms like wings*)

and a Pizza Hut! (*Make a triangle with arms*)

McDonald’s, McDonald’s (*Make “M” in air*)

Kentucky Fried Chicken (*Flap arms like wings*)

and a Pizza Hut! (*Make triangle with arms*)

<i>Benchmark</i>	<i>Expectation</i>
<p><b>1</b> Exhibits developmentally appropriate receptive language</p>	<p><b>1.2</b> The child listens attentively to a short story and especially to stories about himself or herself.</p>

***Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development***

- Read aloud at least three books a day. Read and become familiar with the book before reading to the child. Reading aloud helps the child develop language, vocabulary, listening, and literacy skills that prepare him/her to understand the written word. Read books with repeated phrases and short rhyming sentences. Read short stories, big books, picture books, and large print storybooks during circle time, one-on-one time, and/or in small groups. Read the *same* book often. Keep the old, familiar books while slowly adding a variety of new books. It takes months of reading and rereading for a book to become a favorite. Read slowly, and with a smile or a nod, let the child know you appreciate his/her participation. Place a variety of books in all learning centers so that the child can reach them easily.  
*Note: Refer to the list of read aloud books provided in the Resource Section in Appendix C.*
- Read a short book substituting the child’s name for a character in the story. Stop at appropriate places in the story and encourage the child to talk about what you have read.
- Ask the child’s parents to send a photo of the child to display in the class. Allow the child to dictate a story about the picture. Print the story the child dictates on paper. Display the picture and the story at the child’s eye level.
- Create a big book using children’s baby pictures. Feature each individual child on a page. Read the book during circle time using the repetitive line, “Baby, Baby, who do you see? I see (Mary) looking at me!”
- Validate the child’s home and parents by listening to and repeating stories about his/her family. Listen closely when the child speaks. Be enthusiastic and responsive.
- Write the child’s words on paper as he/she dictates a personal story. If you do not understand a part of the story, ask the child to explain. This activity will help the child understand the relationship between the speaker and listener and author and reader.
- Tell or read a short story and have the child make up his/her own title or name for the story.
- Encourage the child to tell you stories about what happens in his/her family on special days such as holidays, birthdays, and family events.

- Reminisce about when you were a child. Tell the child stories about your family and friends. Encourage the child to tell stories about his/her family and friends. It is important for the child to know that stories often describe real people and real events. Telling personal stories also enables the child to hear new words and experience the beauty and rhythm of language.
- Create a new version of an old fairy tale with the child. Act out the tale using available stuffed animals (e.g., The Green Frog and The Three Elephants).
- Read a familiar story with the child and ask questions about the characters in the story. *Example:* “What did Goldilocks look like? What kind of a person was she?”
- Ask the child’s parents to send a recent photograph(s) of the child. Encourage the child to tell you about his/her picture(s). Display the photograph(s) in the classroom at the child's eye level.

<i>Benchmark</i>	<i>Expectation</i>
<b>1</b> Exhibits developmentally appropriate receptive language	<b>1.3</b> The child recognizes environmental sounds.

*Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development*

- Read *The Listening Walk* by Paul Showers. Take a listening walk around the neighborhood or playground. Discuss the many sounds that the child hears.
- Take the child on a field trip to the fire station, the farm, the zoo, and/or the grocery store. Discuss the sounds heard. Encourage the child to imitate the sounds of familiar animals, equipment, or machinery. List the sounds on chart paper. Talk about how the sounds are alike and how they are different.
- Display various objects that make a sound (e.g., clock/timer or music box). Talk about each object and listen to the sound it makes. Ask the child to cover his/her eyes. While the child's eyes are closed, hide one of the objects. The child then uncovers his/her eyes and tries to locate the object by sound.
- Provide opportunities for the child to pair an animal sound with its source. Play a game in which you make an animal noise and ask the child to name the animal that makes the noise. To extend the child's vocabulary, display toy animals or animal pictures. Ask the child to talk about the featured animal. Use questions to guide the child's responses. *Example:* "What kind of animal (roars, peeps, meows, etc.)?" The child will point to the picture or toy and respond, "It is a (lion) that (roars)."
- Use a tape recorder to record a variety of familiar inside and outside sounds. *Example:* Running water, a ticking clock or timer, a dog barking, cars passing by, a washing machine, etc. Play the tape and talk about the sounds. Place the recorder and tape in the listening center and encourage independent listening.
- Play a simple game of pretending to sleep and to wake up when you hear a bell ring. Take turns with the child being the sleeper and the bell ringer.
- Ring a bell. Have the child raise his/her hand every time he/she hears the bell ring and lower his/her hands when the bell stops ringing.

<i>Benchmark</i>	<i>Expectation</i>
<b>1</b> Exhibits developmentally appropriate receptive language	<b>1.4</b> The child listens to music and the sounds produced by musical instruments.

*Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development*

- Provide a variety of instrumental music at the listening station/center to be used individually or in small groups. Provide musical selections that are diverse in style and tradition such as folk, classical, jazz, and those typical of the child’s culture.
- Provide musical choices that are fast/energetic or slow/calming so that the child may choose music to fit his/her mood.
- Musical instruments (or any type of noisemaker) may be taken outdoors for the child to enjoy trying out various sounds and to have parades and shows. Provide materials for the child to create instruments such as drums, rhythm sticks, cymbals, kazoos, tambourines, bells, shakers, and rattles.
- Invite local high school band and/or orchestra students to visit the classroom and provide an instrument “show and tell” for the children.
- Provide music that has alternate volume levels. Pass out rhythm sticks, wooden spoons, or shakers. Have the child tap the sticks or spoons in rhythm to the music. Have the child place the rhythm sticks or spoon on the floor. Talk about places in the music that are loud and/or soft. Ask the child to clap and/or tap loudly or softly in response to the music.
- Play and dramatize the musical story of *Peter and the Wolf* composed by Sergei Prokofieff. *(The book and audiotape can be found at your local library.)*
- Using two instruments, such as a bell and a drum, instruct the child to walk when he/she hears the bell and to stop when he/she hears the drum.
- Play classical music to calm the child or to signal nap time.

<i>Benchmark</i>	<i>Expectation</i>
<b>1</b> Exhibits developmentally appropriate receptive language	<b>1.5</b> The child understands and follows simple one or two step directions.

*Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development*

- Model simple one step directions before expecting the child to follow directions. *Example:* “Henry, hang your coat on the coat rack.” Model hanging the child’s coat. Gradually increase the steps in the directions. *Example:* “Henry, hang your coat on the coat rack and go sit on the carpet.”
- Play games with the child which require listening to directions. Tell the child, “I brought a special friend, Justin (a toy animal), to meet you today.” Introduce yourself to the toy animal using your name. “Justin, my name is Mrs. Truesdell.” Give the toy to the child and instruct the child to tell the animal his/her name. Encourage the child to say, “Justin, my name is \_\_\_\_.” If the child is unable to respond or makes no response, let the child whisper his/her name into the toy animal’s ear while you say the name for the child.
- Seat the children in a circle and place an empty chair in the middle. Give specific directions to the children. *Example:* “I want everyone wearing the color red to come to the center of the circle and walk around the empty chair until I say STOP.” Repeat instructions using various colors or movements.
- Provide opportunities for following directions while playing games with the child. Explain that questions will be answered using thumbs instead of voices. The child will hold thumbs up if the answer is “yes” and thumbs down if the answer is “no.” Include silly questions (e.g., “Does a cow give apple juice?” or “Did you row an airplane to the school/center today?”)
- The children will follow the leader and respond spontaneously through movement. The leader repeats, “Everyone do this, do this, do this (action). Everyone do this just like me.” Provide an opportunity for each child to be the leader.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>2</b> Exhibits developmentally appropriate oral language for communication purposes</p>	<p><b>2.1</b> The child shows an increase in vocabulary with the majority of words spoken being understood by the teacher/caregiver.</p>

***Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development***

- Toss or roll a ball to the child during inside or outside play. Have the child repeat his/her name when catching the ball. Complete the activity using the child’s first name, last name, or first and last names.
- Model language for the child by orally labeling activities and objects encountered during the day. Use hand and facial expressions to increase the number of meaning cues the child receives. Slowly and clearly add any new information that will enhance the child’s learning experience and extend his/her vocabulary.
- Model words that describe needs and wants. Encourage the child to use words rather than gestures to express needs and wants.
- Encourage the child to speak in sentences of six or more words. When the child answers a question with a one-word answer, model words to extend his/her vocabulary. *Example:* The teacher says, “I like to eat pizza. What do you like to eat?” The child answers, “Ham.” The teacher then says, “You like to eat ham? Ham tastes good with eggs. I like to eat ham.”
- Ask the child to dictate a story about his/her favorite pet or about the pet he/she would like to have. Transcribe the story onto paper, then let the child illustrate. Encourage the child to “read” the story to you.

<i>Benchmark</i>	<i>Expectation</i>
<b>2</b> Exhibits developmentally appropriate oral language for communication purposes	<b>2.2</b> The child identifies common objects and pictures.

***Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development***

- Label materials and objects in the classroom and call objects by the appropriate name. The child will learn new words by seeing them over and over in different contexts. Labels provide excellent opportunities to develop early word recognition.
- Collect pictures from the child's family depicting events such as the child's birthday, favorite vacations, new pets, etc. or collect photos from magazines. Have the child choose a picture and tell you something about it. Build on what the child says by scaffolding questions to extend his/her language. *Example:* "Who/What is in the picture? What is happening here? Have you ever...?"
- Provide opportunities for naming objects during daily activities such as snack time. Name food items, table utensils, etc. while preparing the midday snack. *Example:* "I have two round crackers. I have one square of orange cheese."
- Provide opportunities for the child to connect a picture to a real object. Display an object and a picture of the object. Talk about the name of the object, how the object is used, and who might use the object. Model words for the child to use in connecting the picture to the real object. *Example:* "Look at this picture. It is a picture of a teapot. This is a teapot like the one in the picture. It is blue. It has a handle and a spout. The handle makes the teapot easy to hold. The handle keeps my hand from getting too hot when I pick up the teapot. The spout is used for pouring. I use a teapot at home to boil water for making tea. Does anyone in your family use a teapot? Tell me how this person uses the teapot."
- Place a cardboard box on a table with the open end facing you. Place several objects on the table such as spoons, cups, socks, pretzels, letters, numbers, buttons, etc. Put your arm through the box and push your hand out through the flap. Show your empty hand, wiggle your fingers and say, "My hand is empty. My hand wants a pretzel. Please give my hand a pretzel." Encourage the child to give "the hand" the objects requested. Continue until all the objects on the table are gone.
- Read an animal picture book with the child. Provide corresponding animal pictures cut from magazines and encourage the child to point to the pictures and say the animal's name. Encourage book and picture exploration after reading the story.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>2</b> Exhibits developmentally appropriate oral language for communication purposes</p>	<p><b>2.3</b> The child uses language to express actions.</p>

***Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development***

- Play a variety of music that encourages the child to move in response. Ask questions such as, “What do you want to do next? What is John doing?” Use movement activities as a part of the language development program. A child’s actions and movements tell much about the child’s thinking.
- Read poems such as the one below and act out the action words. Acting out a poem enables the child to use his/her body, enjoy rhyme and rhythm, and increases awareness and understanding of words. *Note: A spider pattern is provided in the Resource Section in Appendix C.*

**Little Miss Muffet**

Little Miss Muffet sat on her tuffet eating her curds and whey.  
(*The child sits on chair pretending to eat with a spoon and bowl.*)

Along came a spider and sat down beside her  
(*Another child carries a paper spider towards Miss Muffet and stands beside her.*)

And frightened Miss Muffet away.  
(*The child playing Miss Muffet runs away.*)

- Provide opportunities for the child to engage in *free movement* understanding that the ability to coordinate movements develops gradually. Avoid modeling or giving precise how-to directions. Encourage the child to describe his/her actions.

Encourage *creative movement* with descriptive sentences such as the ones below. Model actions and encourage creativity. Encourage the child to tell you about his/her actions.

*Example:*

- ® The wind is gently blowing the flowers.
- ® The butterflies and birds are slowly flying.
- ® The big elephant is walking.
- ® The plants are growing.

- Encourage the child to describe the actions of other children in the classroom or characters in familiar books or poems.

- Introduce new action words by reciting and acting out the fingerplays below:

**Five Little Puppies**

Five little puppies were playing in the sun.  
*(Hold up hands, fingers extended)*  
 This one saw a rabbit and he began to run.  
*(Bend down first finger)*  
 This one saw a butterfly and he began to race.  
*(Bend down second finger)*  
 This one saw a cat and he began to chase.  
*(Bend down third finger)*  
 This one tried to catch his tail and he went round and round.  
*(Bend down fourth finger)*  
 This one was so quiet that he never made a sound.  
*(Bend down thumb)*

**A Walk in the Jungle**

Giraffes are tall with necks so long.  
*(Stand on tip toes and raise arms high up into air)*  
 Elephants' trunks are big and strong.  
*(Make trunk with hand and arm)*  
 Zebras have stripes and can gallop away,  
*(Gallop around in a circle)*  
 While monkeys in the trees do sway.  
*(Sway back and forth)*  
 Old crocodile swims in a pool so deep,  
*(Pretend to swim)*  
 Or lies in the sun and goes to sleep.  
*(Place head on hands and close eyes)*

- Encourage the child to take off his/her shoes and socks and run through the grass in his/her bare feet. (Check the area before playing this game to be sure the grass is clear of any object or insect that might hurt the child's feet.) Encourage the child to talk about the experience. Ask open-ended questions such as "How does the grass feel on your bare feet?" To extend the activity, have the child lie down, stretch out, and roll across the grass. Talk about how the grass feels.
- Provide varied experiences such as trips to the library, museum, and zoo, walks in the park, or visits to a shopping mall. Surround these events with much talk and many questions and answers.

<i>Benchmark</i>	<i>Expectation</i>
2 Exhibits developmentally appropriate oral language for communication purposes	2.4 The child uses language to express emotions and ideas.

***Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development***

- Sing songs that have emotion words in them such as “If You’re Happy and You Know It.” Repeat the song using variations such as “stomp your feet,” “tap your head,” “jump up and down,” or any action that is appropriate.

***If You’re Happy and You Know It***

If you’re happy and you know it clap your hands!

*(Clap 2 times)*

If you’re happy and you know it clap your hands!

*(Clap 2 times)*

If you’re happy and you know it, then your face will surely show it!

If you’re happy and you know it clap your hands!

*(Clap 2 times)*

- Provide words to accompany gestures when communicating physical wants and/or emotional needs. Model suitable language to help the child identify and name physical needs and feelings such as “You look lonely, may I play with you?” Spend time with the child talking and listening.
- Provide opportunities for the child to share “at home” experiences with you independently or during small group time. Extend simple one or two word phrases into complete sentences.
- Assist the child in make a caring center for a doll or stuffed animal. Talk with the child about how the teacher/caregiver takes care of children. Encourage the child to tell you about the way he/she cares for the pretend baby or pet.
- Read books about feelings and emotions such as ***Today I Feel Silly, Other Moods that Make My Day*** by Jamie Lee Curtis and ***I Was So Mad*** by Mercer Mayer. Encourage the child to talk about the feelings and emotions experienced by the story characters. The child will learn to express emotions by connecting his/her emotions with the characters in the written text. *(The books can be found at your local library.)*
- Answer the child’s endless “why” questions patiently. Do not be afraid to admit that you do not know the answer to a question. When you say, “I don’t know the answer. I will look for the answer in this book,” you are modeling the use of a book as a resource.
- Model words to help the child put his/her feelings and actions into words as disagreements between children occur.

<i>Benchmark</i>	<i>Expectation</i>
<b>2</b> Exhibits developmentally appropriate oral language for communication purposes	<b>2.5</b> The child uses language to recall a sequence of events.

***Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development***

- Chart the proper sequence of events, stories, or familiar routines using pictures and words. Illustrate sequencing with felt boards, story cards, or story maps. Help the child recall familiar routines and experiences and express them using actions, words, role-playing, or puppets.
- Create an Accordion Book to help the child recall the sequence of daily routines or familiar stories. Fold a piece of paper into equal accordion-style segments. As the child dictates a daily routine or familiar story draw pictures that illustrate the sequence. Encourage the child to revisit the book during the day.
- Ask the child to cover his/her eyes with his/her hands while you make a familiar noise such as closing a door, sneezing, or striking a key on the piano. By listening carefully, the child will try to identify the noise. Gradually make two noises one after the other. Without peeking the child will guess the two sounds in sequence. Encourage the child to use complete sentences. *Example:* “I heard two sounds. First I heard a \_\_\_\_, and then I heard a \_\_\_\_.”
- Read *Mean Soup* by Betsy Everitt. Talk about what happened in the story and the names of the characters. Provide a large soup pot, spoon, and pretend vegetables to make “Mean Soup” like Horace and his mother did in the story. Mimic the actions of making soup and model the use of new vocabulary words. (*The book can be found at your local library.*)
- Sing the words of a familiar song and ask the child to identify the name of the song. Repeat the song stopping after a certain word. Ask the child to identify the word that comes next in the song.
- Recite poems or verses that follow a repeated sequence such as “The Bear Hunt.” Provide clear directions for playing the game and model actions for the child. *Note: Words to “The Bear Hunt” are provided in the Resource Section in Appendix C.*

<i>Benchmark</i>	<i>Expectation</i>
2 Exhibits developmentally appropriate oral language for communication purposes	2.6 The child will become aware of the structure of language.

***Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development***

- Model the reversal of sentence order to make questions to help the child understand the world around him/her and the structure of language. *Example:* The child says, “Teacher, I like to play with blocks.” The teacher replies, “Do you like to build houses with blocks?”
- Provide opportunities on the playground to ask the child questions and have the child respond using simple sentences. *Example:* “What can you find in the grass today?” or “Do you see anything alive in the grass?”
- Ask questions about activities in the classroom one-on-one with the child. Encourage the child to respond using sentences in place of gestures. *Example:* Say, “Bonita, what did you make in the art center today?” *Note:* *The idea of questioning is to generate thoughts and talk, not to perplex, baffle, or confuse the child.*
- Model the use of regular and irregular plurals during conversations with the child. Model correct *plural forms*. *Example:* When the child says “I brushed my tooth,” restate, “I can see you brushed your teeth.”
- Use correct *tense* when speaking to the child. When the child says, “He hitted me,” restate “He hit you? Show me where he hit you.”
- Model *nouns* that show ownership during the daily routine. *Example:* “Where is Bruce’s coat?” Ask the child to identify possessions by the owner’s name. *Example:* “This is Kala’s picture.”
- Supply the correct sentence structure for the child who does not refer to himself/herself using appropriate pronouns. *Example:* The child says, “Me want juice.” Respond by saying, “I want juice.” Encourage the child to imitate you. The child repeats, “I want juice.” *Note:* *This should be done as a soft, friendly reminder and not as harsh correction.*
- Create a simple sentence including two related words such as “rabbit” and “carrot.” Ask the child a question using the same related words. *Example:* “The rabbit ate a carrot. Who ate the carrot?” Encourage the child to respond using complete sentences.
- Routinely read aloud to children and provide opportunities for the child to “read” books in the library center. Reading the same book several times during the week will help the child to model the sentences read when he/she pretends to read in the library center.

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Demonstrate phonemic awareness	<b>3.1</b> The child recognizes sound patterns and can repeat them.

*Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development*

*Note: Phonological Awareness is auditory and does not involve print. The three year old child is much less skilled at hearing sound differences than adults. The understanding that spoken words are made up of individual speech sounds is essential to future reading success.*

- Make up actions to go with silly sentences that have words beginning with the same sound (e.g., Four fat frogs fan, or two twirling tops tumble.). Mother Goose rhymes are a rich source of subject matter and nonsense verse.
- Play games using real objects or pictures of real objects to help the child hear the beginning sounds in words. Help the child decide which objects or pictures begin with the same sound. *Example:* “I have a picture/object of a bear, a box, and a mouse. Which pictures/objects begin with the same sound?”
- Play a listening game with the child repeating the name of a picture or real object in a different way (one syllable at a time). Place pictures or familiar objects in a box. Encourage the child to listen carefully and figure out each name. In naming each picture or object speak slowly, clearly and insert a pause between syllables (e.g., *tel-e-phone*). When the child figures out the word, take the picture or object out of the box and repeat the name of the object.
- Select meaningful sentences from the child's speech or favorite books. Have the child clap each word of a sentence. Shuffle or reorder words or make silly phrases by deleting words from sentences.
- Have the child clap or tap out the syllables of his/her name and other familiar words.
- Provide opportunities for the child to practice repeating sound patterns through music, fingerplays, and rhymes such as the one below:

**Baby**

*(Use actions while calling words.)*

Here is baby's hammer, see how he can pound.  
 Here's the baby's music, clapping, clapping.  
 Here's the baby's soldiers, standing in a row.  
 Here's the big umbrella to keep the baby dry.  
 And here is baby's cradle, to rock the baby bye.

- Read poems and stories using voice variations to enhance the child’s awareness of sound patterns in speech. Recite in whispers, saying the rhyming words aloud. Recite in normal voices, saying the rhyming words in whispers. Recite, saying the words softer and softer as you speak. The following poem may be used to practice voice variations.

**The Beetle**

I know a beetle who lives down a drain.  
His coat is very shiny but terribly plain.  
When I take a bath he comes up the pipe.  
Together we wash. Together we wipe.

- Provide opportunities for the child to hear parts of words. *Example:* “I am going to break a word into parts. Listen and tell me what the word is. “hhhhhh..ot/ hot.”
- Say a simple sentence using only one syllable words. Play a game in which the child claps, snaps, pats, or steps for each word spoken in the sentence.  
*Examples:*
  - ® We walk to lunch.
  - ® I like to eat grapes.
  - ® I have a pet cat.
  - ® I can say my name.
- Routinely read aloud to children. Provide opportunities for children to “read” the book at the library center. Rereading the same book several times during the week will help children become familiar with the story and words within the story.

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Demonstrates phonemic awareness	<b>3.2</b> The child sings short songs and repeats portions of simple rhymes.

***Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development***

*Note: Introduce a new song or rhyme line by line, emphasizing its rhythm and exaggerating its rhymes. Keep the pace slow and deliberate at first and gradually increase as the child learns the words.*

- Read poems and nursery rhymes with the child individually or in small or large groups to enhance the child’s awareness of the sounds in speech. Provide opportunities for the child to recite the rhymes below:

***The Little Train***

The little train, Goes up the track.  
It says, “Toot, toot,” and comes right back.

***Little Red Caboose***

Little red caboose, Chug! Chug! Chug!  
Little red caboose, Chug! Chug! Chug!  
Little red caboose, behind the train, train, train, train,  
Smokestack’s on his back, back, back, back.  
Coming around the track, track, track, track.  
Little red caboose behind the train.  
Wooooo! Wooooo!

***The Train***

Choo choo choo choo choo choo!  
Billy and Johnny, Maria and Sue,  
(*Substitute the names of children in your group*)  
All of them watch for the train to pass through.

Ding dong, ding dong, ding dong!  
See the engine puffing, hear the bell ring.  
Click clack, click clack, click clack clack,  
Tell me please, will you come back?

- Sing short songs such as “This Old Man” as part of the daily routine. *Note: Refer to the Resource Section in Appendix C for words to the song.*

- Recite and act out the repeated verses and rhyming words below:

### **Playmates**

*(Begin with closed fists)*  
 From a window in this house  
*(open one fist, fingers point up)*  
 From a window in this house  
*(other fist open, fingers point up)*

Playmates wave at each other  
*(close fists, then thumbs wag at each other)*  
 They jump and go up and down quickly  
 And have such fun!  
*(hands together and clap)*

### **Fireman**

This brave fireman is going to bed  
*(hold up right thumb)*  
 Down on the pillow he lays his head  
*(right thumb on left palm)*  
 Wraps himself in his blanket tight  
*(curl fingers around thumb)*  
 And plans to sleep this way all night  
*(close eyes)*  
 But the fire alarm rings! He opens his eyes!  
*(open eyes)*  
 Quickly he's dressed and down the poles he slides  
*(right hand slides down left arm in a grip from elbow to wrist)*  
 Then he climbs on the truck to go, go, go  
*(hands manipulate imaginary steering wheel)*

- Quote lines from favorite nursery rhymes and ask the child to identify the characters. *Example:* “Two people I know went up a hill to fetch a pail of water. What were their names?” The child will answer “Jack and Jill.” Additional ideas are: Someone had a little lamb, little lamb, little lamb. Someone is nimble, and also quick. *Note: Refer to the Language Treasure Chest in the Resource Section in Appendix C for nursery rhymes.*

- Sing “The Wheels on the Bus” using the child’s name. *Example:* “Mark on the bus says, ‘Let me off!’”

