

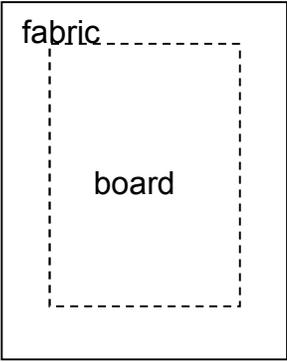
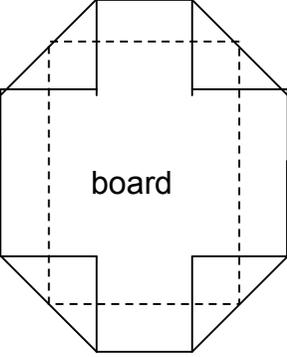
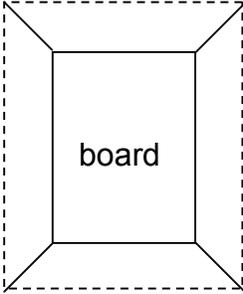
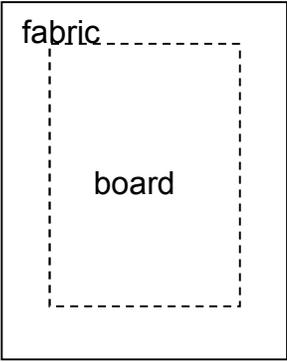