***The Wheels on the Bus***

The wheels on the bus go round and round,  
Round and round, round and round  
The wheels on the bus go round and round  
All through the town.

The driver on the bus says, “Move on Back!  
Move on Back! Move on Back!”  
The driver on the bus says, “Move on Back!”  
All through the town.

The people on the bus go up and down,  
Up and down, up and down  
The people on the bus go up and down  
All through the town.

*Substitute these also:*

The horn on the bus goes beep, beep, beep.  
The wipers on the bus go swish, swish, swish.  
The doors on the bus go open and shut.  
The bell on the bus goes ding-ding-ding.  
The lady on the bus says, “Get off my feet”...  
The baby on the bus goes, “Wa-Wa-Wa”...  
The people on the bus say, “We had a nice ride”...

- Recite nonsense verses with the child such as the one below:

***A Ram Sam Sam***

*(On Ram Sam Sam hit one fist on top of other)*

A ram sam sam. A ram sam sam.  
A goolie goolie goolie *(Roll hands)*  
and a ram sam sam.  
A raffy. A taffy. *(Lift arms)*  
A goolie goolie goolie and *(Roll hands)*  
A RAM SAM SAM!

- Use a chart during large group time to record the words to songs and rhymes. Model how to read the chart using a pointer. Review the chart several times, so the child will be familiar with it. Display the chart where the child can easily see it.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>4</b> Demonstrates an awareness of print</p>	<p><b>4.1</b> The child turns pages, looking at each page and picture.</p>

*Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development*

- Turning pages is best taught with the child sitting on an adult’s lap listening and looking at pictures in the book. Allow the child to hold the book and turn the pages with you as you read. *Note: Refer to the Resource Section in Appendix C for the Reading Aloud Strategy Checklist.*
- Provide opportunities for the child to practice turning pages independently and to “read” books to a doll or favorite stuffed animal. Provide books in all learning centers. Read and reread a book at the child’s request. Book exploration is essential in helping the child develop an awareness of print.
- Read big books during story time. Ring a bell when it is time to turn the page so the child will begin to relate to the cue when pages are being turned as part of the reading process.
- Model turning pages using wordless picture books. Point to the pictures on each page and encourage the child to tell you about the pictures. As you point to the last word at the end of a page, ask the child, “Where do I go now?”
- Provide opportunities for the child to see you read books, magazines, newspapers, cookbooks, telephone directories, etc.
- Write a short note telling the child how special he/she is. Place the note in the child's cubby or special place. Receiving a written note helps the child to understand that the printed word has a purpose. When the child shows you the note, read it aloud with expression. Encourage the child’s parents to write “special” notes and hide them in special places at home.

<i>Benchmark</i>	<i>Expectation</i>
<b>4</b> Demonstrates an awareness of print	<b>4.2</b> The child tells a story following the pictures in a book.

*Suggested Teaching Strategies/Language, Vocabulary, and Early Literacy Development*

- Model story telling using the pictures in any book. Place books in learning centers so that the child can reach them easily.
- Provide books that contain colorful pictures with no text. Model telling a story based on the pictures. Encourage the child to take a turn telling a story based on the pictures. *This will take practice and presenting the opportunity to the child on a daily basis.*
- Provide books that contain colorful pictures and text that closely matches the pictures. Discuss the pictures in the book to help the child understand the story. Encourage the child to tell who or what he/she sees in the pictures.
- Provide a print rich environment. Place books, especially picture books, in all learning centers where the child can reach them easily.
- Use pictures and events in books to help the child relate and recall the child’s personal experiences.
- Take photographs as the child engages in daily activities. Show the photographs to the child and discuss what is taking place in the pictures.
- Encourage the child to look at the pictures in a book and tell you, “What has just happened?” or “What do you think will happen next?”

## Language, Vocabulary, and Early Literacy Development Observational Checklist

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ Year: \_\_\_\_\_

**Code: 1 = Needs Development    2 = Developing as Expected    3 = Advanced Development**

**Note: The checklist should be used three times a year at minimum. (Fall, Mid-Year, and Spring)**

Benchmarks and Expectations	Observations		
	Fall	Mid-Year	Spring
<b>1 Exhibits developmentally appropriate receptive language</b>			
1.1 Listens to others with understanding (particularly in one-on-one situations)			
1.2 Listens attentively to a short story and especially to stories about himself or herself			
1.3 Recognizes environmental sounds			
1.4 Listens to music and the sounds produced by musical instruments			
1.5 Understands and follows simple one or two step directions			
<b>2 Exhibits developmentally appropriate oral language for communication purposes</b>			
2.1 Shows an increase in vocabulary with the majority of words spoken being understood by the teacher/caregiver			
2.2 Identifies common objects and pictures			
2.3 Uses language to express actions			
2.4 Uses language to express emotions and ideas			
2.5 Uses language to recall a sequence of events			
2.6 Becomes aware of the structure of the language			
<b>3 Demonstrates phonological awareness</b>			
3.1 Recognizes sound patterns and can repeat them			
3.2 Sings short songs and repeats portions of simple rhymes			
<b>4 Demonstrates an awareness of print</b>			
4.1 Turns pages of a book, looking at each page and picture			
4.2 Tells a story following the pictures in a book			

# **Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children**

## ***Mathematical Concepts Development***

Mathematics is everywhere and relates to almost every experience in a young child's life. Mathematics is interrelated with other subjects such as science, art, language, physical movement, and music. Most of what a young child learns is a combination of different concepts. Mathematics must be taught using connections to the child's real world instead of using isolated skills and procedures. When connections are made to real life objects, people, places, and experiences, mathematics is easier to understand and provides many opportunities for a young child to construct and extend his or her understanding and knowledge in a meaningful way.

## ***Assessment Guidelines***

- **Observation will be the primary method of assessing a three year old child.**
- **Assessments will help the teacher/caregiver plan future learning experiences.**
- **Portfolios and anecdotal notes are suggested procedures for collecting information and work samples.**
- **Observational checklists may be used to record progress toward the accomplishment of the benchmarks. A sample observational checklist for Mathematical Concepts Development follows this section.**

**Mississippi Pre-Kindergarten Curriculum Guidelines  
for  
Three Year Old Children**

**Benchmarks and Expectations**

*Mathematical Concepts Development*

**Note: The benchmarks are printed in bold and numbered. The expectations are numbered to match the benchmarks. The numbers are provided for clarity and do not reflect the order in which the benchmarks should be taught.**

- 1. Number sense, number operations, and number relationships**
  - 1.1 Matches, one to one, pairs of objects that are alike and pairs of objects that are related but not alike
  - 1.2 Rote count (e.g., counts to five or beyond from memory)
  - 1.3 Rational count (e.g., counts from three to five objects in a group to determine “how many” objects are in the group)
- 2. Patterns and relationships**
  - 2.1 Copies, creates, and extends auditory, visual, verbal, and physical movement patterns
- 3. Compare, classify (sort), and order**
  - 3.1 Makes size comparisons between objects using language (e.g., big/small, short/tall, full/empty, etc.)
  - 3.2 Classifies (sorts) objects into categories (e.g., size, shape, color, etc.)
  - 3.3 Orders objects based on size, weight, length, or height
- 4. Geometry and spatial sense**
  - 4.1 Recognizes and identifies shapes such as squares, circles, triangles, and rectangles
  - 4.2 Uses positional words to indicate where objects are in space (i.e., in, out, under, beside, between, on, etc.)
- 5. Parts and wholes**
  - 5.1 Identifies the missing part of an object or picture of an object (e.g., the wheel piece is missing from the truck puzzle).
  - 5.2 Recognizes that the amount of a whole remains the same when divided into two parts (e.g., when an apple is cut in half (two parts) it is still one apple)

<i>Benchmark</i>	<i>Expectation</i>
<b>1</b> Number sense, number operations, and number relationships	<b>1.1</b> The child will match one to one pairs of objects that are alike and pairs of objects that are related but not alike.

***Suggested Teaching Strategies/Mathematical Concepts Development***

- Place identical pairs of objects inside a shoebox. Remove one item from the box and ask the child to find the object that matches (e.g., “Adam, I found a long yellow pencil in the box. Do you see anything inside the box that looks like the pencil?”).
- Place several pairs of related objects on a table (e.g., a fork and a spoon, a pencil and a piece of paper). Pick up one object and ask the child to find the other object that is related (e.g., “Anthony, I am holding a fork. We use a fork when we eat. Look on the table and find something else that is used for eating.”).
- Cut bees and beehives out of construction paper using the patterns provided in the *Resource Section in Appendix C*. Tell the child that a beehive is to a bee what a house is to a person. Help the child match each bee to a beehive. Extend the activity by reciting and acting out the “Six Buzzing Bumble Bees” fingerplay. *Note: The fingerplay can be found in the Resource Section in Appendix C.*
- Provide a pair of feathers cut from green, yellow, blue, red, and orange construction paper. Glue one feather of each color inside a manila folder. Help the child match the other feathers to those glued in the folder.
- Draw sets of animal footprints on index cards. *Example:* Make two dog footprint cards, two ducks, two pigs, etc. Turn the cards face down and take turns with the child turning up a matched set.
- Place a piece of colored tape (green, blue, red, yellow) on the bottom of six plastic ducks. Create pairs by using two pieces of each color tape. Float the ducks in water and assist the child in finding matching colors.

<i>Benchmark</i>	<i>Expectation</i>
<b>1</b> Number sense, number operations, and number relationships	<b>1.2</b> The child will be able to rote count (e.g., counts to five or beyond from memory).

***Suggested Teaching Strategies/Mathematical Concepts Development***

- Read *Numbers* by John J. Reiss during large or small group time. Reading is a special way to introduce numbers to the child. (*The book can be found at your local library.*)
- Help the child learn to rote count by reciting rhymes such as the ones below. Place the child's name in the blanks.

**Four Little Pumpkins**

Four little pumpkins I can see  
*(child's name)* picked one and that left three.  
 Three Little pumpkins with nothing to do.  
*(child's name)* picked one and that left two.  
 Two little pumpkins out in the sun.  
*(child's name)* picked one and that left one.  
 One little pumpkin all alone; it looked lonely  
 So I took it home.

**Let's Count**

One two, three, four, five,  
 I caught a fish alive.  
 Six, seven, eight, nine, ten,  
 I let him go again.  
 Why did you let it go?  
 Because it bit my finger so.  
 Which finger did it bite?  
 The pinky finger on the right.

- Sing a bilingual counting song in Spanish and English during circle time. Encourage the child to repeat the verses with you.

“I Can Count to Ten”

One, two, and three,  
 Four, five, and six.  
 Seven, eight, and nine,  
 I can count to ten

La la la la la; La la la la la.  
 La la la la la; La la la la la.  
 La la la la la; La la la la la.

“Cuento Hasta Diez”

Uno, dos, y tres,  
Cuatro, cinco, seis.  
Siete, ocho, nueve,  
Cuento hasta diez.

La la la la la; La la la la la,  
La la la la la; La la la la la.  
La la la la la; La la la la la.

- Play the “Bunny Rabbit” game. This is an excellent way to help the child learn to rote count to five or beyond. *Note: Refer to game directions provided in the Resource Section in Appendix C.*

<i>Benchmark</i>	<i>Expectation</i>
<b>1</b> Number sense, number operations, and number relationships	<b>1.3</b> The child will be able to use rational counting (e.g., counts from three to five objects in a group to determine “how many” objects are in the group).

***Suggested Teaching Strategies/Mathematical Concepts Development***

*Note: Learning to count takes time. Never scold the child for skipping numbers. Point out that counting lets the child know how many things are in a group. Point to the object as you recite each number name. Put up a finger one at a time as you count. Help the child count without skipping numbers or counting something twice.*

- Count anything and everything. Take the child’s finger and point to or touch the object as you both count.
- Look for numbers inside the classroom and talk about them.
- Take a walk around the playground or neighborhood and look for things that have numbers on them (numbers on buildings, car tags, mailboxes, etc.).
- Talk with the child about how numbers are used. (Some numbers, like those on baseball uniforms, are used like names. Other numbers are used to tell you the order of something or the amount.)
- Make a line using marbles, crackers, toy cars, marshmallows, etc. and help the child count each item in the line (e.g., “Chandler, point to each car as I count.”).
- Build a red and green block tower with the child. Count the number of red and the number of green blocks when finished. Talk about “how many” red blocks you used to build the tower and “how many” green blocks.
- Count and talk about a few common household objects before hiding them around the room. Let the child hunt to find the hidden “treasures.” When the objects have been found, count the objects again.
- Read picture books that have numerous objects in each picture. Count the animals, flowers, or trees throughout the book. Name the colors or shapes you see and then count all of those with one color and tell how many.

- Give the child several unshelled peanuts. Assist the child in opening the peanuts and counting the nuts inside. Make a graph. Encourage the child to make an “x” on the graph or place a sticker in the correct square that tells how many nuts were in one of his/her shells.
- Read *Four Fur Feet* by Margaret Wise Brown. Extend the book reading by using felt cutouts on a flannel board to show how each number (1, 2, 3, 4) is one more than the preceding number. (*The book can be found at your local library.*)
- Give the child five fish-shaped crackers in a paper cup. Tell the following story and encourage the child to act it out. *Example:* “Once upon a time there was a great big fish that loved to swim in the ocean looking for little fish to eat. Along came the great big fish. He was very hungry and ate ONE of your fish.” Have the child eat one cracker. Then say, “How many fish did the big fish eat? ” The child should respond, “One.” Continue the story. “The great big fish was still hungry so it decided to eat another fish.” Continue having the child count as all of the fish are eaten. To extend the activity, read *The Little Island* by Golden MacDonald and Leonard Weisgard. (*The book can be found at your local library.*)
- Invite a community worker to visit in the classroom and describe how numbers are used in his or her job. Select professions in which the use of numbers is obvious (e.g., bank teller, pet store worker, grocery checkout person, etc.).

<i>Benchmark</i>	<i>Expectation</i>
<b>2</b> Patterns and relationships	<b>2.1</b> The child will begin to copy, create, and extend auditory, visual, verbal, and physical movement patterns.

***Suggested Teaching Strategies/Mathematical Concepts Development***

- Make a line of colored blocks that illustrates a simple pattern (e.g., red, blue, red, blue, red, blue). Begin another line of blocks with the child, copying the first pattern. Ask the child what goes first, next, next, and so forth. Use the first line as a model so the child can compare the two lines as a way to check his/her accuracy.
- Stack blocks with the child using color patterns. Talk about what you are doing. Ask the child to repeat the pattern (e.g., “Carmen, I am building a house using a green block, a red block, a green block, and a red block. Look at my house and use your blocks to build a house just like mine.”).
- Invite the child to help you set the table. Show him/her how you want the table set using the pattern of plate, cup, and silverware. Ask the child to repeat the pattern.
- Play “Head, Shoulders, Knees, and Toes” to help the child become familiar with patterns.  
*Note: Refer to directions provided in the Resource Section in Appendix C.*
- Look for patterns in the child’s clothes or personal items. Talk about the patterns you find.  
*Note: It is important to help the child begin thinking about colors, shapes, sizes, and relationships.*
- Play the game below to help the child copy patterns.

***The Clapping Game***

Clap once (X). Clap two times (XX). Clap three times (XXX).

Have the child repeat each clapping pattern.

When the child is able to do well, you can vary the pattern and the number.

*Example:* Clap once, clap three times, clap two times.

- Use animal pictures to create patterns and encourage the child to repeat your patterns.  
*Example:* “cat, cat, dog, cat, cat.” Encourage the child to create patterns for you to copy.

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Compare, classify (sort), and order	<b>3.1</b> The child will be able to make size comparisons between objects using language (e.g., big/small, short/tall, full/empty, etc.).

***Suggested Teaching Strategies/Mathematical Concepts Development***

- Demonstrate filling an empty glass with water and repeat, “The glass is full.” Next, pour the water out and repeat, “The glass is empty, there is nothing in the glass.” Next, place two glasses on the table and help the child fill one with water. Ask the child to tell you which glass is full. Repeat the procedure filling bowls with grapes, cans with rocks, or boxes with beans. Allow the child to do the pouring and emptying and most of the talking.
- Find things in the room to open and close such as drawers, boxes, books, water bottles, etc. Model opening and closing for the child. Example, “To keep the rain and wind outside, we close the window.” Allow the child many opportunities to practice opening and closing.
- Cut a small, medium and large square out of construction paper for the child to decorate. Assist the child in gluing the decorated squares to wide ribbon strips. (Dab glue on the ribbon rather than on the back of the square.) Talk about size of the squares as you hang the ribbons from the ceiling.
- Measure each child’s height. Create a graph by cutting strips of colored paper to accurately represent each measurement. Write the child’s name at the top of the strip and the height along the side. Tape the strips on a wall and compare. *Example:* “Mary Ann is taller than Monique.” Periodically measure the children and add paper strips to reflect their growth.
- Provide an assortment of big and small animal patterns for the child to compare. The animal patterns are provided in the *Resource Section in Appendix C*.

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Compare, classify (sort), and order	<b>3.2</b> The child will classify (sort) objects into categories (e.g., size, shape, color, etc.)

*Suggested Teaching Strategies/Mathematical Concepts Development*

- Cut different sizes and color of circles out of construction paper (e.g., 3 large blue circles, 3 medium yellow circles, and 3 small green circles). Help the child sort the circles into three groups according to size. Next, help the child sort the circles into three groups according to color. Model words for the child to use in describing the experience.
- Draw the outline of a house on a large sheet of paper. Label the rooms in the house (e.g., bedroom, family room, dining room, etc.) Show the child a picture of a piece of furniture and ask him/her to tell you about the room where the furniture belongs. Assist the child in gluing the picture in the correct room.
- Provide plastic bowls, containers or boxes, and lots of time for the child to help you sort things. Follow the suggestions listed below:
  - ® Sort fruits and vegetables by color.
  - ® Sort toys by size and color.
  - ® Sort money by size.
  - ® Sort leaves by size and color in the fall.
  - ® Sort Fruit Loops by color.
  - ® Sort spoons by size.
  - ® Sort socks by size and color.
- Cut several shapes in three to five different sizes. Help the child sort the shapes by size. Help the child resort by shape.
- Ask the child to put clothes into piles of things that belong together. Any group of “things” you have in the classroom can be sorted in some way. Provide an assortment of old clothes, shoes, and coats in the dramatic play center for the child to sort by color, season, or size.
- Show the child several items that look alike on both sides (e.g., purse, block, paintbrush, etc.) and several items that look different on each side (e.g., clock, doll, book, etc.). Assist the child in grouping the objects into those that look alike on both sides and those that look different on each side.
- Provide pictures of things found in the sky and things found on the ground. Assist the child in classifying the pictures.

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Compare, classify (sort), and order	<b>3.3</b> The child will be able to order objects based on size, weight, length, or height.

***Suggested Teaching Strategies/Mathematical Concepts Development***

- Provide materials and opportunities for the child to place objects in order from longest to shortest. Model “thinking out loud” as you work beside the child (e.g., “Darlene, I think the green straw is longer than the other straws. What do you think? I am going to place the straws side by side and compare length. Yes, the green straw is longer than the other straws.”)
- Line the children up and determine who is the tallest and who is the shortest.
- Read *The Tiny, Tiny, Boy* and *The Big, Big Cow* by Nancy VanLaan during circle time. Discuss the concepts of tiny and big. (*The books can be found at your local library.*)
- Provide opportunities and materials for the child to organize materials on his/her own (e.g., stacking blocks/boxes, rings, or pegs in order by size).
- Cut a train out of construction paper using the patterns provided in the *Resource Section in Appendix C*. Model words such as first, second, third, fourth, fifth as you help the child arrange the cars of the train in order. To extend the activity, provide a real toy train in the math center. Allow the child to play with the train. Ask the child to point to the part of the train that comes first and the part that comes last. As an additional extension, visit a train station and, if possible, take a train ride.
- Provide play dough for the child to make mountains of various sizes. Measure the height and width of each mountain with a ruler and talk about tallest/ shortest and biggest/smallest.
- Use a bathroom scale to weigh classroom items. Graph the weight of each item. Point to the recorded weight of each item on the graph and talk about the item that weighs the most.

<i>Benchmark</i>	<i>Expectation</i>
<b>4</b> Geometry and spatial sense	<b>4.1</b> The child will recognize and identify shapes such as squares, circles, triangles, and rectangles.

***Suggested Teaching Strategies/Mathematical Concepts Development***

- Make a shape and encourage the child to recreate the shape (e.g., “David, I’m making a round circle out of my play dough. Try to make a circle like mine using your play dough”).
- Cut and tape large paper shapes on the floor. Bounce a ball on the shape and catch it with both hands as you say the name of the shape (e.g., “Philip, watch me bounce the ball on the circle and catch it with my hands. Would you like to try doing the same thing?”)
- Read *Shapes, Shapes, Shapes* by Tana Hoban and *What is a Square?* by Rebecca Kai Dotlich. (*The books can be found at the local library.*)
- Display and talk about shapes during circle time. Draw each shape in the air using arms and hands. To extend the activity, place paper and drawing materials in the mathematics center for the child to practice drawing shapes.
- Find shapes in the classroom and talk about each shape.
- Use masking tape to outline the shape of a square on the floor. March on the lines of the square while singing the song below:

**Square Walking**

***(Tune: Farmer in the Dell)***

We walk along the square!

We walk along the square!

Four straight lines,

All the same size,

We walk along the square!

- Provide blocks, empty boxes, or milk cartons for the child to use to combine, divide, and change shapes. The child will learn to recognize geometry in the real world as well as relationships between and among shapes. Help the child use two triangles to make a square and two semicircles to make a circle. Remind the child to use his/her words to tell you what he/she is doing.

<i>Benchmark</i>	<i>Expectation</i>
4 Geometry and spatial sense	4.2 The child will use positional words to indicate where objects are in space (e.g., in, out, under, between, on, etc.)

***Suggested Teaching Strategies/Mathematical Concepts Development***

- Provide four clear plastic drinking cups along with the same number of small toys. Place the cups on a table and place the toys in, under, beside, and between the cups. Talk with the child about the location of the objects. Repeat the game letting the child place the objects.
- To help the child understand concepts such as in, out, under, and over read “Skipper” as provided in the *Resource Section in Appendix C*. After reading the story, use a toy dog to demonstrate positional words (e.g., Skipper is walking *on* the tabletop. Look, Skipper is hiding *behind* the door.)
- Help the child develop an understanding of concepts such as “under and beside” through the use of the poem below: Encourage the child to act as “baby bear” as you sit in the mama bear’s chair repeating the verses below:

***I See Baby Bear***

I see baby bear, baby bear,  
Standing beside mama bear’s chair.  
I see baby bear, baby bear,  
Hiding under mama bear’s chair.  
I see baby bear, baby bear,  
Standing beside mama bear’s chair.  
Baby bear, baby bear, come here,  
Mama bear loves baby bear!

- Create opportunities for the child to explore and experience himself/herself in space by going under, over, around, through, into, on top of, and out of different things. Open the two ends of the box to make a “tunnel” for him/her to crawl through. Model the use of positional words.
- Model positional and directional language. Example, “Cathy, use the plate on the table.” “Robin, place the bridge near the blue water.”
- Read books with directional words such as Richard Scarry’s *Egg in the Hole*. (*The book can be found at your local library.*)

<i>Benchmark</i>	<i>Expectation</i>
5 Parts and wholes	5.1 The child will recognize and identify the missing piece of an object or picture (e.g., The wheel piece is missing from the truck puzzle).

***Suggested Teaching Strategies/Mathematical Concepts Development***

- Provide objects, pictures of objects or puzzles with parts missing (e.g., truck with wheel missing, doll with an arm missing). Talk about the missing parts.
- Place two items on a table such as a toy and a book. Point to and name each item. Have the child close his/her eyes as you remove one item from the table. Have the child open his/her eyes and tell you what is missing.
- Draw simple shapes or objects with an obvious missing part. Encourage the child to tell you which piece of the picture is missing.

*Draw things such as:*

- ® A square with one side missing
- ® A flower with no stem
- ® A balloon with no string
- ® A truck with no wheels

<i>Benchmark</i>	<i>Expectation</i>
<b>5</b> Parts and wholes	<b>5.2</b> The child will recognize that the amount of a whole remains the same when divided into two parts (e.g., when an apple is cut in half [two parts] it is still one apple.)

***Suggested Teaching Strategies/Mathematical Concepts Development***

- Make “Purple Bubbly.” Allow the child to help you measure the ingredients. Emphasize the  $\frac{1}{2}$  cup measurements. Mix the ingredients below in a blender, add ice, and serve at snack time:

**Purple Bubbly**

Two  $\frac{1}{2}$  cups of pineapple juice  
One  $\frac{1}{2}$  cup of grape juice  
Two  $\frac{1}{2}$  cups of yogurt  
One ripe banana

- Provide opportunities during lunch and snack time for the child to share one half of a fruit or sandwich with you or a friend. *Example:* Hold an apple in your hand and say, “I want to share part of my apple with you.” Demonstrate cutting the apple into two parts. Keep one part of the apple for yourself and give the other part to the child. Talk about how each of you now have one part of a whole apple. Ask the child to point to one half of the apple. Ask the child to point to one whole apple.
- Provide the child with 2 slices of bread, a piece of cheese and a bear cookie cutter. Assist the child in cutting a bear shape from the cheese. Help the child lay the bear on the whole piece of bread. Assist the child in cutting the other slice of bread in half. Cover the cheese bear with the two half pieces of bread. Talk about how it takes two equal parts (or halves) to cover one whole slice of bread. Ask the child to point to one half of the apple. Ask the child to point to one whole slice of bread. Read one of the child’s favorite bear stories as you enjoy eating your creation.
- Cut a paper plate in half. Give the child a whole plate and the two halves. Have the child place the two halves on top of the whole plate. Talk about how it takes two halves to cover one whole plate.

## Mathematical Concepts Development Observational Checklist

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ Year: \_\_\_\_\_

**Code: 1 = Needs Development    2 = Developing as Expected    3 = Advanced Development**

**Note: The checklist should be used three times a year at minimum. (Fall, Mid-Year, and Spring)**

Benchmarks and Expectations	Observations		
	Fall	Mid-Year	Spring
<b>1 Number sense, number operations, and number relationships</b>			
1.1 Matches, one to one, pairs of objects that are alike and pairs of objects that are related but not alike			
1.2 Rote count (e.g., counts to five or beyond from memory)			
1.3 Rational count (e.g., counts from three to five objects in a group to determine "how many" objects are in the group)			
<b>2 Patterns and relationships</b>			
2.1 Copies, creates, and extends auditory, visual, verbal, and physical movement patterns			
<b>3 Compare, classify (sort), and order</b>			
3.1 Makes size comparisons between objects using language (e.g., big/small, short/tall, full/empty, etc.)			
3.2 Classifies (sorts) objects into categories (e.g., size, shape, color, etc.)			
3.3 Orders objects based on size, weight, length, or height			
<b>4 Geometry and spatial sense</b>			
4.1 Recognizes and identifies shapes such as squares, circles, triangles, and rectangles			
4.2 Uses positional words to indicate where objects are in space (e.g., in, out, under, beside, between, on, etc.)			
<b>5 Parts and wholes</b>			
5.1 Identifies the missing part of an object or picture of an object (e.g., the wheel piece is missing from the truck puzzle)			
5.2 Recognizes that the amount of a whole remains the same when divided into two parts (e.g., when an apple is cut in half (two parts) it is still one apple)			

## **Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children**

### ***Scientific Investigation***

A young child's natural curiosity about the world in which he or she lives demands a hands-on approach to the study of science. A young child's exploration and investigation becomes meaningful when there is a caring and knowledgeable adult present to explain and talk about a concept or principle. Conditions must be favorable for observation, exploration, and investigation of scientific concepts using materials in the child's classroom or specimens from the natural world outside the classroom.

### ***Assessment Guidelines***

- **Observation will be the primary method of assessing a three year old child.**
- **Assessments help the teacher/caregiver plan future learning experiences.**
- **Portfolios and anecdotal notes are suggested procedures for collecting information and work samples.**
- **Observational checklists may be used to record progress toward the accomplishment of the benchmarks. A sample observational checklist for Scientific Investigation follows this section.**

**Mississippi Pre-Kindergarten Curriculum Guidelines  
for  
Three Year Old Children**

**Benchmarks and Expectations**

*Scientific Investigation*

<p><b>Note: The benchmarks are printed in bold and numbered. The expectations are numbered to match the benchmarks. The numbers are provided for clarity and do not reflect the order in which the benchmarks should be taught.</b></p>
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- 1. Acquires scientific knowledge related to life science**
  - 1.1 Begins to observe, explore, and describe a wide variety of live animals and where they live
  - 1.2 Begins to notice individual characteristics of self and living things
  
- 2. Acquires scientific knowledge related to earth science**
  - 2.1 Begins to recognize characteristics of different seasons and describe weather
  - 2.2 Begins to develop an understanding of time-related vocabulary
  
- 3. Engages in simple investigations using science processes**
  - 3.1 Begins to identify materials by texture (smooth/rough, soft/hard)
  - 3.2 Recognizes basic colors (e.g., red, blue, green, yellow, etc.)
  - 3.3 Begins to demonstrate understanding of the five senses as related to body parts
  - 3.4 Begins to compare, sort, classify, order, ask questions, use patterns, and engage in simple investigations using tools and objects
  
- 4. Develops an understanding of rules and routines related to health and safety practices**
  - 4.1 Demonstrates growing independence in hygiene, toileting, nutrition, and personal care
  - 4.3 Begins to follow rules and respond appropriately during emergency drills
  - 4.4 Begins to recognize dangerous situations

<i>Benchmark</i>	<i>Expectation</i>
<b>1</b> Acquires scientific knowledge related to life science	<b>1.1</b> The child will begin to observe, explore, and name a wide variety of live animals and where the animals live.

***Suggested Teaching Strategies/Scientific Investigation***

- Read stories, sing songs and display pictures of animals and the places they live (e.g., “Old McDonald Had a Farm”). Encourage the child to join you in repeating the words as he/she imitates animal sounds and movements. *Note: Refer to Resource Section in Appendix C for words to song.*
- Provide opportunities for the child to observe live animals by taking him/her on field trips to farms, zoos, and petting zoos. Describe his/her observations in personal experience stories.
- Bring animals to the classroom often. Talk about the care and characteristics of each animal (e.g., ants, butterflies, caterpillars, earthworms, frogs, gerbils, goldfish, guinea pigs, hamsters, hermit crabs, and baby chicks).
- Discuss one animal at a time (e.g., where a cow lives, the name of a cow’s baby, and the sounds a cow makes). *Note: Refer to Resource Section in Appendix C for animal patterns.*
- Place three habitat signs in front of the room: *land*, *air*, and *water*. Display pictures of animals and talk about where the animals live. Tape the pictures to the appropriate habitat sign. If some animals live in two habitats, place the picture of the animal between the two signs.
- Read or act out a turtle rhyme during large group time. Provide turtle patterns in the art center, play dough in the science center for making turtle shapes, and turtle picture books in the library center for the child to “read.” *Note: Refer to Resource Section in Appendix C for the turtle pattern and turtle rhyme.*
- Read ***The Big Fat Worm*** by Nancy Van Laan. *(The book can be found at your local library.)*
- Bring real earthworms into the classroom for the child to investigate. Treat the child to “Gummy Worms” during snack time. *Note: Refer to directions for “Observing Earthworms” in the Resource Section in Appendix C.*
- Provide animal cookies during snack time. Talk about the real animals while eating the animal cookies (e.g., “Mary, you are eating a bear cookie. The bear lives in a forest. What do you think the bear eats?”).

<i>Benchmark</i>	<i>Expectations</i>
<p><b>1</b> Acquires scientific knowledge related to life science</p>	<p><b>1.2</b> The child will begin to notice individual characteristics of self and living things.</p>

***Suggested Teaching Strategies/Scientific Investigation***

- Encourage the child to look at his/her reflection in an unbreakable mirror. Point to the child’s nose, eyes, lips and hair and discuss what each of the body parts does to help him/her grow and learn. *Note: Do not insist if the child refuses to look in the mirror.*
- Paint the child’s hands and feet with paint or put a little paint in a shallow pan and let the child dip his/her hands and/or feet into the paint. Help the child make handprints and/or footprints on a large piece of paper. Talk about what we do when we use our hands and feet. Compare handprints and footprints. Write the child’s name on the paper and display at the child’s eye level.
- Trace the child’s body shape on two large pieces of paper. Let the child color or draw the nose, mouth, hands, fingers, etc. Write the child’s name on his/her body outline. Cut around the outline. Staple the sides and bottom of the paper together forming a front and back. Stuff the body outline with cotton or newspaper. Provide clothes in the dramatic play center for the child to dress his/her body. Write the child’s name on the body shape and display in the classroom. Discuss the different body outlines. Talk about different hair and eye colors, clothing, and sizes.
- Provide a collection of plants from a garden or florist. Encourage the child to observe, describe, and compare differences in the plants. Help the child to name the blossom, stems, and leaves of the different plants. *Note: Do not bring poisonous plants into the room.*
- Provide seeds, soil, and containers (paper cups) in the classroom. Write the child’s name on a paper cup and allow the child to spoon soil into the cup, plant and water the seed. (You might want to plant seeds in an extra cup or two in case the child’s seed does not grow.) Measure how much the seed has sprouted each week. Talk about the tiny sprouts and talk about the leaves as they begin to grow on the stem. Talk about how often the plants need water and why they are put in the windowsill for sunlight.
- Explain that corn grows on a plant. Talk about the many ways the child can eat corn. Display a real ear of corn, a can of corn, a bag of popcorn, and pictures of corn. Follow the directions for the “Ear of Corn” activity provided in the *Resource Section in Appendix C*.
- Read *Three Stalks of Corn* by Leo Politi and *Pickin’ Peas* by Margaret R. McDonald. (*The books can be found at your local library.*)

<i>Benchmark</i>	<i>Expectation</i>
<p><b>2</b> Acquires scientific knowledge related to earth science</p>	<p><b>2.1</b> The child will begin to recognize characteristics of different seasons and describe weather.</p>

***Suggested Teaching Strategies/Scientific Investigation***

- Display weather pictures on a weather bulletin board near the large group area and talk about the weather each morning. Tape a picture of sunglasses on the bulletin board on sunny days, a picture of an umbrella on rainy days, a picture of a winter coat on cold days, and a picture of a bathing suit on hot days, etc. Talk about things you can and cannot do outside due to weather conditions.
- Use a thermometer to measure the daily temperature. Talk about the temperature and about the kind of clothing the child is wearing (e.g., short sleeve shirt, long sleeve shirt, etc.). Walk outside and talk about the weather (e.g., sunny, cloudy, cold, hot, etc.).
- Designate one tree outside the classroom to use as a “Surprise Tree.” The activity is provided in the *Resource Section in Appendix C*.
- Recite and act out rhymes and fingerplays describing the seasons and weather provided in the *Resource Section in Appendix C*.
- Read the *Little Polar Bear* by Hans De Beer during circle time. Talk about the weather and the characters described in the book. *(The book can be found at your local library.)*
- Display pictures that depict activities (e.g., skiing, swimming, picnicking, etc.) that are enjoyed during different seasons of the year (e.g., Summer, Spring, Winter, and Fall). Help the child sort pictures into groups based on the activity and the season.
- Sing “Jingle Bells” with the child. Discuss winter and the characteristics of snow. Place a piece of construction paper in a pan or shallow box. Place a golf ball in white tempera paint. Remove the ball from the paint and place it in the box or pan. Encourage the child to roll the ball around in the pan to create a snowy effect on the paper.
- Make a sorting game using cut out pictures from magazines depicting activities that are enjoyed during different seasons of the year (e.g., swimming, picnicking, snow skiing, etc.). Ask the child to sort pictures into groups for each season.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>2</b> Acquires scientific knowledge related to earth science</p>	<p><b>2.2</b> The child will begin to develop an understanding of time-related vocabulary.</p>

*Suggested Teaching Strategies/Scientific Investigation*

- Read Margaret Wise Brown’s book *Goodnight Moon*. Talk about the pictures in the book. Encourage the child to talk about bedroom routines and how he/she feels when it is time to go to bed. Provide a box with bedtime props such as a small blanket, pillow, book, and stuffed animals. Pretend that it is time to go to bed by having a “goodnight” time together. *(The book can be found at your local library.)*
- Talk about how the sky looks when it is bedtime (night). Talk about how difficult it is to see clearly at night. Cut a moon and several star shapes out of construction paper. Help the child paste one moon and several star shapes on a black sheet of construction paper. Talk with the child about the picture. Tell the child that the stars are always in the sky but their light is not seen until the sky is dark.
- Recite and act out rhymes and fingerplays related to day/night activities such as the ones provided in the *Resource Section in Appendix C*.
- Use calendar activities to help the child understand time concepts. Since time concepts are difficult, limit calendar activities to three to five minutes. Post a large calendar near the large group area. Review the name of the month and the day of the week with the child. Encourage the child to point to each number on the calendar with a pointer. Encourage the child to place the new number on the calendar. Talk about yesterday, today, and tomorrow. Special events can be added to the calendar such as a birthdays, field trips, or holidays.
- Talk with the child about routines and events. Emphasize events in terms of things today, yesterday, and tomorrow.
- Use the same signal or words each day to calm the child's anxiety and confusion about transition times. Model words for the child to use when it is “time” to go home or “time” to read a story. Point to the numbers on a large clock to show the child when it is “time” for snack or lunch.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>3</b> Engages in simple investigations using science processes</p>	<p><b>3.1</b> The child will begin to identify materials by texture (e.g., smooth/rough and soft/hard).</p>

***Suggested Teaching Strategies/Scientific Investigation***

- Display common household objects (e.g., comb, pencil, toothbrush, spoon, ball, clock, crayon) and talk about the texture of each object as you place it inside a pillowcase. Next, ask the child to put his/her hand into the pillowcase, find an object, and guess the name of the object. As the child removes the object from the pillowcase prompt the child to name the object and describe the texture.
- Provide a variety of textured materials in the art center for the child to experiment with and explore (e.g., finger paint, sandpaper, yarn, cotton, net, silk, felt, velvet, pipe cleaners, buttons, etc.) Model new vocabulary words for the child to use in describing how each material feels.
- Read *Everybody Needs a Rock* by Byrd Baylor. Follow the instructions in the *Resource Section in Appendix C* for the “My Favorite Rock” activity.
- Display objects with different textures (e.g., erasers, pipe cleaners, sandpaper, and velvet material). Talk about the texture as the child feels each object. Place the objects into a sock. Encourage the child to place his/her hand inside the sock and name the object by touch instead of sight. Remove the object from the sock to see if the child made the correct guess.
- Draw a square on a large sheet of paper. Help the child apply glue around the edges of the square and sprinkle colored sand on top of the glue. Talk about how the shape feels after the application of sand.

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Engages in simple investigation using science processes	<b>3.2</b> The child will recognize basic colors (e.g., red, blue, green, yellow, etc.).

***Suggested Teaching Strategies/Scientific Investigation***

- Plan a day where all activities are focused on a certain color. *Example:* On *Red Day* the child will dress in red, eat red apples during snack time, color with red crayons in the art center, play with red trucks in the construction center, and use red manipulatives in the math center. During large group time the teacher will read ***Red Is Best*** by Kathy Stinson.
- Draw happy faces on different colors of circles (e.g., red, blue, green, or yellow). Talk about the color of each happy face and name other things that are the same color. Select one happy face and take a classroom walk pointing out objects of the same color. Provide activities in various centers that will allow the child to identify and play with objects of the same color (e.g., build a house using only yellow blocks).
- Place paint chips, crayons, shapes, or other objects on a table for the child to view through a colored mask. The mask can be made from colored cellophane taped onto a piece of cardboard shaped like a mask. Use red, blue, or green cellophane for the most interesting effects.
- Talk about colors in your everyday conversations with the child (e.g., “Simon has on a blue shirt today. Joanna is playing with a yellow truck. Jackie is eating a red apple.”).
- Read ***Rainbow Fish*** by Marcus Pfister. Talk about the colors in the pictures. (*The book can be found at your local library.*)
- Provide helium-filled colored balloons with strings during outside play. Encourage the child to act out the rhyme below:

***My Wonderful Balloon***

I had a wonderful *yellow* balloon  
As pretty as could be.  
But when I let go of the string  
My wonderful balloon flew away from me.  
Yellow balloon, yellow balloon  
Where oh where can you be?

*Note: Always exercise caution when using balloons in activities with young children. Balloons are easily swallowed and may be a choking hazard.*

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Engages in simple investigation using science processes	<b>3.3</b> The child will begin to demonstrate an understanding of the five senses as related to body parts.

***Suggested Teaching Strategies/Scientific Investigation***

- Play a listening game in which the child turns his/her back to you and listens to the sounds you make. Clap your hands. Then tap on wood. Encourage the child to tell you if the sounds are alike or different. Ask the child to try to identify the sounds you made. Talk about the sounds and repeat the game making new sounds. *Note: Improvement in hearing and identifying sounds should happen with practice.*
- Make odor boxes using objects (e.g., fruit, coffee beans, flowers, garlic herbs, pine needles, soil, vanilla extract, vinegar, etc.). Place each object in a different box. Punch holes in the box top and join the child in smelling and describing the contents of each box.
- Cut an orange and ask questions about how the orange looks, feels, smells, and taste (e.g., “What other part of the orange is the same color as the peel of the orange? Is the orange sweet like candy or salty like pretzels?”).
- Place a small amount of sugar, salt, flour, and baking soda on separate pieces of wax paper. Provide a magnifying glass to look at the four substances. Investigate with the child and talk and try to identify what the substances are. Tasting is allowed.
- Provide six film canisters, six cotton balls, vanilla, peppermint, and lemon extract. Sprinkle the extracts on two cotton balls for each scent (e.g., two vanilla, two peppermint and two lemon) and place each cotton ball in a canister. Encourage the child to open a canister, smell the cotton ball and find the canister with the matching smell. Repeat.
- Make sound bottles using empty plastic margarine containers with lids. Fill eight containers with food items (e.g., two with salt, two with rice, two with macaroni, and two with dried beans). Seal the containers, shake, listen to the sounds, and talk about what you hear. Talk about listening for sounds that are alike. Model finding two containers that make the same sound. Provide time and support for the child to complete the activity independently.
- Blend a banana and a cup of milk and add a little yellow food coloring to make “Monkey Milk.” As you drink the milk, talk about other things that you could add to milk to make it look and taste different.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>3</b> Engages in simple investigation using science processes</p>	<p><b>3.4</b> The child will begin to compare, sort, classify, order, ask questions, use patterns, and engage in simple investigations using tools and objects.</p>

***Suggested Teaching Strategies/Scientific Investigation***

- Conduct weekly classroom “information hunts.” The child is named as scientist of the week and given the job of finding an answer to a question. Help the child solve the problem or find the answer to the question by collecting information and reporting the answer (e.g., How many children in the class wear blue coats?). *Note: The child may need guidance and support in collecting information and solving questions.*
- Demonstrate and talk about why and how things happen. *Example:* Assist the child in filling an empty ice tray with water and placing it in the freezer. When the water is frozen take the tray out and talk about what happened to the water. Pour water or juice over the ice cubes and enjoy the cool drink.
- Provide ramps and/or materials for constructing simple ramps. Provide time for the child to experiment with building and using ramps. *Note: The directions for the “ramp” activity are in the Resource Section in Appendix C.*
- Experiment with “up and down pulleys.” To prepare a pulley-like contraption, tie a string to the handle of a small basket filled with toy animals, toy figures, books, etc. Use two chairs to support the ends of a wooden dowel. (A broomstick works fine.) Place the basket on the floor and loop the string over the dowel. Pull *down* on one end of the string and the basket will lift *up*. When playing outside, loop the pulley over a low tree branch and load toys in the basket for up and down play on the playground. Ask the child to think about other ideas for playing with the pulley.
- Cover a small table with newspaper before placing a bowl of water and bottles of yellow, green, blue, and red food coloring on the table. Allow the child to choose one color to mix into the water. Encourage the child to add and mix a second color. Talk with the child about what happened to the water once the second color was added to the mixture.
- Provide opportunities to help the child understand the fascinating world of science by asking open-ended questions. During common activities (e.g., popping corn, adding food coloring to water, etc.) ask questions such as, “What do you think will happen if... ?” “What happened when...?” Make a chart to show the child’s answer(s). Challenge the child to justify his/her thinking. Complete the activity and record observations. Compare predictions to observations.

- Provide opportunities to ask questions. Explain that asking a question is a good way to find out what we need to know. Hold up objects and ask questions.

*Example:*

- ® What color is this?
- ® When can you play with this?
- ® Why does this have wheels?
- ® Who put this here?

- Make a “Whooo Owl” hand puppet out of a paper bag. Draw an owl face on the paper bag. Place the bag puppet on your hand and ask the child *WHO* questions.

*Example:*

- ® Whooo is your teacher?
- ® Whooo has brown hair?
- ® Whooo has a red shirt on?
- ® Whooo do you love?

To extend the Owl activity, recite the poem below:

**Mr. Owl**

Late at night when you're in bed,  
Mr. Owl perks up his head.  
He looks left and he looks right,  
In the dark all through the night.  
Hear him hoot when you're in bed,  
When Mr. Owl perks up his head.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>4</b> Develops an understanding of rules and routines related to health and safety practices</p>	<p><b>4.1</b> The child will begin to demonstrate growing independence in hygiene, toileting, nutrition, and personal care.</p>

***Suggested Teaching Strategies/Scientific Investigation***

- Model how to use good table manners at home, at school, and in a restaurant. The kitchen/cooking center is an excellent place for the child to practice using good table manners. Praise the child for proper use of napkin and eating utensils. Never scold the child for spilling or dropping food. Recite the following verse to help remind the child remember to use good manners:

Let us try to be polite  
In all we say and do.  
Remember now, those  
Special words:  
“Excuse me,” “Please,”  
and “Thank you.”

- *Model* what you want the child to learn instead of *telling* him/her. Provide opportunities for role-play in various centers that allow the child time to practice proper health habits (e.g., tooth brushing, using Kleenex, washing hands, etc.).
- Recite and act out rhymes and fingerplays such as the ones provided in the *Resource Section in Appendix C* to stress the importance of following daily health routines.
- Provide assistance (if necessary) and encouragement with bathroom needs.  
*Note: Toileting may still be difficult for the child and accidents may happen. Never scold a child for accidentally soiling clothes.*
- Remind the child of health practices related to toileting (e.g., wiping, flushing, and hand washing). Singing the “Happy Birthday” song while washing hands is a tool that ensures that the child has washed long enough. *Note: The child should wash his/her hands a full ten seconds after toileting.*

<i>Benchmark</i>	<i>Expectation</i>
<b>4</b> Develops an understanding of rules and routines related to health and safety practices	<b>4.2</b> The child will begin to follow classroom rules and respond appropriately during emergency drills.

***Suggested Teaching Strategies/Scientific Investigation***

- Visit the parked bus area and model how to correctly cross the street when loading and unloading the bus. Set up a pretend bus in the classroom and allow the child to practice safety skills. Talk about riding the bus or car to the school/center and why it is important to sit properly and obey rules.
- Model what the child should do in case of fire. Emphasize that he/she cannot hide from fire, but he/she can *escape*. Talk about the school/center fire escape plan. An escape plan should include knowing how to get out of a room. The child should learn that once he/she is out of a building that is burning, he/she should *never* go back inside.
- Teach the child to use a different exit if he/she encounters smoke or flames when escaping from a fire. If the child must escape through smoke, he/she should crawl on hands and knees keeping the head about a foot above the floor. (The air will be cleaner there.) Provide an opportunity for the child to practice crawling under smoke. Stretch a sheet two feet above the floor to represent the “pretend” smoke along the exit route. Have the child find an alternate escape route or crawl under the sheet to the exit. Talk with parents about fire safety. Send information home on the importance of having smoke detectors and developing home fire escape plans.
- Talk to the child about what to do if his/her clothing catches on fire. Teach the child to “stop, drop, and roll.” Act out what the child should do in specific fire situations. *Example:* Pretend you wake up and there is smoke in your bedroom. Crawl low under the smoke to the exit. Pretend you are helping in the kitchen and your shirt sleeve catches on fire. **Stop, Drop, Roll.** Practice the Stop, Drop, and Roll drill in the classroom following the instructions below:
  - ® **STOP** where you are.
  - ® Don’t run. **DROP** to the ground!
  - ® **ROLL.** Cover your face with your hands and roll over and over to smother the flames.

<i>Benchmark</i>	<i>Expectation</i>
<b>4</b> Develops an understanding of rules and routines related to health and safety practices	<b>4.3</b> The child will begin to recognize dangerous situations.

***Suggested Teaching Strategies/Scientific Investigation***

- Place things that are safe to eat or drink (e.g., fruit juice, milk, bread, etc.) and common household hazards (e.g., toilet bowl cleaners, nail polish, nail polish remover, mouthwash, perfume or cologne, moth balls, etc.) in a box. Slowly remove each item and talk about why the item is safe or unsafe. *Note: Carefully monitor all unsafe materials. Keep the unsafe materials out of the child’s reach.*
- Explain that matches are for grown-ups only and that matches and lighters are tools and not toys. Tell the child that matches and lighters can get hot and hurt him/her. (The message should be clear that a child does not touch matches or lighters.) Instruct the child to tell a grown-up when matches or lighters are found. Sing and act out the “What Do I Do?” song during large group time. *Note: The words to the songs are in the Resource Section in Appendix C.*
- Use the movement activity below to build on the child’s knowledge of things that are not safe to eat and drink.

**Mr Yuk-Oh**

Mr. Yuk-Oh means NO, NO, NO! (*Shake head and pointer finger*)

If you see him GO, GO, GO! (*Run in place*)

If you see him anywhere, (*Cup hand above eye and look around*)

You will know that poison’s there! (*Frown and push away with hands*)

- Display pictures of things that are safe playthings (e.g., bikes, dolls, and balls) and things that are unsafe playthings (e.g., matches, sharp knives, pointed objects, and power tools). Place the pictures in a box and pull them out one at a time. Talk about what is safe or unsafe to play with and why.
- Role-play an emergency situation in which the child calls 911 for help. *Example:* (Child’s name) and mommy are alone in the house. (Child’s name) is helping mommy wash the dishes when all of a sudden mommy falls down. Mommy’s eyes are closed, and she cannot talk. (Child’s name) is scared because something is wrong with mommy. (Child’s name) goes to the telephone and dials 911. When someone answers the phone, (child’s name) tells them that mommy is hurt and needs help.

## Scientific Investigation Observational Checklist

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ Year: \_\_\_\_\_

**Code: 1 = Needs Development      2 = Developing as Expected      3 = Advanced Development**

**Note: The checklist should be used three times a year at minimum. (Fall, Mid-Year, and Spring)**

Benchmarks and Expectations	Observations		
	Fall	Mid-Year	Spring
<b>1 Acquires scientific knowledge related to life science</b>			
1.1 Begins to observe, explore and describe a wide variety of live animals and where they live			
1.2 Begins to notice individual characteristics of self and living things			
<b>2 Acquires scientific knowledge related to earth science</b>			
2.1 Begins to recognize characteristics of different seasons and describe weather			
2.2 Begins to develop in the process of understanding time-related vocabulary			
<b>3 Engages in simple investigations using science processes</b>			
3.1 Begins to identify materials by texture (smooth/rough, soft/hard)			
3.2 Recognizes basic colors (e.g., red, blue, green, yellow)			
3.3 Begins to demonstrate understanding of the five senses as related to body parts			
3.4 Begins to compare, sort, classify, order, ask questions, use patterns and engage in simple investigations using tools and objects			
<b>4 Develops an understanding of rules and routines related to health and safety practices</b>			
4.1 Demonstrates growing independence in hygiene, toileting, nutrition and personal care.			
4.2 Begins to follow rules and respond appropriately during emergency drills			
4.3 Begins to recognize dangerous situations			

# **Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children**

## ***Social/Emotional Development***

A child's early relationships with parents, teachers, caregivers, and peers are the foundation for social competence and emotional security. A solid base of social competence and emotional security enables a child to participate fully in learning experiences. A child's future achievement and experiences are more productive and positive when he or she has a sense of personal well-being grounded in stable, caring relationships in the early years. An unhappy, angry, stressed, or fearful child is preoccupied and unable to give his or her full attention and engagement to learning experiences.

## ***Assessment Guidelines***

- **Observation will be the primary method of assessing a three year old child.**
- **Assessments help the teacher/caregiver plan future learning experiences.**
- **Portfolios and anecdotal notes are suggested procedures for collecting information and work samples.**
- **Observational checklists may be used to record progress toward the accomplishment of the benchmarks. A sample observational checklist for Social/Emotional Development follows this section**

**Mississippi Pre-Kindergarten Curriculum Guidelines  
for  
Three Year Old Children**

**Benchmarks and Expectations**

*Social/Emotional Development*

**Note: The benchmarks are printed in bold and numbered. The expectations are numbered to match the benchmarks. The numbers are provided for clarity and do not reflect the order in which the benchmarks should be taught.**

- 1. Engages in different kinds of play in various settings**
  - 1.1 Engages in solitary, parallel, and onlooker play in various settings
  - 1.2 Engages in creative, imaginary, dramatic, and musical play in various settings
  
- 2. Develops self-help skills**
  - 2.1 Shows interest and curiosity in different activities and begins to make choices
  - 2.2 Shows flexibility, inventiveness, and interest in solving problems
  - 2.3 Begins to complete common tasks independently and seek help with more difficult tasks
  
- 3. Develops social awareness and participates in a supportive classroom community**
  - 3.1 Transitions with ease and follows established classroom rules and routines
  - 3.2 Responds to simple requests, helps with simple housekeeping tasks, and shows respect for classroom materials
  - 3.3 Begins to show an awareness of and care for living things
  - 3.4 Begins to “take a turn,” show an interest in communicating and sharing information with others, interact with others during group time, and understand that toys and materials can be owned by others
  
- 4. Develops self-discipline and a positive self-concept**
  - 4.1 Begins to express frustrations and anger without harming self, others, or property
  - 4.2 Begins to understand that families are different and multicultural
  - 4.3 Begins to express “personal space boundaries”
  - 4.4 Begins to show preferences and express wishes
  - 4.5 Begins to offer and accept affections and encouraging words from other children and adults

Benchmark	Expectation
<p><b>1</b> Engages in different kinds of play in various settings</p>	<p><b>1.1</b> The child will engage in solitary, parallel, and onlooker play in various settings.</p>

*Suggested Teaching Strategies/Social/Emotional Development*

- Provide adequate time, space, and materials for the child to focus on self-directed, self-correcting activities.
- Create a play tent by covering a small table with a sheet. Provide props such as a flashlight and allow the child to pretend he/she is in another place (e.g., outdoors, in the backyard, in the park, or in a jungle).
- Use a large appliance box to make a place for the child to go when he/she wants to be alone. Cut a door and windows in the box and let the child decorate the box with paint or markers. Place the box in a quiet area of the room and fill with pillows, soft animals, and books. Tell the child that when he/she wants to be alone, he/she can go to the “Cozy Corner” to think, rest, or read a book. You may want to create a listening center by placing a cassette player and tapes inside the box.
- Provide a play activity with no expectation of sharing. During circle time, encourage the child to join you and others in playing “Washing Socks.” Ask the child to remove his/her socks and shoes and toss the socks into the “washing machine” (a box) to be washed. When the socks are dry, the child will find his/her socks along with other children’s socks.
- Provide opportunities for the child to play beside other children (e.g., cooking in the kitchen center, sweeping the floor, or setting the table).
- Provide a variety of riding toys for the child. He/she will enjoy sharing the same outdoor riding area with other children.
- Since the child may not yet be ready to share the same toy(s), provide several toys of the same kind (e.g., one train track with several red engines and several yellow boxcars). Use a timer to set a limit on playtime with popular activities or toys.
- Allow the child to observe other children as they play. Join the child and encourage him/her to talk about what he/she sees (e.g., “Bailee, tell me what happened when Jordan threw the ball over the fence?”).
- Play group games that allow the child to play and observe other children in play, such as “Shake A Hand.” *Note: Refer to Resource Section in Appendix C for words to games.*

Benchmark	Expectation
<p><b>1</b> Engages in different kinds of play in various settings</p>	<p><b>1.2</b> The child will engage in creative, imaginary, dramatic, and musical play in various settings.</p>

***Suggested Teaching Strategies/Social/Emotional Development***

- Read a variety of books to the child (e.g., fairy tales, nursery rhymes, fiction, non-fiction, and poetry) during circle time. Read silly stories, tell funny stories, laugh often, and model a positive attitude and creativity in responding to the materials read. Provide a variety of finger puppets, costumes, felt boards, and materials for the child to use in dramatizing familiar stories.
- Provide opportunities for the child to recreate familiar stories in the dramatic play center. Provide props and dress up clothes. *Note: This center may be noisy.*
- Expose the child to a variety of art, music, literature, and drama. Take the child to appropriate plays and movies, musical performances, museums, and visual arts exhibits.
- Invite artists, writers, and/or musicians to the classroom to discuss their work. Provide opportunities in the classroom music and art centers to paint, write, or play musical instruments “just like” the visitor.
- Provide paper and a pencil in the kitchen area for the child to use in making a grocery list. Create a pretend grocery store in the dramatic play center. Encourage the child to visit the pretend grocery store, shop, and pay for the items on the list.
- Put matching stickers on different children’s hands. Play music and have them dance around the room. Stop the music and tell the children to find a friend with a sticker that matches or looks just like the one on their hand.
- Provide a large plastic egg, dried corn, and glue for the child to use in making an egg shaker. Help the child spoon a tablespoon of dried corn into the plastic egg and glue the egg closed. Play music and let the child shake his/her egg to music.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>2</b> Develops self-help skills</p>	<p><b>2.1</b> The child will show interest and curiosity in different activities and will begin to make choices.</p>

*Suggested Teaching Strategies/Social/Emotional Development*

- Praise the child often and provide materials and activities where he/she will experience success. Provide at least two activities in each learning center to allow the child a choice.
- Provide opportunities for the child to select a book for you to read.
- Encourage the child to help plan a parade. Use riding toys, costumes, rhythm instruments, and a wagon as a “float.” Allow the child to choose any piece of clothing or costume from the dramatic play center to wear. Parade through the classroom or school/center.
- Provide an environment in which the child feels secure, safe, and loved. Provide opportunities for the child to make choices (e.g., what to eat, where to sit, what to play).

*Example:*

- Ⓜ Dressing up for a pretend tea party.
- Ⓜ Drawing a picture using paper and crayons.
- Ⓜ Looking through picture books.
- Ⓜ Playing with cars and trucks.
- Model asking questions and thinking aloud during daily routines.
- Tell the child about your favorite hobbies and interests. Encourage the child to talk about important people, places, and things in the world around him/her. Provide books in the library center about some of his/her favorite places and things.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>2</b> Develops self-help skills</p>	<p><b>2.2</b> The child will show flexibility, inventiveness, and interest in solving problems.</p>

***Suggested Teaching Strategies/Social/Emotional Development***

- Provide a variety of materials, such as empty containers (e.g., oatmeal boxes, spools, and toilet paper rolls) and allow the child to make his/her own creation.
- Demonstrate “experiments” such as mixing different colors of paint together to make new colors. Allow time for the child to practice without adult assistance.
- Model flexibility during daily activities (e.g., “You may use the yellow crayon. I will use another color.”).
- Help the child think of alternatives to common occurrences.  
*How many ways can you think of to...*
  - ® Go down a hill?
  - ® Cover your head?
  - ® Keep warm?
  - ® Get across the room?
  - ® Read a book?
- Develop thinking skills by asking the child to respond to questions such as the ones below:  
*What if...*
  - ® There was no sun all day?
  - ® The postman brought you an elephant?
  - ® Your hair turned orange?
  - ® You found a box of matches?
- Encourage the child to think about ways to solve a problem (e.g., “Laura, how do you think we can reach the box on the top shelf?”).
- Praise the child when he/she shows eagerness and curiosity as a learner.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>2</b> Develops self-help skills</p>	<p><b>2.3</b> The child will begin to complete common tasks independently and seek help with more difficult tasks.</p>

***Suggested Teaching Strategies/Social/Emotional Development***

- Allow the child to put on his/her socks, shoes, and outer garments and ask if you can assist him/her in lacing shoestrings, zipping, and buttoning garments.
- Model and encourage the child to use eating utensils and napkins correctly during mealtime.
- Reinforce the child when he/she asks for help.
- Ask the child for suggestions when you have a problem. Model seeking help for a problem (e.g., “Greg, I need a yellow crayon to color my sun. What can I do?” “Lawrence, my hands are dirty. What should I do?”).
- Celebrate the child’s successes. Talk about the ways he/she is growing. Make a growth chart. Measure and record the child’s height and weight. Talk about how much he/she has grown on the outside. Talk about how much the child has grown in other ways. Add tags marking special events on the child’s growth chart.

*Example:*

- ® Chris can say his whole name.
- ® Jackie caught a ball today.
- ® Arlene buttoned her coat.
- ® Coretta tied her shoelaces.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>3</b> Develops social awareness and participates in a supportive classroom community</p>	<p><b>3.1</b> The child will transition with ease and follow established classroom rules and routines.</p>

***Suggested Teaching Strategies/Social/Emotional Development***

*Note: Transitions should be quick and fun, provide a change of pace, help give consistency, be planned (when possible), and enable the child to move easily through the day.*

- Alert the child five minutes before it is time for the activity to end in order for him/her to begin thinking about the transition from one activity to another. Signal a change in activities by ringing a bell, singing a song, or chanting a rhyme.
- Establish good routines that the child can easily understand and follow. Create a daily schedule using pictures and names of transition times. Point to the schedule during circle time and talk about what will happen during the day. Establish clear and simple rules about transition times. Post the schedule in the classroom at the child’s eye level.
- Establish simple classroom rules to help the child understand that it is his/her social responsibility to follow class rules in order not to infringe on the rights of others. Talk about rules in a positive manner. Talk about what the child *should* do rather than what he/she *should not* do (e.g., “We walk in the room,” rather than “We don’t run in the room.”). Limit class rules to four or five positive statements (e.g., “We walk. We listen. We respect each other. We use our inside voices.”). Write class rules on a poster board. Illustrate the rules with appropriate drawings and/or pictures. Guide the child’s actions by referring to the rules as needed.
- Model words for the child to use in responding to teacher questions regarding classroom routines. *Example:* The teacher states, “Jan, we wash our hands before eating lunch.” The teacher then asks the child a question, “What do we do to our hands before eating lunch?”

<i>Benchmark</i>	<i>Expectation</i>
<p><b>3</b> Develops social awareness and participates in a supportive classroom community</p>	<p><b>3.2</b> The child will respond to simple requests, help with simple housekeeping tasks, and show respect for classroom materials.</p>

*Suggested Teaching Strategies/Social/Emotional Development*

- Provide opportunities in the dramatic play or kitchen center for the child to set the table, feed the baby doll, wash doll clothes, sweep the floor, dust the furniture, etc.
- Model respect for classroom materials (e.g., how to handle a book and where to put materials at the end of an activity). Model how to cap markers and close glue sticks by listening for the “snap” sound. Provide clear expectations for new materials as they are used.
- Talk about ways the child can help in the classroom. List jobs that the child can do and post the job list on the wall. Ask the child what he/she would like to do each day. Tape the child’s name next to the chosen job. Develop a method of rotating jobs so each child gets a turn at each job. Job assignments should not be related to good behavior. Rotation should be a fair system where everyone gets a turn.

*Job Suggestions:*

- ® Wash the table.
- ® Pass out napkins and eating utensils.
- ® Water the plants.
- ® Pass out juice and crackers.

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Develops social awareness and participates in a supportive classroom community	<b>3.3</b> The child will begin to show an awareness of and care for living things.

*Suggested Teaching Strategies/Social/Emotional Development*

- Explain that a tree is alive and that it must have food, air and water to grow. Once the tree has been cut for wood it can no longer grow and stay alive. Continue by asking questions such as “What keeps people like me and you alive?” Point to objects or people in the room and ask the question “Is this \_\_\_\_alive?” Extend the activity by asking the child to cut or tear pictures of things that are alive from old magazines. (The teacher’s assistance may be needed.) Make a collage of living things to hang on the wall at the child’s eye level.
- Allow the child to have a turn feeding pets or cleaning out animal cages.
- Allow the child to water plants inside the classroom.
- Plan games and activities with rotating members so the child will have an opportunity to play with different classmates.
- Encourage the child to interact with other children during lunchtime or other special times during the day. Act out rhymes such as “Hello Neighbor” to help the child become aware of other children. *Note: See Resource Section in Appendix C for words to the activity.*
- Recite and act out the fingerplay below to help the child develop an awareness of other children.

**Playmates**

*(begin with closed fists)*  
 From a window in this house  
*(open one fist, fingers point up)*  
 From a window in this house  
*(other fist open, fingers point up)*  
 Playmates wave at each other  
*(close fists, then thumbs wag at each other)*  
 Playmates jump and jump and jump  
*(hands go up and down quickly)*  
 And have such fun!  
*(hands together and clap)*

<i>Benchmark</i>	<i>Expectation</i>
<p><b>3</b> Develops social awareness and participates in a supportive classroom community</p>	<p><b>3.4</b> The child will begin to “take a turn,” interact with others during group time, and understand that toys and materials can belong to others.</p>

***Suggested Teaching Strategies/Social/Emotional Development***

- Talk about “being a friend” and how special it is to take turns and work with others. Provide opportunities such as the ones below for the child to work with other children in the classroom.  
*Take turns...*
  - ® Cleaning up after a snack.
  - ® Picking up toys in the play area.
  - ® Setting the table for lunch.

- Recite the rhyme below to help the child with “taking turns.”

**Friends**

Friends take turns and share their toys  
with the other girls and boys.  
Friends put their toys away,  
kind and happy words they say  
all through the day.

- Read the book *Cherries and Cherry Pits* by Vera B. Williams during large group time time. (*The book can be found at your local library.*)
- Model singing and acting out the “Itsy Bitsy Spider” song during large group time. Cut a spider out of black construction paper using the pattern provided in the *Resource Section in Appendix C*. Let the children take turns moving the spider up and down.
- Play games with the child and model taking turns. Give cues such as “my turn” and “your turn.” Model fairness and respectful ways of “taking turns” while interacting with others (e.g., “Ray, may I use the green crayon after you color your picture?”).
- Make instant pudding with the children. Pour the milk and pudding mix into a jar. With the lid tightly closed, let the children take turns shaking the pudding. You can encourage taking turns by counting to 10 and then passing the jar to the next child. Continue until the pudding is ready to eat. Pour the pudding into paper cups and let the pudding stand at least five minutes before eating.

- Insert several small “I Spy” items into a two-liter plastic bottle (e.g., a Barbie doll shoe, a dime, paper clip, etc.). Fill the bottle one-half to three-fourths full with birdseed. The children will take turns turning the bottle to find the items.
- Encourage the child to bring a favorite thing to circle time for “show and tell” (e.g., a favorite blanket, cup, hat, puzzle, etc.). Use “show and tell” time as an opportunity to explain to the child that the different show and tell items do not belong to everyone, but everyone enjoys seeing and hearing about the items. To extend the activity, play “show and ask.” Allow the other children to ask questions about the item. Conduct this as a small group of no more than seven children. If necessary, assign three children a day to bring an item (if they wish) to discuss.
- Place the children in a circle and roll a ball to each child. Say each child’s name before you roll the ball to him/her. As the ball rolls, have the children chant... “I have a good friend, a good friend, a good friend. I have a good friend and (child’s name) is his/her name.” Repeat, calling each child’s name.
- Set up a “Subway Factory” in the kitchen and have children make an assembly line. Give each child a pair of plastic gloves and a job to do. Explain that once he/she finishes the assigned job, he/she must pass the sandwich along to the next child and begin working on the next sub sandwich.  
*Example:*
  - ® One child places the bread on a plate.
  - ® One child butters the bread.
  - ® One child adds a piece of luncheon meat.
  - ® One child adds a slice of cheese.
  - ® One child adds lettuce.
  - ® One child adds a slice of tomato.
  - ® One child places the other slice of bread on top.
- Provide toy figures, toy animals, or puppet characters and help the child take turns with other children “talking” for the different characters.

<i>Benchmarks</i>	<i>Expectations</i>
<b>4</b> Develops self discipline and a positive self-concept	<b>4.1</b> The child will begin to express frustrations and anger without harming self, others, or property.

***Suggested Teaching Strategies/Social/Emotional Development***

*Note: Explain to the child that feeling angry is natural and that everyone feels angry sometimes (including adults). Explain that although it is okay to feel angry, it is not okay to hurt others or yourself when you are angry. Remember that anger is a developmental problem, not a moral problem.*

- Provide outlets for the child’s anger and frustrations such as play dough for pounding, drums or pots and pans for beating, crayons and paper for drawing or scribbling.
- Let the child know that you believe in him/her and expect him/her to do well. Separate the misbehavior from the child. *Example:* “Charles, I don’t like it when you throw toys, but I still like you. I know you will do better tomorrow.”
- Redirect the child who is not allowed to play what and/or where he/she wants to play to another area rather than allowing the child to do “nothing” or throw a temper tantrum. Repeat statements such as “Robin, what can you find to play with in the kitchen area while Lisa is playing with the baby doll?” “Wanda, you can build with Legos while Leon is building with the Lincoln Logs.”
- Ignore temper tantrums and other negative behavior as much as possible. Teach the child how to solve his/her own problems when playing alone or around other children. Consider the likelihood of someone getting hurt or property being damaged before deciding to intervene.

*Six steps to follow when intervention is necessary:*

1. Warn the child and redirect him/her if possible.
2. If the child persists in doing what he/she has been told not to do, act calmly and promptly. Remove the child and insist that he/she sit beside you, telling him/her that he/she has lost his/her privilege.
3. Discuss feelings and rules after a reasonable period of calm.
4. Involve the child in the decision when to go back, because taking responsibility for his/her own behavior is a crucial part of helping the child develop self-control.
5. Help the child be successful when he/she does go back. Take a few minutes and get him/her really interested. Congratulate the child when he/she has settled down.
6. If the child repeats the same behavior, go through the steps again. After the second intervention, the child must choose another place to play.

- Tape a large paper “stop” sign to a yardstick. Tape a “go” sign on the opposite side. The child may move when the “go” sign is facing the child and stop when the “stop” sign is facing the child. Keep the periods of time limited to 15-20 seconds. Play the game inside or outside as the child is riding a tricycle, playing with cars and trucks, or moving to music. Play the game often to help the child develop self-control and understand limits.
- Demonstrate how to cool down when angry. For instance, take deep breaths.
- Teach the child to be a good friend and neighbor by modeling kind words and actions.

<i>Benchmark</i>	<i>Expectation</i>
<b>4</b> Develops self discipline and a positive self-concept	<b>4.2</b> The child will begin to understand that families are different and can come from a variety of cultures.

***Suggested Teaching Strategies/Social/Emotional Development***

- Invite parents to bring ethnic foods to the classroom. Provide opportunities for the child to taste and talk about a variety of foods and dishes from other countries.
- Talk about different languages. Sing the bilingual song below to the tune of “London Bridge.”

**Hola Todos**

*Hola todos, si, si, si*  
*Si, si, si, si, si, si*  
*Hola todos, si, si, si*  
*Si, si, si, amigos!*

**Hello Everybody**

*Hello everybody, yes, yes, yes,*  
*Yes, yes, yes, yes, yes, yes*  
*Hello everybody, yes, yes, yes*  
*Yes, yes, yes, friends!*

- Show an interest in the child’s family life by asking open-ended questions (e.g., “Tell me what you had for dinner last night? Tell me about your pet. Tell me about your family.”).
- Encourage the child to bring pictures of his/her family or draw pictures of his/her family. Decorate the bulletin board using the pictures. Recite and act out the fingerplay below:

**I am Different**

I am different from my head to my toes.  
*(Point to self and then to head and toes.)*  
 I am different from my eyes to my nose.  
*(Point to self and then eyes and nose.)*  
 I come from a place that is far and wide.  
*(Point to self and then spread your arms wide open.)*  
 A place where we all smile instead of cry.  
*(Act like you are tracing your lips into a smile and bring hands down eyes as if you were crying.)*  
 I am different as you can see.  
*(Point to self then at a friend.)*

**But I still have a lot of love in me!**  
*(Point to self and place a hand over the heart and then hug yourself.)*

<i>Benchmark</i>	<i>Expectation</i>
<b>4</b> Develops self discipline and a positive self-concept	<b>4.3</b> The child begins to express “personal space boundaries.”

*Suggested Teaching Strategies/Social/Emotional Development*

- Model facial expressions that make you look happy, sad, angry, jealous, etc. Provide an unbreakable mirror for the child to watch himself/herself make a variety of facial expressions as you call out different emotion words (e.g., “Jessie, look at yourself in the mirror and make a sad face.”) This activity helps the child develop a sense of personal space and body boundaries.
  - Role-play “personal boundary” situations during group time (e.g., how close to stand by a friend while talking in line or playing).
  - Use puppets to model words for the child to use when other children get too close.
  - Help the child explore body boundaries by tracing his/her hands. Talk about some of the things he/she can do with their hands that do not hurt anyone.
- Example:*
- ® Draw pictures.
  - ® Squeeze lemons.
  - ® Pound play dough.
  - ® Stir food.
  - ® Read books.
- Provide a 12 x 18-inch piece of construction paper for the child to decorate. Write the child’s name on the paper and laminate. The child will use his/her mat to sit on during circle time. Sitting on a personal mat helps the child develop a sense of personal space.
  - Provide the child with a space to store his/her personal items. Label with his/her name and picture.
  - Provide a shoebox and allow the child to decorate it. After the box has been decorated, print the child’s name on it so there will not be any confusion about ownership. Use the shoebox to store special things that do not have to be shared. Encourage the child to talk about what he/she keeps in the box and why the things are important. This helps the child define personal boundaries.

<i>Benchmark</i>	<i>Expectation</i>
<b>4</b> Develops self discipline and a positive self-concept	<b>4.4</b> The child will begin to show preferences and express wishes.

*Suggested Teaching Strategies/Social/Emotional Development*

- Provide many choices in learning center activities.
- Provide a wide assortment of materials with which the child may work.
- Encourage the child to take responsibility for his/her choices (e.g., “Laura, you chose to play with the blocks. You may go to the art center after you finish playing in the block center.”).
- Recite “I wish I might, I wish I may, have this wish I wish today. I wish for a\_\_\_\_\_.” Encourage the child to tell you his/her wishes.
- Find pictures of various related items. Talk about the characteristics of each item and encourage the child to tell you about the item he/she likes best and why.  
*Example:* Show the child pictures of a cat, dog, and a bird. Talk about the characteristics each animal (e.g., “Cats have fur, sleep in the sun, and meow. Dogs have fur, play with children, and bark. Birds have feathers, build nests, and sing.”). Ask the child to tell you about the animal he/she likes best and why.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>4</b> Develops self discipline and a positive self-concept</p>	<p><b>4.5</b> The child will begin to offer and accept affections and encouraging words from other children and adults.</p>

*Suggested Teaching Strategies/Social/Emotional Development*

- Model a supportive relationship with the child by treating him/her with kindness. Show interest in the child’s activities, projects, or problems.
- Participate in one-on-one conversations with the child at his/her level. Communicate your feelings to the child.
- Touch and hold the child appropriately (e.g., hugging, patting on the back, touching the hand, etc.).
- Model expressions such as “please,” “thank you,” “I missed you,” and “I love you” as you interact with the child each day.
- Listen to the child non-judgmentally.
- Avoid the following harmful actions because they may lower the child’s self esteem.
  - ® Yelling or criticizing the child, especially in front of other people.
  - ® Calling the child clumsy, stupid, lazy, etc.
  - ® Telling the child that he is a failure because he/she made a mistake.
  - ® Overprotection or neglect of the child.
  - ® Expecting too much or too little from the child.
- Provide as many opportunities as possible for success. Comment favorably on the child’s success. Focus on the things the child can do, not on the things he/she cannot do.

## Social/Emotional Development Observational Checklist

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ Year: \_\_\_\_\_

**Code: 1 = Needs Development    2 = Developing as Expected    3 = Advanced Development**

**Note: The checklist should be used three times a year at minimum. (Fall, Mid-Year, and Spring)**

Benchmarks and Expectations	Observations		
	Fall	Mid-Year	Spring
<b>1 Engages in different kinds of play in various settings</b>			
1.1 Engages in solitary and parallel, and onlooker play in various settings			
1.2 Engages in creative, imaginary, dramatic, and musical play in various settings			
<b>2 Develops self-help skills</b>			
2.1 Shows interest and curiosity in different activities and begins to make choices			
2.2 Shows flexibility, inventiveness, and interest in solving problems			
2.3 Begins to complete common tasks independently and seek help with more difficult tasks			
<b>3 Develops social awareness and participates in a supportive classroom community</b>			
3.1 Transitions with ease and follows established classroom rules and routines			
3.2 Responds to simple requests, helps with simple housekeeping tasks, and shows respect for classroom materials			
3.3 Begins to show an awareness of and care for living things			
3.4 Begins to "take a turn," show an interest in communicating and sharing information with others, interact with others during group time, and understand that toys and materials can be owned by others			
<b>4 Develops self-discipline and a positive self-concept</b>			
4.1 Begins to express frustrations and anger without harming self, others, or property			
4.2 Begins to understand that families are different and multicultural			
4.3 Begins to express "personal space boundaries"			
4.4 Begins to show preferences and express wishes			
4.5 Begins to offer and accept affections and encouraging words from other children and adults			

# Mississippi Pre-Kindergarten Curriculum Guidelines For Three Year Old Children

## *Physical Development*

Physical movement is the center of a young child's life. A three year old child needs the opportunity to participate in experiences that foster fundamental motor and movement skills. Physical movement activities are critical for building a foundation in cognitive abilities, emergent literacy and mathematics. Further, social and emotional development is strengthened through movement. Physical movement enhances a child's growth, cognitive development and self-awareness.

## *Assessment Guidelines*

- **Observation will be the primary method of assessing a three year old child.**
- **Assessments help the teacher/caregiver plan future learning experiences.**
- **Portfolios and anecdotal notes are suggested procedures for collecting information and work samples.**
- **Observational checklists may be used to record progress toward the accomplishment of the benchmarks. A sample observational checklist for Physical Development follows this section.**

**Mississippi Pre-Kindergarten Curriculum Guidelines  
for  
Three Year Old Children**

**Benchmarks and Expectations**

*Physical Development*

<p><b>Note: The benchmarks are printed in bold and numbered. The expectations are numbered to match the benchmarks. The numbers are provided for clarity and do not reflect the order in which the benchmarks should be taught.</b></p>
---

- 1. Develops sense of body coordination and explores moving in space**
  - 1.1 Begins to develop sense of balance and body coordination
  - 1.2 Begins to move in rhythm to songs and music
  
- 2. Develops gross-motor skills**
  - 2.1 Begins to develop large muscle coordination and greater control in movement
  - 2.2 Begins to participate in group activities involving movement
  
- 3. Develops fine-motor skills**
  - 3.1 Begins to develop small muscle coordination using manipulative materials that vary in size, shape, and skill requirements
  - 3.2 Begins to experiment with a wide variety of writing tools and drawing materials
  - 3.3 Begins to show interest in technology

<i>Benchmark</i>	<i>Expectation</i>
<p><b>1</b> Develops sense of body coordination and explores moving in space</p>	<p><b>1.1</b> The child will begin to develop sense of balance and body coordination.</p>

***Suggested Teaching Strategies/Physical Development***

- Tape a piece of masking tape on the floor to make a straight line. Model walking on the line by placing one foot in front of the other (heel to toe). Encourage the child to walk on the line. The child may need to hold your hand at first because balancing takes a great deal of practice. Place another strip of tape four inches from the first one and allow the child to walk between the lines if he/she has difficulty. When the child feels ready, he/she might want to try walking backwards.
- Collect egg cartons and different sizes of cardboard boxes with open ends. Arrange the boxes in an open space to make an obstacle course. Provide directions for the child to complete the course.  
*Example:*
  - 1) Step over the boxes.
  - 2) Crawl through the box tunnel.
  - 3) Hop over the egg cartons.

Allow many opportunities for practice. The child will gradually be able to follow the directions and complete the obstacle course.
- Provide opportunities for the child to toss and play catch with a beanbag.
- Place several pictures on the ground or floor. Provide the child with a beanbag and encourage the child to toss the bag on top of a specific picture. When the bag lands on the picture, praise the child's accomplishment and say, "Good job!"
- Provide opportunities for the child to bounce and catch a large ball using both hands.
- Allow plenty of time and space for running, jumping, and hopping.

<i>Benchmark</i>	<i>Expectation</i>
<b>1</b> Develops sense of body coordination and explores moving in space	<b>1.2</b> The child will begin to move in rhythm to songs and music.

***Suggested Teaching Strategies/ Physical Development***

- Play music and encourage the child to move creatively to the rhythm. Alternate between music with fast rhythms and music with slow rhythms.
- Use a variety of age-appropriate songs and music that will allow the child to move to various tempos during transition time. Encourage the child to move while imitating the movement of different animals (e.g., gallop like a horse, waddle like a duck, slither like a snake, etc.).
- Sing songs that encourage movement (e.g., “Hokey Pokey” and “We’ve Got the Whole World in Our Hands”). *Note: Refer to Resource Section in Appendix C for words to songs.*
- Provide an opportunity for the child to march in a parade with other children. Play “marching” music and encourage the children to march to the beat of the music. The children could make their own music with pie-tin drums, homemade shakers, and cardboard horns as they march through the classroom or around the playground.
- Model new words for the child when describing body positions and movements during creative movement activities (e.g., I am *swaying* like a tree, I am *shaking* like a tambourine, etc.).
- Provide opportunities for the child to keep a steady beat by clapping hands, patting knees, and stomping feet in rhythm to music.
- Provide props and encourage the child to act out movements during musical activities. *Example:* Tape 18-inch strips of red, white, and blue crepe paper to paper towel tubes. Play patriotic music. Encourage the child to march and wave his/her patriotic baton.
- Model how to stalk, slink, and run like a cat. Encourage the child to imitate your actions. Play music and make movements like other familiar animals.

<i>Benchmark</i>	<i>Expectation</i>
<p><b>2</b> Develops gross-motor skills</p>	<p><b>2.1</b> The child will begin to develop large muscle coordination and gain greater control in movement.</p>

***Suggested Teaching Strategies/Physical Development***

- Provide balls, hoops, beanbags, and riding toys for the child to use during indoor/outdoor play.
- Encourage the child to jump from low surfaces, jump over objects, and crawl through play tunnels.
- Model how to jump with arms swinging forward and upward while landing on both feet with weight carrying forward. Have the child repeat your movements.
- Provide daily opportunities for the child to walk on a balance beam. Lines may be taped on the floor or drawn on the playground if you do not have a balance beam. *Note: Some children will have more difficulty performing this task than other children.*
- Hang bells at various heights to create an obstacle course. Invite the child to join you in walking through the course and jumping or bending to ring the bells.
- Point to an object such as a tree and run with the child to the object. Touch the object and run back to where you started.
- Place a large box on its side. Have the child stand several feet from the box and try to kick a soccer ball into the box. As the child’s ability increases, move the box farther away.
- Provide water and a large paintbrush and invite the child to paint the fence, wall or other appropriate surface with “invisible paint.”

<i>Benchmark</i>	<i>Expectation</i>
<b>2</b> Develops gross-motor skills	<b>2.2</b> The child will begin to participate during group activities involving movement.

***Suggested Teaching Strategies/Physical Development***

- Provide daily opportunities for the child to participate with other children in singing and acting out songs (e.g., “The Farmer in the Dell” and “London Bridge”). *Note: Refer to Resource Section in Appendix C for words to songs.*
- Provide opportunities for the child to join other children in playing tag, relay races and group games such as “Red Light/Green Light,” “The Elephant,” and “Follow the Leader.” *Note: Refer to Resource Section in Appendix C for game directions.*
- Recite rhymes that involve movement such as “The Airplane,” “Row, Row, Row Your Boat,” and “Windshield Wipers.” *Note: Refer to Resource Section in Appendix C for words and movement to rhymes.*
- Recite and act out the action rhyme below to encourage the child’s participation in group activities.

**Little Black Birds**

Two little black birds

Sitting on the wall

*(Hold up one finger of each hand.)*

One’s name is Peter,

The other’s name is Paul.

Fly away Peter!

*(Put a hand behind your back.)*

Fly away, Paul!

*(Put the other hand behind your back.)*

Come back, Peter!

*(Bring the first hand from behind your back.)*

Come back, Paul!

*(Bring the second hand from behind your back.)*

- Play the outdoor game below to encourage the child's participation in large group activities.

**The Insect Game**

Ants like to march through the grass.

Let's be ants and march together across the grass.

Caterpillars like to crawl through the grass.

Let's crawl through the grass.

Beetles like to scurry through the grass.

Can you scurry without bumping into anything?

Let's scurry through the grass like beetles.

Grasshoppers like to hop through the grass.

Let's hop across the grass like grasshoppers.

Bees like to fly across the grass smelling flowers and clover.

Let's put on our wings, turn on our buzzers, and

fly across the top of the grass looking for flowers.

- Provide a parachute, tablecloth, sheet, or strips of cloth for the children to go under and through. Model words for the child to use in describing his/her movements during the group activity.

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Develops fine motor-skills	<b>3.1</b> The child will begin to develop small muscle coordination using manipulative materials that vary in size, shape, and skill requirements.

***Suggested Teaching Strategies/Physical Development***

- Provide the child with various sizes and shapes of building blocks. Build a tall building or a long ridge with the child. Model new words for the child to use as the two of you work together.
- Provide the child with a pair of small blunt scissors, old magazine pages, and plenty of time to practice cutting.
- Provide materials to use in holding and grasping activities in learning centers to foster the development of fine motor skills (e.g., garden tools, small toys, measuring cups and spoons, large paper, feather dusters, rhythm sticks, etc.).
- Construct a clothesline by stringing a line between two chairs. Provide clothespins and small pieces of cloth or baby clothes for the child to hang on the line. It does not matter what the child hangs on the line. Perhaps he/she could try hanging leaves, pictures, or paintings. This activity may be done indoors or outdoors.
- Provide opportunities for the child to participate in stringing activities.  
*Example:*  
® Stringing large bead on a shoelace.  
® Stringing Cheerios, Fruit Loops, or large macaroni on yarn to make a necklace.
- Provide a plastic bowl of dried beans, macaroni, or cereal and a pair of tweezers. Have the child practice picking up an item with the tweezers and transferring it to an empty bowl.
- Provide a small plastic bowl of water, an eyedropper, and an empty plastic bowl. Show the child how to transfer the water from the water bowl to the empty bowl using the eyedropper. Provide many opportunities for the child to practice.
- Fold a piece of paper in half. Help the child dip a piece of string in thinned poster paint. Lay the string on one side of the paper and fold over to create a design.
- Draw circles on a sheet of paper. Place a bowl of Cheerios next to the paper. Encourage the child to place a Cheerio inside each circle on the paper. Gradually reduce the size of the circles.

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Develops fine-motor skills	<b>3.2</b> The child will begin to experiment with a wide variety of writing tools and drawing materials.

***Suggested Teaching Strategies/ Physical Development***

- Provide writing materials for the child to experiment with in each learning center. *Example:* Clipboard and paper for designing blueprints and signs in the block/construction center, crayons, paintbrushes, markers, pens and pencils in the art/writing center, pads for writing lists in the kitchen area, and writing prescriptions in the dramatic play center.
- Model writing throughout the day (e.g., write lunch menus during circle time, label objects in the classroom, write stories and letters, etc.). Encourage the child to scribble on paper as much as possible instead of “staying inside the lines” in coloring books.
- Provide outdoor chalk for the child to draw on sidewalks and paved areas. Freehand drawing develops creativity.
- Play fast music followed by slow music and encourage the child scribble to the music.
- Read ***Where the Wild Things Are*** by Maurice Sendak. (*You can find the book in your local library.*) Encourage the child to think about or imagine a monster like the monsters in the book. Encourage the child to think of an imaginary monster that they would like to see. Ask the child what his/her imaginary monster looks like (e.g., “Does your monster have a long tail?” “What color is your monster?”). Provide materials in the art center (e.g., large newsprint, paintbrushes, and paints) and encourage the child to paint his/her imaginary monster.
- Provide a paper plate along with glue, small pieces of yarn, large buttons, and markers for the child to use in designing a head and face. Assist the child in gluing yarn on the top and sides of the plate for hair and use markers to draw the eyes, mouth, and nose. Display the “faces” in the classroom.
- Provide a box top filled with salt, rice, or sand. Provide plenty of time for the child to practice writing and drawing (e.g., trace the initial letter in the child's name using fingers, draw facial expressions, shapes, and abstract designs with fingers).
- Provide the child with fingerpaint, shaving cream or instant pudding, large paper, and a painter’s smock. Allow the child to paint on paper using his/her fingers. Place the child's hand in the mixture and make handprints on another piece of paper.

<i>Benchmark</i>	<i>Expectation</i>
<b>3</b> Develops fine-motor skills	<b>3.3</b> The child will begin to show an interest in technology.

*Suggested Teaching Strategies/ Physical Development*

- Model use of the computer to write a note to the child or a take-home letter to parents.
- Provide short periods of time for the child to practice clicking and maneuvering the computer mouse.
- Provide opportunities for the child to experiment with age-appropriate computer games and software.
- Model use of technical terminology (e.g., printer, keyboard, mouse, click, screen, etc.).
- Provide opportunities for the child to turn the cassette player, CD player, radio, and television on and off.
- Allow the child to place a videotape in the VCR.

## Physical Development Observational Checklist

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ Year: \_\_\_\_\_

**Code: 1 = Needs Development    2 = Developing as Expected    3 = Advanced Development**

**Note: The checklist should be used three times a year at minimum. (Fall, Mid-Year, and Spring)**

Benchmarks and Expectations	Observations		
	Fall	Mid-Year	Spring
<b>1 Develops sense of body coordination and explores moving in space</b>			
1.1 Begins to develop sense of balance and body coordination			
1.2 Begins to move in rhythm to songs and music			
<b>2 Develops gross-motor skills</b>			
2.1 Begins to develop large muscle coordination and greater control in movement			
2.2 Begins to participate in group activities involving movement			
<b>3 Develops fine-motor skills</b>			
3.1 Begins to develop small muscle coordination using manipulative materials that vary in size, shape, and skill requirements.			
3.2 Begins to experiment with a wide variety of writing tools and drawing materials			
3.3 Begins to show interest in technology			

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# **APPENDIX A**

## **Screening/Assessment Instruments**

# Screening/Assessment Instruments

*Note: This list provides various examples of Screening/Assessment Instruments. It is not all inclusive and does not indicate any endorsement by the Mississippi Department of Education.*

*Boehm-3 Preschool*

PRO-ED

8700 Shoal Creek Blvd.

Austin, Texas 78757-6897

*Brigance Preschool Screening Instrument*

Curriculum Associates

153 Rangeway Rd.

P.O. Box 2001

North Billerica, MA 01862-0901

*Denver Developmental Screening Instrument*

Denver Developmental Materials, Inc.

P.O. Box 371075

Denver, Colorado 80237-5075

*Developmental Assessment of Young Children*

PRO-ED

8700 Shoal Creek Blvd.

Austin, Texas 78757-6897

*ESP-Early Screening Profile*

PRO-ED

8700 Shoal Creek Blvd.

Austin, Texas 78757-6897

*FirstSTEP™: Screening Test for Evaluating Preschoolers*

PRO-ED

8700 Shoal Creek Blvd.

Austin, Texas 78757-6897

*Learning Accomplishment Profile - Diagnostic Normed Screening Instrument*

Kaplan Early Learning Company

1310 Lewisville-Clemmons Rd.

Lewisville, NC 27023

*Learning Accomplishment Profile-Revised Edition*  
Kaplin Early Learning Company  
1310 Lewisville-Clemmons Rd.  
Lewisville, NC 27023

*Preschool Language Scale-4<sup>th</sup> Edition*  
PRO-ED PRO-ED  
8700 Shoal Creek Blvd.  
Austin, Texas 78757-6897

*Speed DIAL: Developmental Indicators for the Assessment of Learning Screening Instrument*  
Kaplin Early Learning Company  
1310 Lewisville-Clemmons Rd.  
Lewisville, NC 27023

# **APPENDIX B**

## **Learning Centers**

**Learning Centers  
Room Arrangement**

**Learning Centers  
Room Arrangement**

## Suggested Learning Centers

*Note: All materials should be stored in clear containers and labeled with a picture and the name of the object.*

### Creative Arts Center

**The child will develop:**

- Creativity and imagination
- Small and large motor skills
- Color concepts
- Awareness of the five senses
- Pre-writing skills

**Suggested Materials**

- Paint brushes of various sizes
- Various colors of water-based paint and finger paint
- Crayons, large pencils, and markers
- Scissors and glue
- Collage items (e.g., scraps of fabric, paper, yarn, feathers, buttons, lace, beads, etc.)
- Construction paper and drawing paper
- Play dough

### Science/Nature Center

**The child will develop:**

- Observation and discrimination skills
- Concepts through first-hand experiences
- Awareness of the five senses
- Respect for the environment
- Curiosity
- Background knowledge of living and nonliving things
- Sorting and classifying skills

**Suggested Materials**

- A table or shelf for display of objects
- Ruler or yardstick
- Seeds
- Prisms, magnets, magnifying lenses, balance scales, eye droppers
- Toy boats
- Writing materials (e.g., pencil, paper, crayons, etc.)
- Books related to displays

## Mathematics Center

### **The child will develop:**

- ❑ Understanding of numbers and number relationships
- ❑ Rational counting skills
- ❑ Fine motor skills
- ❑ Classification, sorting, and ordering skills
- ❑ Geometric skills

### **Suggested Materials**

- ❑ Objects for classifying, sorting, and ordering
- ❑ Materials for comparing and measuring (e.g., measuring cups, measuring spoons, various sized bowls, etc.)
- ❑ Materials for counting (e.g., buttons, straws, rocks, blocks, toy cars, toy animals, etc.)
- ❑ Puzzles
- ❑ Tinker Toys
- ❑ Stacking rings
- ❑ Pegs and pegboards
- ❑ Writing materials
- ❑ Books about numbers, counting, etc.

## Construction/Block Center

### **The child will develop:**

- ❑ Social skills
- ❑ Gross and fine motor skills
- ❑ Large and small motor coordination
- ❑ Mathematical concepts (e.g., shape, size, balance, and counting)
- ❑ Creativity and decision making skills
- ❑ Visual classification skills
- ❑ Communication skills
- ❑ Oral vocabulary

### **Suggested Materials**

- ❑ Low shelves for storage
- ❑ Blocks in various sizes, shapes, and colors
- ❑ Tinker Toys
- ❑ Lincoln Logs
- ❑ Wood or rubber people and animals
- ❑ Toy cars
- ❑ Toy train set
- ❑ Small traffic signs
- ❑ Play airport, farm garage house, castles, etc.
- ❑ Fiction and nonfiction books about building houses, cars, trains, etc.

## **Music Center**

### **The child will develop:**

- An appreciation of different types of music
- Rhythm
- Auditory discrimination
- Small and large motor coordination
- Creative expression
- An awareness of a variety of musical instruments

### **Suggested Materials**

- Musical instruments
- Cassette player with headsets and tapes of various types of music
- Radio
- Quiet area with cushions or pillows for listening

## **Library/Writing Center**

### **The child will develop:**

- An appreciation of quality literature
- A love for reading
- Fine motor skills
- Interest in multicultural experiences
- Visual perception
- An awareness of print
- Imagination

### **Suggested Materials**

- A display shelf for labeled books
- Several large pillows or bean bags
- Soft carpet or rug
- Cassette player with headphones
- Books on tape
- Books on a variety of topics
- Puppets
- Flannel board
- Writing paper and tools
- Child-sized blunt scissors
- Textures for crayon and pencil rubbings
- Alphabet letter box
- Magnetic letters
- Stencils

## **Housekeeping/Dramatic Play/Cooking Center**

### **The child will develop:**

- Listening skills
- An awareness of print
- Fine motor skills
- Oral language skills
- Problem solving skills
- Imagination
- Creativity
- Fine motor skills
- Social skills
- An awareness of health and safety factors involved in cooking
- Scientific principles
- An understanding of nutritional information and experiences

### **Suggested Materials**

- Child-sized kitchen appliances (e.g., stove, sink, refrigerator, etc.)
- Kitchen supplies (e.g., dishes, pots, pans, silverware, cooking utensils, measuring cups, measuring spoons, cutting board, cookie sheet, plastic bowls, pans, etc.)
- Pot holders and aprons
- Hand-washing chart
- Recipe books and menus
- Writing materials
- Books about food, famous chefs, restaurants, etc.
- Small table and tablecloth with two to three chairs
- Bed or cot, full length mirror, space to hang clothes
- Two telephones
- Dress-up clothes for men and women
- Jewelry, hats, shoes, scarves, and suitcases
- Baby dolls, baby clothes and baby furniture

## **Sand and/or Water Center**

### **The child will develop:**

- An awareness of the five senses
- Concepts involving space, measurement, and volume
- Gross and fine motor skills
- Problem solving skills
- Creative thinking skills
- Cognitive development

### **Suggested Materials**

- A sand and water table with a basin
- A shelf or box to hold equipment
- Waterproof aprons
- Empty plastic squeeze bottles

**Additional Learning Centers:**

- Folder Games Center
- Manipulative or Table Toys Center
- Language Development Center
- Large Muscle/Indoor Climbing Structure Area
- Carpentry/Woodworking Center
- Creative Writing Center
- Social Studies Center
- Technology Center
- Play Dough Center
- Sensory Table
- Puzzles

**Enhancements for Learning Centers:**

- Theme boxes
- Book rotation
- Resource speakers

## **Learning Centers Fun Activities Using Common Household Materials**

### **String Art**

Let the children dip pieces of yarn into different colors of tempera paint and pull the yarn across a piece of paper.

### **Easter Egg Match-Up**

Collect different colored plastic eggs. Take the eggs apart. Have the child find two egg halves of the same color and put them together.

### **Line Walk**

Place a line of masking tape on the floor. Have the children walk on the line. Try walking on the line backwards. Try hopping on the line, etc.

### **Inkblot Pictures**

Fold a piece of paper in half. Open the paper and have the child paint on one side of the paper. Have the child fold the paper in half again, with the paint inside. Press the halves together. Open the paper to see the identical pictures.

### **Rolling Paint Art**

Collect empty roll-on deodorant bottles. Clean them out and fill with tempera paint. Let the child roll the paint onto a piece of paper.

### **Stamping Patterns**

Use rubber stamps to create a simple pattern on the top half of a piece of paper. Ask the child to help you recreate the pattern on the bottom half of the paper. TIP: Start with a very simple pattern. Use more complicated patterns as children mature.

## **Learning Centers**

### **Fun Activities**

### **Puppets**

*Puppets can be used to reinforce many concepts, dramatize stories or solve problems. Puppets will often speak when shy children will not, so they are great to place in the free play area.*

#### **Sock Puppet**

- Sock should be placed on hand so fingers are in the toe, and heel of sock is on top of hand.
- Use buttons, yarn, and scraps of fabric for facial features and hair.
- Sew an oval piece of material to sock for the mouth.

#### **Paper Bag Puppet**

- Bag may be large to fit over the body or small to fit over the hand.
- Hand puppet features should be put on the bottom of the bag.
- The crease in the bag may be used for the mouth.
- Open bag and place features on front.

## Learning Centers Recipes for Fun

### **Flubber**

Mix together in one bowl:

1 cup white glue  
¾ cup warm water  
green food coloring

Mix together in second bowl:

2 tsp. Borax  
½ cup warm water

After both mixtures have been well-mixed in separate bowls, mix together in one large bowl. Pour the mixture on a flat surface and knead for a few minutes. Store in an air-tight container.

### **Colored Rice or Noodles**

This recipe yields brightly colored rice or noodles for use in any craft project.

1 cup white rice or noodles of any size or shape  
1 tsp. rubbing alcohol  
food coloring

Mix a few drops of food coloring with alcohol. Put rice or noodles in zippered bag. Pour liquid mixture over rice or noodles. Shake until color is evenly distributed. Spread colored rice or noodles in a thin layer to dry. Store rice or noodles in dry air-tight containers.

### **Bubble Solution**

This simple activity is a great way to teach the concepts of size (e.g., big, medium, and small).

1 cup water  
4 teaspoons dish detergent (preferably a clear formula)  
2 teaspoons clear corn syrup (Karo works well)

Mix ingredients together. Children may use straws to blow bubbles of different sizes.

## Learning Centers Recipes for Fun

### **Kool-Aid Play Dough**

2 ½-3 cups of flour  
1 pkg. Kool-Aid dissolved in  
2 cups of boiling water  
3 Tablespoons corn oil  
½ cup salt  
1 Tablespoon alum

Mix ingredients and knead with flour. This Play Dough keeps well, has a nice fragrance, is colorful, and has a soft, flexible texture.

### **Play Dough (no-cook)**

3 cups flour  
3 Tablespoons alum  
½ cup salt  
2 teaspoons cooking oil  
2 cups boiling water

Add 10 drops of food coloring to liquid. Add dry ingredients and mix. Knead well. Keeps up to 6 months in a plastic zippered bag.

### **Durable Play Dough**

Mix together in a heavy saucepan:

1 cup flour  
½ cup cream of tartar  
Add 1 cup water and 2 Tablespoons cooking oil

Stir while cooking over medium heat until it sticks together in a ball. Let the Play Dough cool a few minutes. Knead 1-2 cup flour into the Play Dough. Store in a plastic zippered bag.

### **Peanut Butter Play Dough**

1 cup peanut butter  
1 cup corn syrup  
1 ¼ cup nonfat dry milk  
1 ¼ cup confectioner's sugar

Mix, then knead the ingredients. Children may mold and play with the dough. This Play Dough is also edible.

## Learning Centers Recipes for Fun

### **Potter's Clay**

½ cup flour  
½ cup cornstarch  
1 cup salt dissolved in 3 ¾ cups boiling water

Blend flour and cornstarch with enough water to make a paste. Boil water and salt. Add to cornstarch mix and cook until clear. Cool overnight. Add 6 to 8 cups of flour and knead.

### **Bubbles**

Mix 1 gallon of water with 1cup liquid detergent  
Add 50 drops of glycerine to mixture

Instant bubble solution!

### **Tempera Fingerpaint**

Dry tempera paint  
1/2 cup liquid starch or 1/2 cup liquid detergent

Mix the tempera paint slowly with the starch and detergent mixture until the desired color is reached.

# **APPENDIX C**

## **Resource Section**

*Language, Vocabulary, and Early Literacy Development Activities*  
*Mathematical Concepts Development Activities*  
*Scientific Investigation Activities*  
*Social/Emotional Development Activities*  
*Physical Development Activities*

# **Language, Vocabulary, and Early Literacy Development Activities**

## Language, Vocabulary, and Early Literacy Development Recommended Read Aloud Books (Listed by Theme )

### □ **ALPHABET BOOKS**

*Albert's Alphabet* by Leslie Tryon  
*Alphabet Soup* by Katie Banks  
*Beach Ball* by Peter Sis  
*Eating the Alphabet* by Lois Ehlert  
*The ABC Bunny* by Wanda Gag

### □ **ANIMAL BOOKS**

*Animal Babies* by Arthur Gregor  
*Ape in a Cape* by Fritz Eichenberg  
*Big Red Barn* by Margaret Wise Brown  
*Boo To A Goose* by Mem Fox  
*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.  
*Cluck* by Alan Snow  
*Corduroy* by Don Freeman  
*Dibble and Dabble* by Dave and Julie Saunders  
*Five Little Kittens* by Nancy Jewell  
*Four Fur Feet* by Margaret Wise Brown  
*Hens Say Cluck* by Hannah Gifford  
*If You Give A Moose A Muffin* by Laura Numeroff  
*Is Your Mama a Llama* by Deborah Guarino  
*Jessie Bear, What Will You Wear?* by N.W. Carlstrom  
*Make Way for Ducklings* by Robert McCloskey  
*Owl Babies* by Martin Waddell  
*Raccoons and Ripe Corn* by Jim Arnosky  
*Spot's First Walk* by Eric Hill  
*Philadelphia Chicken* by Sandra Boynton  
*The Runaway Bunny* by Margaret Wise Brown  
*Farm Alphabet* by Jane Miller  
*First Steps* by Johan Burningham

### □ **COLOR AND SHAPE BOOKS**

*A Rainbow of My Own* by Don Freeman  
*Colors* by Lois Ehlert  
*Go Away, Big Green Monster!* by Ed Emberley

*Green Eggs and Ham* by Dr. Seuss  
*Harold and the Purple Crayon* by Crockett Johnson  
*Is It Red? Is It Yellow? Is It Blue?* by Tana Hoban  
*Little Blue and Little Yellow* by Leo Lionni  
*Mary Wore Her Red Dress And Henry Wore His Sneakers* by Merle Peek  
*My Blue Boat* by Chris Demarest  
*Red Is Best* by Kathy Stinson  
*Shapes* by Karen Gundersheimer  
*Shapes, Shapes, Shapes* by Tana Hoban  
*So Many Circles, So Many Squares* by Tana Hoban  
*The Big Green Pocketbook* by Candice Ransom  
*What A Wonderful World* by George David  
*Yellow Ball* by Molly Bang

□ **BOOKS ABOUT FEELINGS**

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst  
*Exploring Feelings* by Susan B. Neuman  
*Ira Sleeps Over* by Bernard Waber  
*It's Mine!* by Leo Lionni  
*No, David* by David Shannon  
*Peter's Chair* by Ezra Jack Keats  
*Play With Me* by Marie Hall  
*Rosie's Story* by Martine Gogoll  
*Sad Monster, Glad Monster* by Ed Emberly  
*Some Things Are Different, Some Things Are The Same* by Marya Dantzer-Rosenthal  
*The Grouchy Ladybug* by Eric Carle  
*William's Doll* by Charlotte Zolotow

□ **FRIENDS AND COOPERATION BOOKS**

*Alfie Gives A Hand* by Shirley Hughes  
*All Fall Down* by Helen Oxenbury  
*Always Room For One More* by Sarche Leodhas  
*Cherries and Cherry Pits* by Vera B. Williams  
*Friends* by Helme Heine  
*May I Bring A Friend?* by Deatrice Schenk DeRegniers  
*Mirandy and Brother Wind* by Patricia C. McKissack  
*Stone Soup* by Marcia Brown  
*The Giving Tree* by Shel Silverstein  
*The Rainbow Fish* by Marcus Pfister  
*What If The Zebras Lost Their Stripes* by John Reitano  
*Willie's Not the Hugging Kind* by Joyce Durham Barrett

□ **FARM BOOKS**

*Baby Farm Animals* by Garth Williams  
*Barnyard Dance* by Sandra Boynton  
*Bunny Reads Back: Old MacDonald* by Rosemary Wells  
*Cock-A-Doodle-Moo* by Bernard Most  
*The Day the Sheep Showed Up* by David M. McPhail  
*Dora's Eggs* by Julie Sykes  
*Farmer Mack Measures His Pig* by Tony Johnston  
*Once in the Country: Poems of a Farm* by Tony Johnston  
*Over on the Farm* by Christopher Gunson  
*The Tiny, Tiny Boy and the Big, Big Cow* by Nancy Vanlaan

□ **FOOD AND SUPERMARKET BOOKS**

*At the Supermarket* by David Hautzig  
*Banana Moon* by Janet Marshall  
*Doodle Soup* by John Ciardi  
*Do the Doors Open by Magic?* by Catherine Ripley  
*Eating the Alphabet* by Lois Ehler  
*Jamberry* by Bruce Degen  
*One Lonely Sea Horse* by Saxton Frymann & Joseph Elffers  
*In the Supermarket* by Henry Pluckrose  
*Pickin' Peas* by Margaret R. McDonald  
*To Market, To Market* by Anne Miranda  
*Where Are You?* by Francesca Simon

□ **MUTICULTURAL BOOKS**

*Abuela's Weave* by Omar S. Castaneda  
*A is For Africa* by Ifeoma Onyefulu  
*Amelia's Road* by Linda Jacobs Altman  
*At The Beach* by Huy Voun Lee  
*In My Mother's House* by Ann Nolan Clark  
*Jaha and Jamil Went Down The Hill* by Virginia L. Kroll  
*Mama, Do You Love Me?* by Barbara M. Joosse  
*Margaret and Magarita* by Lynn Reiser  
*Not Yet Yvette* by Helen Ketterman  
*Shoes, Shoes, Shoes* by Ann Morris  
*The Mitten* by Jan Brett  
*Tikki Tikki Tembo* by Arlene Mosel  
*Too Many Tamales* by Gary Soto

□ **BOOKS ABOUT FAMILY**

*Even If I Did Something Awful* by Barbara S. Hazen  
*How Many Feet in the Bed?* by Diane J. Hamm  
*I Got A Family* by Melrose Cooper  
*I'm A Big Sister* by Joanna Cole  
*In Our House* by Anne Rockwell  
*It's Going to Be Perfect* by Nancy Carlson  
*Mom Pie* by Lynne Jonell  
*Moon Sandwich Mom* by Jennifer Jacobson  
*My Dad* by Anthony Brown  
*My Grandma is Wonderful* by Nick Butterworth  
*My Grandpa is Amazing* by Nick Butterworth  
*My Mom is Excellent* by Nick Butterworth  
*The Daddy Book* by Ann Morris  
*The Mommy Book* by Ann Morris  
*The Kissing Hand* by Audrey Penn  
*When Mama Comes Home Tonight* by Eileen Spinelli

□ **TALL, FUNNY, AND FOLK TALE BOOKS**

*Gregory, The Terrible Eater* by Mitchell Sharmat  
*How The Turtle Got His Shell* by Jose Aruego and Ariane Dewy  
*Sylvester and the Magic Pebble* by William Steig  
*The Giant Jam Sandwich* by John Vernon  
*The Paper Dragon* by Marguerite W. Davol  
*The Talking Eggs* by Robert San Souci  
*There Was an Old Lady Who Swallowed a Fly* by Simms Taback  
*Why Mosquitoes Buzz in People's Ears* by Verna Aardema  
*We're Going on a Bear Hunt* by Michael J. Rosen  
*Yo! Yes!* by Chris Raschka

## Language, Vocabulary, and Early Literacy Development

### Bear Hunt

#### Bear Hunt

**The teacher says a line.**  
**The children repeat the line.**  
**Everyone pats their thighs in rhythm.**

Would you like to go on a bear hunt?  
Okay? All right! Come on! Let's go!  
Open the gate-close the gate. (*Clap hands*)

Coming to a bridge-can't go over it-can't go under it  
Let's cross it. (*Thump chest with closed fists*)

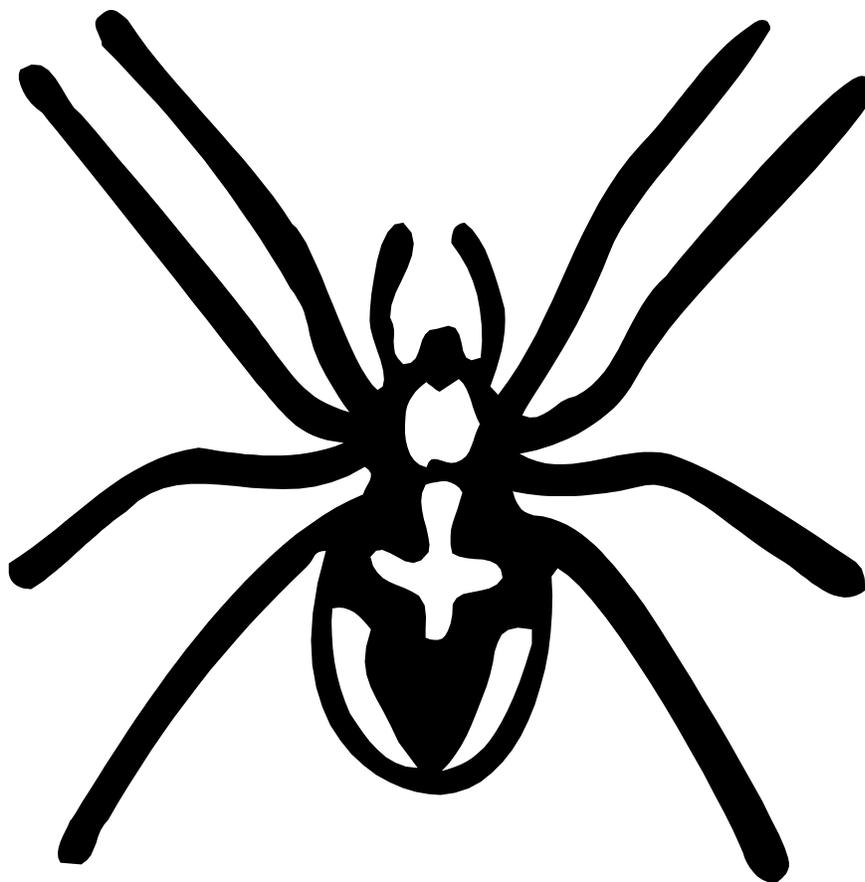
Coming to a river-can't go over it-can't go under it  
Let's swim it. (*Pretend to do a crawl swim stroke*)

Coming to a tree-can't go over it-can't go under it  
Let's climb it. (*Pretend to climb a tree and look around.*)  
No bears! (*Pretend to climb down*)

Coming to a wheat field-can't go over it-can't go under it  
Let's go through it. (*Rub palms together to make a swishing noise*)

Oh! Oh! I see a cave. It's dark in here. (*Cover eyes*)  
I see two eyes!  
I feel something furry! (*Reach out hand*)  
It's a bear!  
Let's go home! (*Running motion with feet*)  
**(Repeat above actions in reverse using fast motions.)**  
Slam the gate. (*Clap hands*)  
We made it!

**Language, Vocabulary, and Early Literacy Development**  
**Spider Pattern**



## Language, Vocabulary, and Early Literacy Development Reading Guidelines for Large Group Time

### *Selecting a Book*

- ❑ Choose age appropriate books that you will enjoy reading aloud.
- ❑ Choose books that relate to the child's everyday experiences (e.g., emotions, families, friends, animals, sounds, nature, shapes, colors, counting, weather, etc.)
- ❑ Read storybooks, fairy tales, nursery rhymes, poetry, and rhyming books aloud.
- ❑ Select a wide variety of wordless picture books. Look at the pictures with the children and make up the words to fit the pictures.
- ❑ Read the entire book carefully before reading aloud.

### *Reading Aloud*

- ❑ Relax and establish an atmosphere of enjoyment.
- ❑ Ask the children to gather around you informally. Make sure that all are comfortable and that all can see and hear you properly.
- ❑ Model the correct way to hold a book.
- ❑ Tell the children what the book is about.
- ❑ Talk about the front and the back of the book.
- ❑ Talk about the title of the book, the author, and the illustrator.
- ❑ Take the children on a picture walk through the book before reading aloud. (Showing the pictures satisfies curiosity and encourages thinking about what might happen in the story.)
- ❑ Read with expression and use your sense of humor and creativity in making the story “come alive” for the children. Relax and enjoy the reading experience.
- ❑ Read the entire book to the group and discuss the book during and after the reading.
- ❑ Ask the children to tell you what happened in the story and the names of the story characters.

***Read favorite books, nursery rhymes, poetry, and rhyming books again and again and again! Children learn words by hearing the same words repeated often.***

## Language, Vocabulary, and Early Literacy Development Movement Song

### **This Old Man**

This old man, he can **shake**,  
Shake, shake, shake, while baking a **cake**, with a  
Knick, knack, paddywack, give the dog a bone,  
Shaking, shaking all the way home.

This old man he can **kick**,  
Kick, kick, kick, just for a **trick**, with a  
Knick, knack, paddywack, give the dog a bone,  
Kicking, kicking all the way home.

This old man, he can **twist**,  
Twist, twist, twist while shaking a **fist**, with a  
Knick, knack, paddywack, give the dog a bone,  
Twisting, twisting all the way home.

## Language Treasure Chest

### Learning Words While Playing

#### **Ten Little Fingers**

One little, Two little,  
Three little fingers,  
Four little, Five little,  
Six little fingers,  
Seven little, Eight little,  
Nine little fingers,  
Ten little fingers on my hand.

#### **Days of The Week**

(Can be sung to the tune of “The Addams Family”)  
There’s Sunday and there’s Monday,  
There’s Tuesday, and there’s Wednesday,  
There’s Thursday, and there’s Friday,  
And then there’s Saturday.  
Days of the week. (Snap, snap!)  
Days of the week. (Snap, snap!)  
Days of the week. Days of the week. Days of the week. (Snap, snap!)

#### **What Are You Wearing?**

Sally wears a red dress, red dress, red dress, red dress.  
Sally wears a red dress all day long.

#### **One, Two, Buckle My Shoe**

One, two, buckle my shoe,  
Three, four, shut the door,  
Five, six, pick up sticks,  
Seven, eight, lay them straight,  
Nine, ten, a big fat hen!

#### **Two Little Blackbirds**

Two little blackbirds sitting on a hill, (Pointer fingers up on both hands.)  
One named Jack, and the other named Jill. (Bring each hand forward.)  
Fly away, Jack! (Hide one hand behind back.)  
Fly away, Jill! (Hide the other hand behind back.)  
Come back, Jack! (Return one hand.)  
Come back, Jill! (Return other hand.)

#### **Good Morning**

Good morning, good morning and how are you?  
Good morning, good morning, I’m fine, how are you?

## Language Treasure Chest

### Learning Words While Playing

#### **Twinkle, Twinkle Little Star**

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!

#### **Mary Had A Little Lamb**

Mary had a little lamb.  
Its fleece was white as snow,  
And everywhere that Mary went  
The lamb was sure to go.

#### **Bye, Baby Bunting**

Bye, baby bunting,  
Daddy's gone a hunting,  
To get a little rabbit's skin  
To wrap the baby bunting in.

#### **Jack and Jill**

Jack and Jill went up the hill,  
To fetch a pail of water.  
Jack fell down and broke his crown  
And Jill came tumbling after.

#### **Humpty Dumpty**

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.  
All the king's horses,  
And all the king's men,  
Couldn't put Humpty together again.

#### **Simple Simon**

Simple Simon went a-fishing  
For to catch a whale;  
All the water he had got,  
Was in his mother's pail.

## Language Treasure Chest

### Learning Words While Playing

#### **Old Mother Hubbard**

Old Mother Hubbard,  
Went to the cupboard,  
To get her poor dog a bone.  
But when she got there,  
The cupboard was bare,  
And so the poor dog had none.

#### **Hickory, Dickory, Dock**

Hickory, Dickory, Dock!  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down.  
Hickory, Dickory, Dock!

#### **Little Jack Horner**

Little Jack Horner  
Sat in a corner  
Eating his Christmas pie.  
He stuck in his thumb  
And pulled out a plum  
And said, "What a good boy am I!"

## Language, Vocabulary, and Early Literacy Development Reading Aloud Strategies Checklist

**A young child must have many interactive language experiences with adults that are loving, kind, and trustworthy. A young child must hear the beauty and rhythm of language before he or she enters Kindergarten. The *early language experiences* are the child's foundation for *future reading experiences*. Teachers and caregivers must read and talk to young children often and make the experiences fun and enjoyable.**

*When reading aloud to a young child, you may find it helpful to refer to the reading strategy checklist below:*

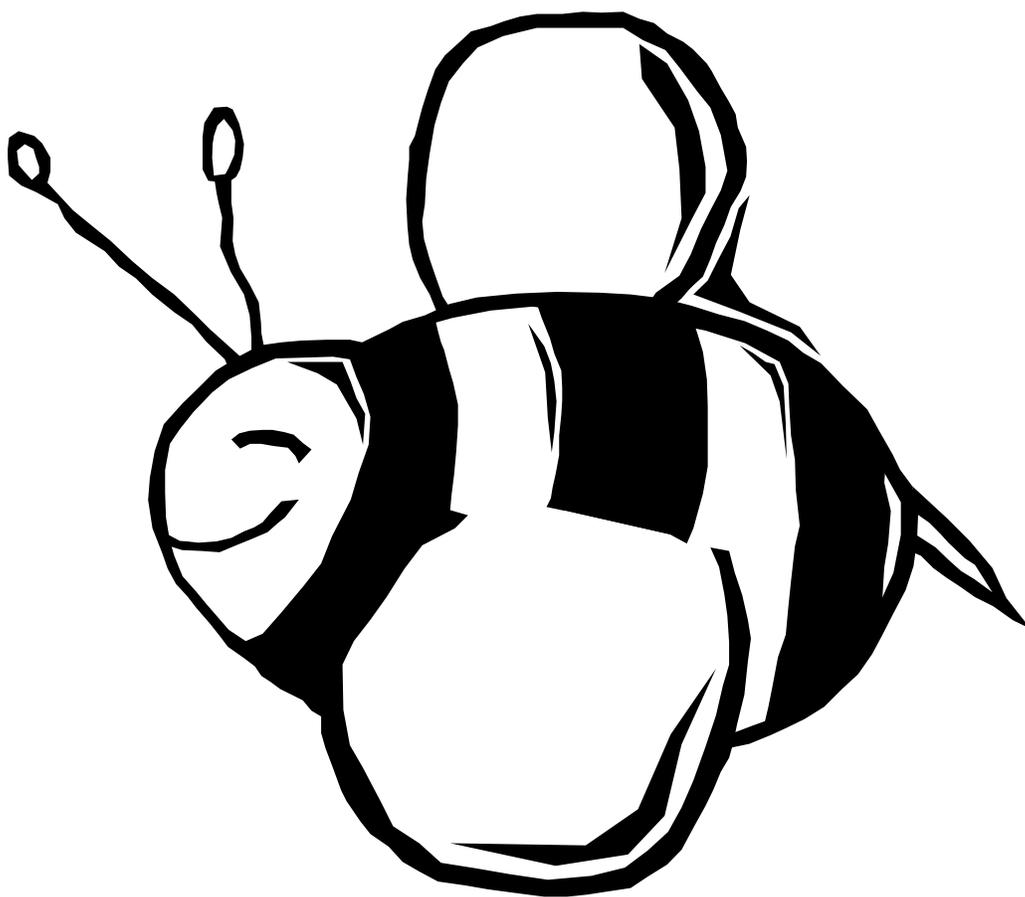
### ***Reading Strategy Checklist***

- ✓ Hold the book in a position where the child can see the pictures.
- ✓ Take the child on a picture walk before reading the words (turn pages and point to things as you discuss the picture). Note: It is not necessary to discuss every page in the book prior to reading. Young children often have short attention spans. Pay close attention to the child when talking about and/or reading books to ensure that you keep the child's interest and attention.
- ✓ Discuss the "parts" of the book (front, back, top, bottom) and model the correct way to hold the book.
- ✓ Talk about the name of the book, who wrote it, and who drew the pictures (e.g., title, author, and illustrator).
- ✓ Ask the child to predict what he/she thinks the story will be about.
- ✓ Read the story.
- ✓ Talk about the story as you read together.
- ✓ Ask the child to tell you about the story (e.g., characters, setting, events, favorite part, etc.)

The most effective way for a teacher/caregiver to check a child's level of understanding is simply to ask him/her to talk about the story. Ask questions about the story before, during, and after reading. Remember that the questioning procedure is not a test for the child! Provide answers if the child cannot remember.

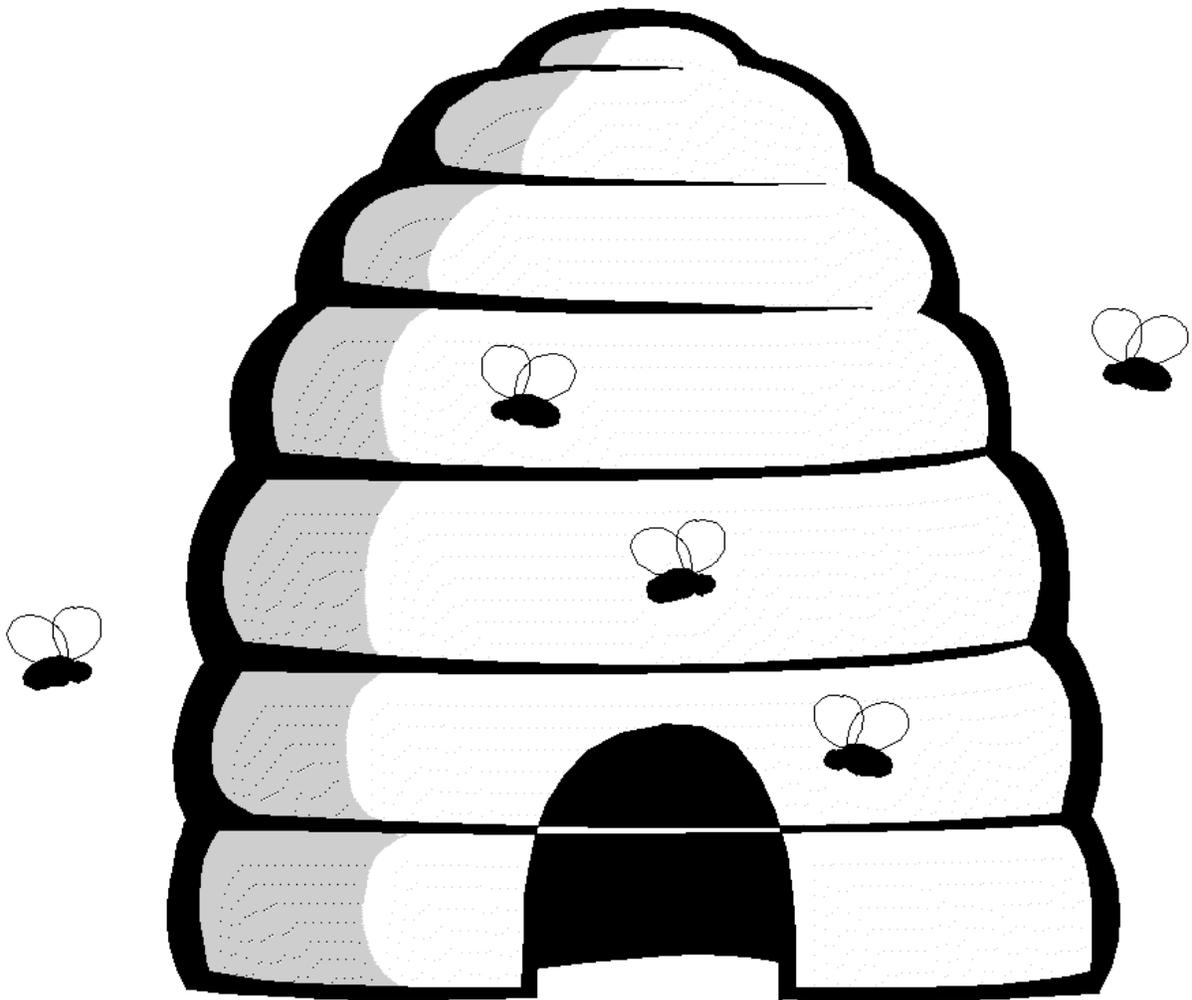
# **Mathematical Concepts Development Activities**

**Mathematical Concepts Development  
Bee Pattern**



# Mathematical Concepts Development

## Beehive Pattern



## Mathematical Concepts Development Fingerplay

### Five Little Monkeys

**Five** little monkeys jumping on the bed. (five fingers bouncing on opposite hand)  
One fell down and hurt his head. (one finger makes falling action)  
Mama called the doctor and the doctor said, (pretend to talk on telephone)  
“No more monkeys jumping on the bed!” (shake index finger)

**Four** little monkeys jumping on the bed. (four fingers bouncing on opposite hand)  
One fell down and hurt his head.  
Mama called the doctor and the doctor said,  
“No more monkeys jumping on the bed!”

**Three** little monkeys jumping on the bed. (three fingers bouncing on opposite hand)  
One fell down and hurt his head.  
Mama called the doctor and the doctor said,  
“No more monkeys jumping on the bed!”

**Two** little monkeys jumping on the bed. (two fingers bouncing on opposite hand)  
One fell down and hurt his head.  
Mama called the doctor and the doctor said,  
“No more monkeys jumping on the bed!”

**One** little monkey jumping on the bed. (One finger bouncing on opposite hand)  
One fell down and hurt his head.  
Mama called the doctor and the doctor said,  
“No more monkeys jumping on the bed!”

**Zero** little monkeys jumping on the bed. (make fist, with no fingers showing)  
No one fell down and hurt his head. (shake head)  
Mama called the doctor and the doctor said,  
“I’m glad those monkeys quit jumping on the bed!” (clap)

**Mathematical Concepts Development  
Cat Pattern**



## Mathematical Concepts Development

### Six Buzzing Bumblebees

#### Six Buzzing Bumblebees

Six buzzing bumblebees flying round the hive,  
*(Hold up six fingers)*

One buzzes off and that leaves five.  
*(Hold up five fingers of one hand.)*

Five buzzing bumblebees flying near my door,

One buzzes off and that leaves four.  
*(Bend down thumb.)*

Four buzzing bumblebees flying round a tree,

One buzzes off and that leaves three.  
*(Bend down pointer finger.)*

Three buzzing bumblebees in the sky so blue,

One buzzes off and that leaves two.  
*(Bend down middle finger.)*

Two buzzing bumblebees flying by the sun,

One buzzes off and that leaves one.  
*(Bend down ring finger.)*

One buzzing bumblebee looking for some fun,

It buzzes off, and that leaves none.  
*(Bend down little finger.)*

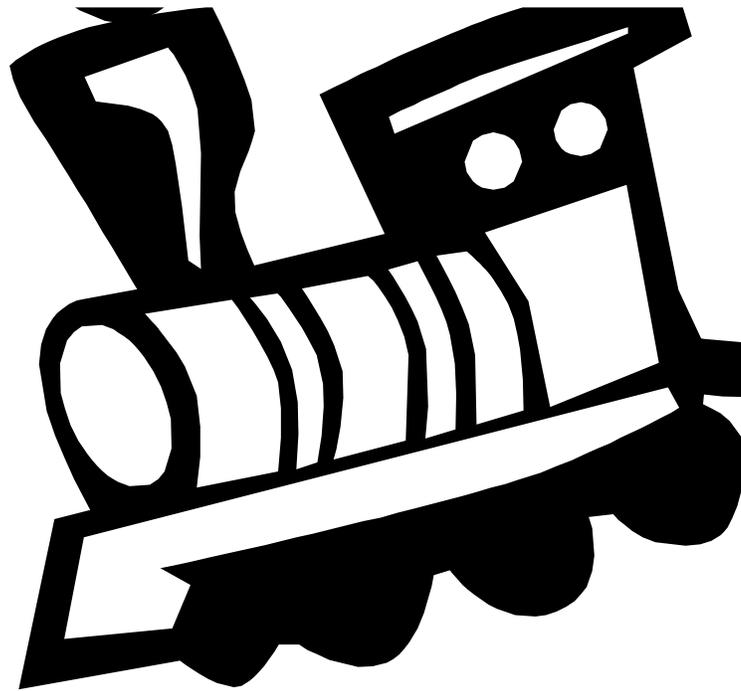
## Mathematical Concepts Development A Pattern Song

### *Head and Shoulders Knees and Toes*

*(Touch body parts as indicated.)*

Head and shoulders, knees and toes, knees and toes,  
Head and shoulders, knees and toes, knees and toes,  
Two eyes, two ears,  
A mouth and a nose.  
Head and shoulders,  
Knees and toes, knees and toes.

**Mathematical Concepts Development  
Train Pattern  
Engine**



**Mathematical Concepts Development**  
**Train Pattern**  
**Box Car(s)**



**Mathematical Concepts Development**  
**Train Pattern**  
**Caboose**



## Mathematical Concepts Development

### Positional Words

*Note: Place a toy dog (or any toy animal) on the table along with a small box open at one end. Use the toy and the box as you tell the child the following story:*

## Skipper

This is my dog. His name is Skipper.  
(Place dog on table.)

This is Skipper's house.  
(Place box on table.)

When it is cold outside, Skipper stays **in** his house.  
(Place dog in box.)

But sometimes my dog Skipper likes to play games.  
Sometimes he plays hide and seek and runs **behind** the house.  
(Place dog behind box.)

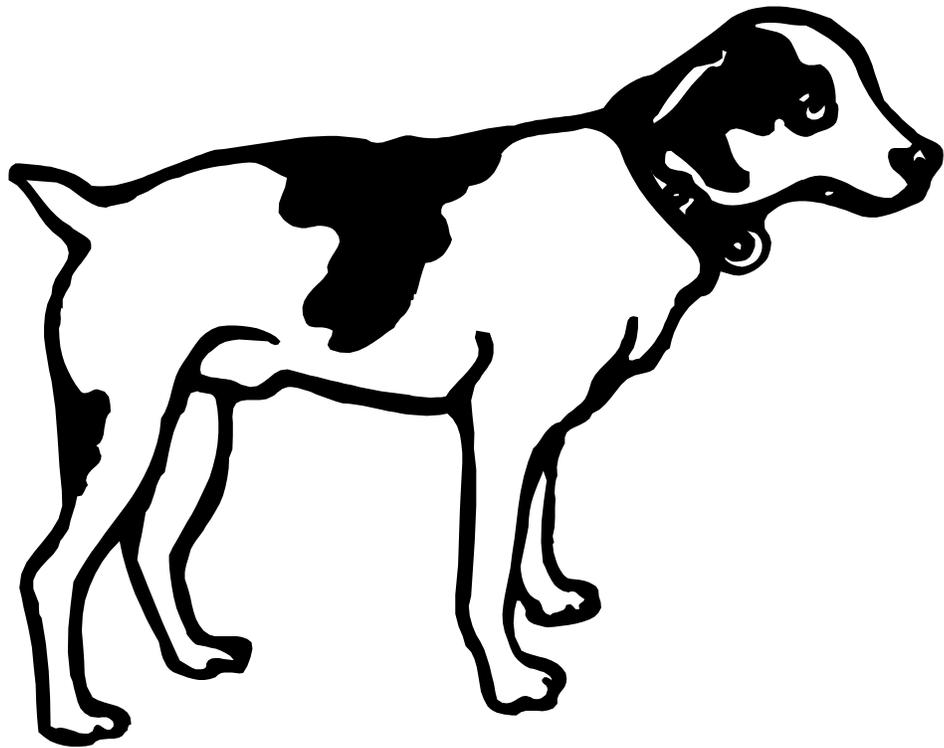
If Skipper does not want to play or talk to anyone, he digs **under** the house. (Place dog under box.)

If it is warm and sunny outside, Skipper lays **on** the house.  
(Place dog on box.)

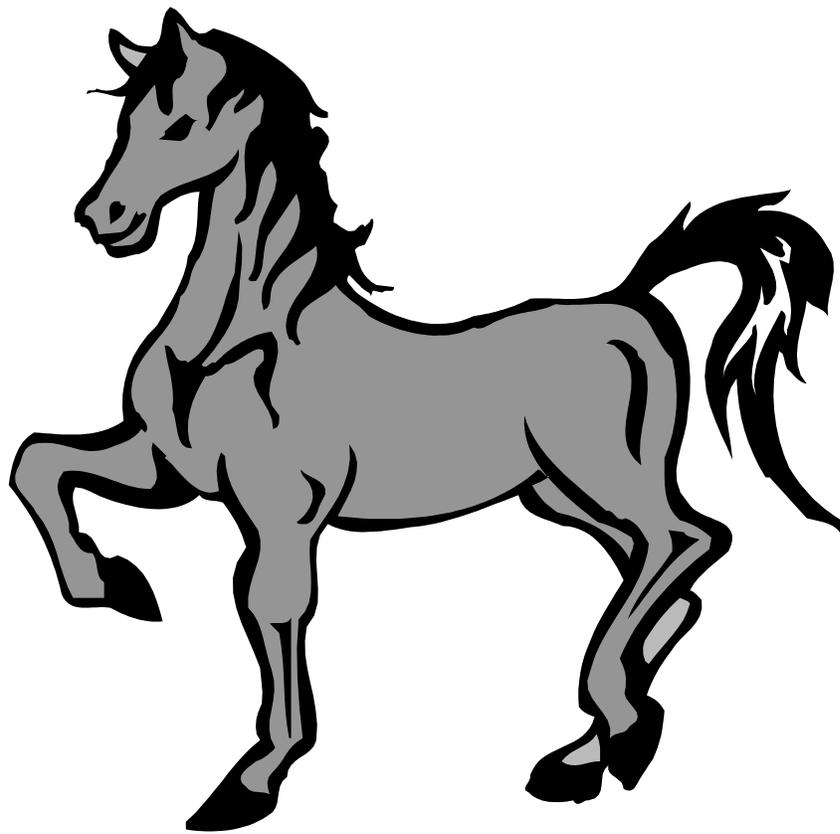
And if Skipper wants someone to pet him, he lays in **front** of his house. (Place dog in front of box.)

*Retell the story and have the child place the dog in the appropriate positions.*

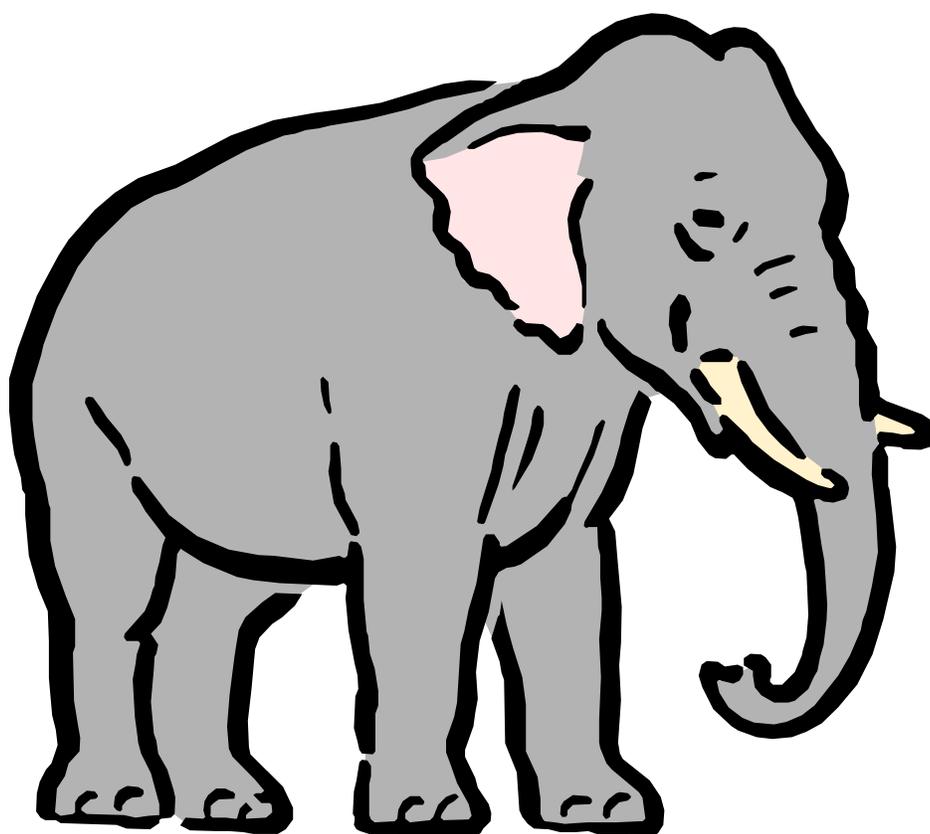
**Mathematical Concepts Development  
Dog Pattern**



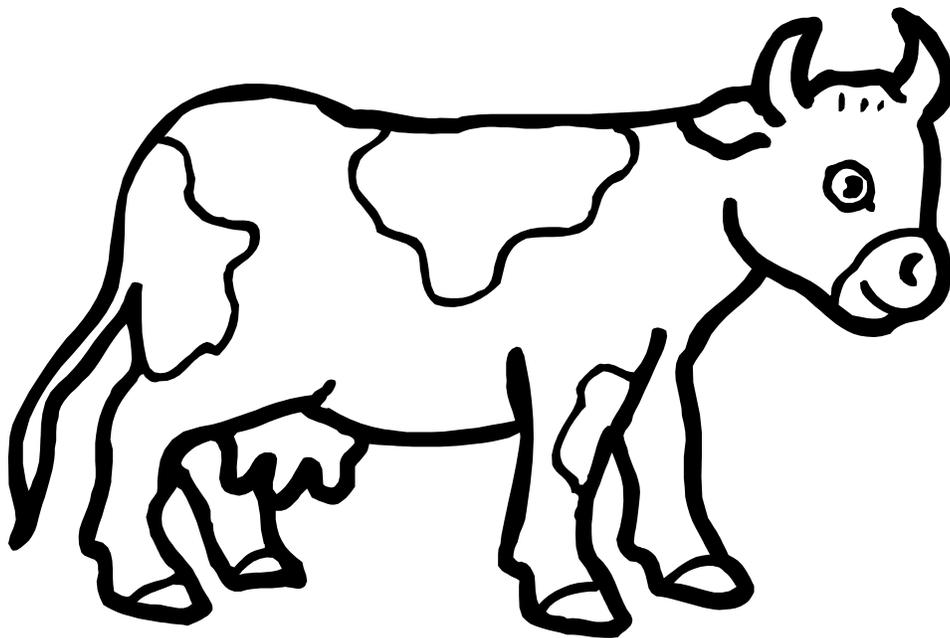
**Mathematical Concepts Development  
Horse Pattern**



**Mathematical Concepts Development  
Elephant Pattern**



**Mathematical Concepts Development  
Cow Pattern**



# **Scientific Investigation Activities**

## Scientific Investigation A Farm Song

### Old MacDONALD HAD A FARM

Old MacDonald had a farm,  
Ee-I-ee-I-oh.  
And on that farm he had a (cow or other animal).  
Ee-I-ee-I-oh.  
With a (animal sound, animal sound) here,  
And a (animal sound, animal sound) there,  
Here a (animal sound),  
There a (animal sound),  
Everywhere a (animal sound, animal sound).  
Old MacDonald had a farm,  
Ee-I-ee-I-oh.

## Scientific Investigation An Animal Rhyme

### **Tiny Tim**

There was a little turtle,  
His name was Tiny Tim.  
I put him in the bathtub to see if he could swim.  
He drank up all the water,  
He ate up all the soap,  
And now he's in the bathtub,  
With a bubble in his throat.  
Bubble, bubble, bubble,  
Bubble, bubble, bubble,  
Bubble, bubble, bubble,  
Bubble, bubble, **pop!**

## Scientific Investigations Turtle Fingerplay

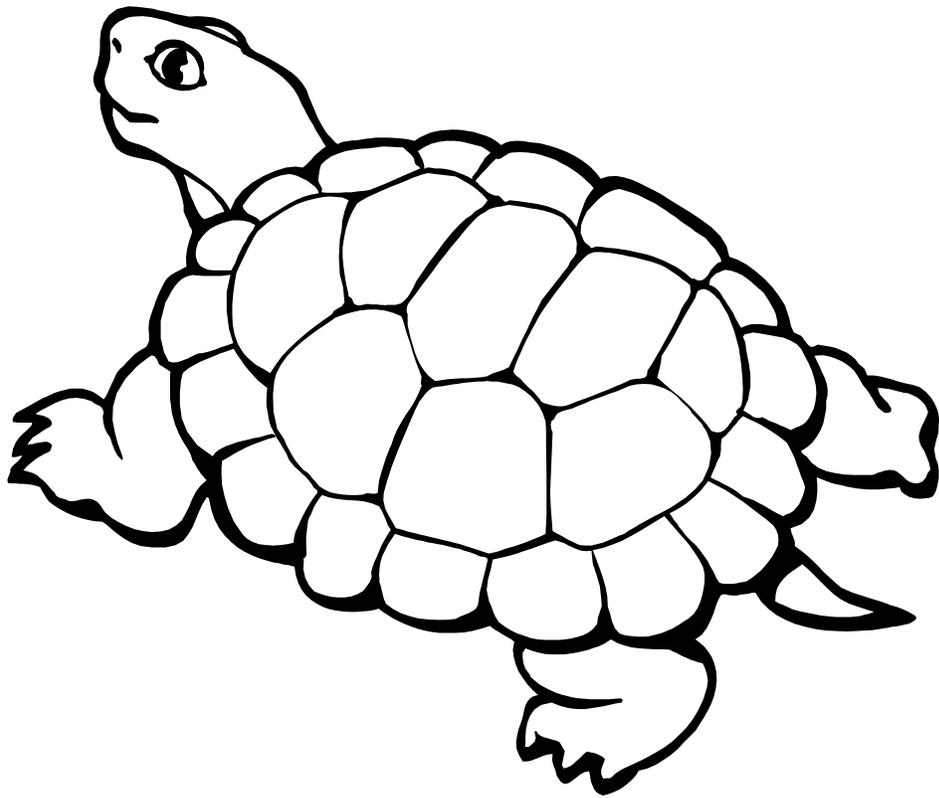
### A Little Turtle

There was a little turtle,  
*(Make small circle with hands.)*  
He lived in a box,  
*(Make a box with both hands.)*  
He swam in a puddle,  
*(Wriggle hands.)*  
And he climbed on the rocks.  
*(Climb fingers of one hand up over the other.)*

He snapped at a mosquito.  
*(Clap hands.)*  
He snapped at a flea.  
*(Clap hands.)*  
He snapped a minnow.  
*(Clap hands.)*  
And he snapped at me.  
*(Point at self.)*

He caught the mosquito.  
*(Hold hand up, palm forward;  
quickly bend fingers shut.)*  
He caught the flea.  
*(Repeat action.)*  
He caught the minnow,  
*(Repeat action.)*  
But he didn't catch me!  
*(Shake index finger and shake head for "no.")*

**Scientific Investigation  
Turtle Pattern**



## Scientific Investigation Life Science

### **OBSERVING EARTHWORMS**

#### **Getting started:**

- Digging up a few earthworms and placing them in a box can provide much fun and excitement for a young child.

#### **Inside Activity**

- Place the box of earthworms on the classroom table and invite the child to guess what's in the box. Give a few "clues" about earthworms.
- After guessing, open the box and pick one earthworm to place inside a clear plastic cup and give the cup to the child. Allow time for the child to observe the earthworm. Listen to his/her comments. Guide the child's thinking process by using the following comments and questions:
  - Tell me about the earthworm.
  - Does the earthworm have eyes, legs, a mouth?
  - Which way is the earthworm moving?
  - Do you want to feel the earthworm? What does the worm feel like?
  - Have you ever seen an earthworm outside?
  - What do you think earthworms like to eat?
  - Where do you think earthworms live?

#### **Center Connection**

- Place the earthworms in an uncovered plastic container and cover them gently with moist soil/planter mix. Lightly mix some food, coffee grounds, brown sugar, and chopped leaves into the moist soil.

#### **Outside Activity**

- Take the child outside and let him/her dig for worms.

## Scientific Investigation Living Things

### AN EAR OF CORN

Investigation: Exploring an ear of corn

Materials: Ears of corn in their husks, newspaper

#### **Inside Activity**

- Give the child an ear of corn and let him/her explore the corn and husk.
- Tell the child that corn grows on a tall plant. Watch and listen to what is said about the corn.
- Encourage the child to find out what is inside the corn husk.
- Use the following questions to guide the child's thinking process:
  - What does the husk feel like?
  - What does the silk feel like?
  - Why do you think the corn is covered with silk?
  - How does your Mom (or other adult) cook corn at home?
- After an exploration period, encourage the child to pull off the husk and silk. Encourage the child to put the silk in one pile and the husk in another.
- Have the child look at the corn kernels. Ask the child to tell you what the kernels look like. If a connection is not made to seeds, show him/her some seeds and ask if the corn kernels look like seeds.
- Ask the child if he/she has ever eaten corn on the cob?
- Cook the corn and enjoy it with the child at meal time.

#### **Center Connection**

- Put husks, silk, and one ear of corn in the science center with hand lenses.
- Place corn that has been prepared in a variety of ways (e.g., popcorn, creamed corn, corn on the cob, hominy, etc.) in the kitchen area for tasting.

#### **Outside Activity**

- If possible, take the child to a local field where corn is growing.

## Scientific Investigation

### Seasons

Find a special tree and enjoy the tree and the story with the child all year long.  
Below are related activities for each month of the year.

### The Surprise Tree

Out in the backyard  
There grows a big tree,  
Filled with surprises  
For sister/brother and me.

Whether it's  
Summer, Spring, Winter, or Fall,  
The tree keeps on giving  
Surprises to all.

In **Summer**, it spreads  
It's branches out wide,  
And gives us all shade  
When the temperatures rise.

In **Spring**, it bursts forth  
With blossoms of white,  
Filling my world  
With a magical sight!

In **Winter**, the tree  
Tries not to bend,  
As we string it with treats  
For our winter bird friends.

In **Fall**, it produces  
The best tasting treat,  
Shinny, red apples  
That fall at your feet.

- **January** - Let the child help you fill the tree with bird treats.
- **February** - Help the child measure the shadows that the tree casts.
- **March** - Let the child tie ribbons in the tree and watch them blow in the wind.
- **April** - Help the child set out nesting materials by the tree, to encourage birds to build a nest in the tree, such as, string, yarn, hay and small sticks.
- **May** - Look for trees in your neighborhood that have blossoms.
- **June** - Show the child how to do rubbings from the bark on the tree.
- **July** - Encourage the child to enjoy the shade from the tree.
- **August** - Hang small metal objects (pie pans) down from the branches of the tree with string. Give the child a spoon and show him/her how to hit the metal objects to create musical sounds.
- **September** - Have the child collect leaves from trees and name their colors.
- **October** - Enjoy juicy apples that come from apple trees.
- **November** - Look for treasures in trees. Can the child find any nuts hidden there by squirrels?
- **December** - String lights or decorations on the tree for the holidays.

## Scientific Investigation

### Weather

#### A Cloud

What's fluffy, white, and floats up high  
(*Point upward.*)

Like a giant cotton ball in the sky?  
And when the wind blows hard and strong,  
What very gently floats along?  
(*Wave hands up and down.*)

What brings the rain? What brings the snow  
That showers on us down below?  
(*Flutter fingers downward*)

When you look up in the bright, blue sky,  
What is that thing you see float by?  
(*Look upward and say, "A Cloud."*)

#### Thunderstorm

Boom, bang, boom, bang!  
(*Make sounds with hands and feet.*)  
Rumpety, lumpety, bump!  
Zoom, zam, zim, zam!  
Clippity, clappity, clump!  
Rustles and bustles,  
And switches and zings!  
What wonderful sounds  
A thunderstorm brings!

## Scientific Investigation Weather

### What's the Weather

What's the weather, do you know?  
Is the sun out?  
Is there rain all about?  
Or is there snow?

### When I Look into the Sky

When I look into the sky  
I can see the clouds go by.  
*(Look upward.)*

They don't even make a sound  
As the winds push them around.  
*(Sweep arms back and forth.)*

Some go fast and some go slow.  
I wonder where the clouds all go.  
*(Tilt head to one side.)*

### Clouds

A thunderstorm brings  
Clouds in the sky, all fluffy and white,  
They hide the sun that shines so bright.  
*(Pretend to float like a cloud.)*  
They float about the sky so blue,  
And form so many fantastic shapes too.  
*(Stretch body into different shapes.)*

## Scientific Investigation

### Weather

#### Pretty Rainbow

Pretty rainbow,  
pretty rainbow  
In the sky.  
Are you spun of  
Sunset colors  
Left to dry?  
Did the fairy raindrops  
Wash and hang you there,  
Like a gown of garden flowers  
In the air?

Little children,  
Little children,  
It is true.  
I am made of  
Sunset colors,  
Cloud, and dew.

Mother Sun will dry me well,  
For you can guess  
I'm the little summer evening's  
Best new dress!

#### The Itsy Bitsy Spider

The itsy bitsy spider  
Went up the water spout.  
Down came the rain  
And washed the spider out!  
Out came the sun  
And dried up all the rain  
And the itsy bitsy spider  
Went up the spout again.

## Scientific Investigation Time Related Rhymes

### **Twinkle Twinkle Great Big Star**

*Adaptation of Twinkle, Twinkle Little Star*

Twinkle, Twinkle, Great Big Star!  
I can see you! There you are!  
I see you,  
You are so bright.  
You keep me awake at night!  
Twinkle, Twinkle, Great Big Star!  
I can see you! There you are!

### **Hey, Diddle, Diddle**

Hey, Diddle, Diddle, the cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed to see such sport,  
And the dish ran away with the spoon.

### **Wee Willie Winkie**

Wee Willie Winkie runs through the town,  
Upstairs and downstairs in his nightgown.  
Rapping at the window, crying through the lock,  
Are the children all in bed? For now it's eight o'clock!

## Scientific Investigation Textured Materials

### My Favorite Rock

#### Outside Activity

- Give the child a bag and take him/her on a rock hunt. Pick a location where there are rocks or scatter some rocks ahead of time. If there are no interesting rocks where you are, this activity works well with leaves, shells, seedpods, twigs, or other natural materials. You can also use food (e.g., apples, oranges, or peanuts in shell).

#### Inside Activity

- The child will find all kinds of rocks. As he/she talks about the different rocks, repeat some of his/her language. Use the following questions and comments to guide the child's thinking process.
  - Show and tell me about the rock you like the best.
  - Is your favorite rock big/small, heavy/light, or smooth/rough?
- Encourage the child to call his/her favorite rock "my pet rock." Write the child's name on the rock using a permanent magic marker. Tell the child that you are going to play a game with the other children. (e.g., This is your pet rock. In a few minutes, everyone will place his/her pet rock together in a pile.) Collect the rocks and let each child try to find his/her own rock. If the child has trouble finding his/her rock, ask guiding questions about his/her rock. (e.g., Was your rock big/small, heavy/light, or smooth/rough?)
- Have the child place his/her rock into a box or pan for further investigation. Put the pan of rocks in the science center along with hand lenses and a balance scale.

#### Center Connection

- Provide play dough and allow the child to experiment making rock prints.

## Scientific Investigation Simple Investigations

### RAMPS

#### **Inside Activity**

Show the child how to make a ramp by taping the top of a paper towel tube to a block. Let children experiment by rolling various objects down his/her ramp. Watch what the child does and listen to what he/she says before you ask questions such as.

- Which object went the farthest?
- Why do you think the \_\_\_\_\_ went farther than the \_\_\_\_\_?
- What do you think will happen if I put another block under the ramp like this?

Build an obstacle ramp with chairs, tables, wood boards, toys, etc.

#### **Outside Activity**

Place long boards, large blocks and balls together so the child can experiment further with ramps.

#### **Center Connection**

Add pieces of pressboard or plywood to the block area for the children to use as ramps. Ask question such as:

- What objects rolled the fastest?
- What objects rolled the slowest?
- What objects were the most fun to watch as they rolled down the ramp?  
Why?

**Scientific Investigation  
Health and Safety Practices  
Personal Care**

**Washing Your Hands and Face**

If you wash your hands and face every day,  
*(Pretend to wash hands and face.)*  
If you wash your hands and face in this way,  
*(Pretend to wash hands and face.)*  
Then your skin will have a healthy glow,  
And everyone will know,  
That you wash your hands and face every day!

**Brush Your Hair**

*(Do actions as rhyme indicates.)*  
Brush your hair every day,  
Part it, braid it, brush it back,  
But always keep it neat.  
Brush it once, brush it twice,  
Keep it nice and clean.  
Brush and brush the tangles out  
And see the lovely sheen!

**When You Cough**

*(Do actions as rhyme indicates.)*  
When you cough,  
Or when you sneeze,  
Cover your mouth,  
If you please.

**Scientific Investigation  
A Fire Safety Song**

## **What Do I Do?**

*Sing to the tune of “Skip to My Lou.”*

I found matches what do I do?  
I found matches what do I do?  
I found matches what do I do?  
I’ll throw them away or give them to you.

I see a fire, what do I do?  
I see a fire, what do I do?  
I see a fire, what do I do?  
I’ll get help! That’s what I’ll do.

If my clothes catch on fire  
If my clothes catch on fire  
If my clothes catch on fire  
I’ll know just what to do.

Stop, drop, lay down, and roll  
Stop, drop, lay down, and roll  
Stop, drop, lay down, and roll  
This is what we all should do.

# **Social/Emotional Development Activities**

## Social Development Awareness of Others

### Shake A Hand

*(Sing to the tune of “Buffalo Gals”)*

Everybody shake a hand,  
Shake a hand,  
Shake a hand.

Everybody shake a hand,  
And walk around the room.

*(Shake children’s hands as you walk around the room.)*

Everybody give high fives.  
*(Slap hands together in the air.)*

Everybody scratch a back.  
*(Scratch each other’s backs.)*

Everybody give a hug,  
Give a hug,  
Give a hug.  
Everybody give a hug,  
And then you take a seat.  
*(Give hugs and end by sitting down.)*

**Social/Emotional Development**  
**Awareness of Others**  
Activity and Fingerplay

**Hello, Neighbor!**

Hello, Neighbor!

*(Wave to friend.)*

What do you say?

*(Give a high five.)*

It's going to be a happy day.

*(Point to mouth and smile broadly.)*

Greet your neighbor.

*(Shake hands.)*

Boogie on down.

*(Wiggle hips.)*

Give a bump,

*(Bump hips.)*

And turn around.

*(Turn around, move to a new friend, and repeat.)*

***If I Were...***

If I were an astronaut,

What would I do?

Blast off to the moon, *(Jump up as high as possible.)*

Then look down at you. *(Hold hand above eyes and look down.)*

If I were a baker, *(Pretend to put on apron)*

What would I do?

Bake lots of cookies *(Make a circle with hands.)*

For me and you. *(Point to self and a friend.)*

If I were a dentist, (*Look in friend's mouth.*)  
What would I do?  
I'd clean your teeth (*Pretend to clean friend's teeth.*)  
Because that's good for you!

If I were a farmer, (*Pretend to remove hat; wipe forehead.*)  
What would I do?  
I'd rise up early every day, (*Yawn and stretch.*)  
And milk the cows for you. (*Pretend to drink glass of milk.*)

If I were a pilot, (*Pretend to fly.*)  
What would I do?  
I'd climb into the cockpit, (*Pretend to climb into cockpit.*)  
And fly my plane for you.

If I were a secretary, (*Pretend to type.*)  
What would I do?  
Answer the phone, (*Pretend to hold phone to ear.*)  
Saying, "How do you do?"

## Social/Emotional Development Transition Songs

The song below can be used when it is time to transition to another activity. This song can be sung to the tune of “The Farmer in the Dell.”

It is time to go (location),  
It is time to go (location),  
Clean up, clean up, clean up, clean up, clean up!  
It is time to go (location)!

Line up to go (location).  
Line up to go (location).  
Line up (child’s name),  
Line up (child’s name),  
Line up to go (location)!

We’re going (location) to (activity)!  
We’re going (location) to (activity)!  
Oh me, oh my, oh me, oh my,  
We’re going (location) to (activity)!

### Circle Time

Sometimes my hands go  
clap, clap, clap.  
*(Clap hands.)*  
Sometimes I rest them in my lap.  
*(Rest hands in lap.)*  
Right now they’re quiet as hands can be.  
My teacher is so proud of me!  
*(Smile broadly!)*

## **Social/Emotional Development Transition Songs**

### **I Wiggle**

*(Wiggle the body parts.)*

I wiggle my fingers, I wiggle my toes.  
I wiggle my shoulders,  
I wiggle my nose.  
Now no more wiggles are left in me,  
So I will sit as still as can be.

### **Two Little Feet**

Two little feet go stamp, stamp, stamp.  
Two little hands go clap, clap, clap.  
One little body turns round and round.  
One little body sits quietly down.

## Social/Emotional Development Personal Space Boundaries

### Where Are My Hands?

*(Do actions as rhyme indicates.)*

(child's name) hands are up and  
(child's name) hands are down.  
(child's name) hands are dancing  
All around the town.

Dancing on my tummy,  
Dancing on my toes,  
Dancing on shoulders,  
And dancing on my nose.

(child's name) hands are up and  
(child's name) hands are down.  
(child's name) hands are dancing  
All around the town.

Dancing on my knees,  
Dancing on my hips,  
Dancing on my shoulders,  
And dancing on my lips.  
*(Blow kisses.)*

# **Physical Development Activities**

## **Physical Development Movement Songs and Games**

### **Hokey Pokey**

You put your right hand in,  
You take your right hand out,  
You put your right hand in and  
You shake it all about.  
You do the Hokey Pokey and you turn yourself around,  
That's what it's all about.

You put your left hand in,  
You take your left hand out,  
You put your left hand in and  
You shake it all about.  
You do the Hokey Pokey and you turn yourself around,  
That's what it's all about.

### ***We've Got the Whole World in Our Hands***

We've got the whole world in our hands.  
We've got the whole world in our hands.  
We've got the whole world in our hands.  
We've got the whole world in our hands.

We've got the little bitty babies in our hands.  
We've got the little bitty babies in our hands.  
We've got the little bitty babies in our hands.  
We've got the whole world in our hands.

## Physical Development Movement Songs and Games

### *The Farmer in the Dell*

The farmer in the dell.  
The farmer in the dell.  
Hi-ho! The derry oh!  
The farmer in the dell.

The farmer takes a wife.  
The farmer takes a wife.  
Hi-ho! The derry oh!  
The farmer takes a wife.

The wife takes a child...  
The child takes a dog...  
The dog takes a cat...  
The cat takes a rat...  
The rat takes the cheese...

The cheese stands alone.  
The cheese stands alone.  
Hi-ho! The derry oh!  
The cheese stands alone.

### *Follow the Leader*

Form a line and lead the children around the room or playground using various body movements. The children will imitate the teacher/caregiver (e.g., hold your hands above your head, place your hands on your hips, etc.).

### *London Bridge*

*(Two children make a bridge with clasped hands.)*

London Bridge is falling down.

Falling down, falling down.

London Bridge is falling down.

*(Children walk under bridge.)*

My fair lady!

*(Catch, hug, and release the last child.)*

## Physical Development Movement Songs and Games

### *The Elephant*

The elephant walks like this and that;  
(Walk back and forth on all fours.)  
He's very tall,  
(Stand and stretch arms up.)  
And he's very fat.  
(Stretch arms out to sides.)  
He has no fingers  
(Hold hands up, making fists to hide fingers.)  
But he does have toes,  
(Reach down and touch toes)  
And, goodness gracious, what a nose!  
(Grab nose between fingers and thumb of left hand and  
insert right arm through loop to form elephant's trunk.)

### Right Hand, Left Hand

This is my right hand,  
I'll raise it up high. (Raise right hand.)

This is my left hand,  
I'll touch the sky. (Raise left hand.)

Right hand, (Show right palm.)  
Left hand, (Show left palm.)  
Roll them around. (Roll hands.)

Left hand, (Show left palm.)  
Right hand, (Show right palm.)  
Pound, pound, pound. (Pound fists together.)

**APPENDIX D**

**Transportation Guidelines**

# Guideline for the Safe Transportation of Pre-school Age Children in School Buses

National Highway Traffic Safety Administration  
February 1999

## Introduction

School age children transported in school buses are safer than children transported in motor vehicles of any other type. Large school buses provide protection because of their size and weight. Further, they must meet minimum Federal Motor Vehicle Safety Standards (FMVSSs) mandating compartmentalized seating, improved emergency exits, stronger roof structures and fuel systems, and better bus body joint strength.

As more pre-school age children are transported to school programs, often in school buses, the public is increasingly asking the National Highway Traffic Safety Administration (NHTSA) about how to safely transport them. To help answer these questions, NHTSA conducted crash testing of pre-school age size dummies in school bus seats. The test results showed that pre-school age children in school buses are safest when transported in Child Safety Restraint Systems (CSRSs) that meets FMVSS 213, Child Restraint Systems, and are correctly attached to the seats.

Based on its research, NHTSA recommends pre-school age children transported in school buses always be transported in properly secured CSRSs. In partial response to questions from school (and child care) transportation offices, this Guideline seeks to assist school and other transportation managers in developing and implementing policies and procedures for the transportation of pre-school age children in school buses.

Note: The proper installation of CSRSs necessitates that a school bus seat have safety belts or other means of securing the CSRS to the seat. NHTSA recommends that lap belts or anchorages designed to meet FMVSS 225, Tether Anchorages and Child Restraint Anchorage Systems, be voluntarily installed to secure CSRSs in large school buses.

## **RECOMMENDATIONS FOR THE TRANSPORTATION OF PRE-SCHOOL AGE CHILDREN IN SCHOOL BUSES**

When pre-school age children are transported in a school bus, NHTSA recommends these guidelines be followed:

- (1) Each child should be transported in a Child Safety Restraint System (suitable for the child's weight and age) that meets applicable Federal Motor Vehicle Safety Standards (FMVSSs).

- (2) Each child should be properly secured in the Child Safety Restraint System.
- (3) The Child Safety Restraint System should be properly secured to the school bus seat, using anchorages that meet FMVSSs.

### **Child Safety Restraint System Defined**

A Child Safety Restraint System is any device (except a passenger system lap seat belt or lap/shoulder seat belt), designed for use in a motor vehicle to restrain, seat, or position a child who weighs less than 50 pounds.

## **Child Safety Restraint Systems Guideline**

### **1. Child Safety Restraint System Specifications**

The provider of the CSRS should ensure:

Each pre-school age child to be transported has a CSRS appropriate for the child's weight, height, and age.

Each CSRS meets all applicable FMVSSs (look for the manufacturer's certification on the label attached to the system).

Each CSRS has been registered with the CSRS's manufacturer to facilitate any recalls the manufacturer might conduct.

If the CSRS is the subject of a recall, any necessary repairs or modifications have been made to the manufacturer's specifications.

Each CSRS is maintained as recommended by its manufacturer, including disposal of any CSRS that has been involved in a crash.

### **2. Proper Securement**

The transportation provider should ensure:

The CSRS is used and secured correctly in the school bus.

Each child is secured in CSRSs according to manufacturer's instructions.

All CSRS attachment hardware and anchorage systems meet FMVSS 210, Seat Belt Assembly Anchorages or FMVSS 225, Tether Anchorages and Child Restraint Anchorage Systems.

School bus seats designated for CSRSs meet FMVSS 225, or include lap belts that meet FMVSS 209, Seat Belt Assemblies, and anchors that meet FMVSS 210 (designed to secure adult passengers or CSRS).

Personnel responsible for securing CSRSs onto school bus seats and children into CSRSs are properly trained and all personnel involved with CSRSs are provided up-to-date information and training.

When transported in the school bus, pre-school age children are supervised according to their developmental and functioning level.

### **3. School Bus Seats Designated for Child Safety Restraint Systems**

The transportation provider should ensure:

School-bus seats designated for CSRSs are located starting at the front of the vehicle to provide drivers with quick access to and a clear view of the CSRS occupants.

CSRS anchorages on school bus seats should meet all applicable FMVSSs.

When ordering new school buses, the maximum spacing specified under FMVSS No. 222, School Bus Passenger Seating and Crash Protection, (within 24 inches from the seating reference point) is recommended for seats designated for CSRSs to provide adequate space for the CSRSs.

The combined width of CSRS and/or other passengers on a single seat does not exceed the width of the seat.

If other students share seats with the CSRSs, the CSRSs are placed in window seating position.

### **4. Retrofitting School Buses**

The transportation provider should ensure:

Existing school bus seats should only be retrofitted with lap belts or child restraint anchorages as instructed by the school bus manufacturer.

When a school bus is retrofitted with a seat to allow for proper securement of a CSRS, instructions obtained from the school bus or seat manufacturer on how to install the seat and restraint systems should be followed.

When a school bus is retrofitted, the bus owner should ensure that seat spacing is sufficient for the CSRS to be used.

### **5. Evacuation**

The transportation provider should ensure:

The establishment of a written plan on evacuating pre-school age children and other passengers in CSRSs in the event of an emergency. This written plan should be provided to drivers, monitors, and emergency response personnel. The plan should explicitly state how children (both in and out of the CSRS) should be evacuated from the school bus.

Evacuation drills are practiced on a scheduled basis, at least as often as that required for the school system's school-aged children.

All personnel involved in transporting children are trained in evacuation and emergency procedures, including those in the written school bus evacuation plan.

All school buses carrying children in CSRSs carry safety belt cutters that are accessible only to the driver and any monitors.

CSRSs are not placed in school bus seats adjacent to emergency exits.

Local emergency response teams are provided copies of the written school bus evacuation plan, including evacuation of pre-school age children. Emergency response personnel should be invited to participate in evacuation drills.

## **6. Other Recommendations**

The school transportation provider should establish a policy on whether they or the child's guardian must supply a CSRS to be used on a school bus. School bus purchases should be based on the needs of a projected student population, taking into consideration projected ages, sizes, and other characteristics of the students, including any special needs, and whether pre-school age children or medically fragile students will be transported.

Specified procedures should be established for loading and unloading children in CSRSs.

Procedures should be established for the periodic maintenance, cleaning, and inspection for damage of CSRSs. Procedures should be established to train personnel involved in direct service delivery of infants, toddlers, and pre-school children on the physical day-to-day handling of these young children and means to handle potential exposure to contagious and communicable diseases.

When school bus procedures are established, it should be noted that some children in CSRSs may have special needs, including medical fragility, that must be addressed on a child-by-child basis.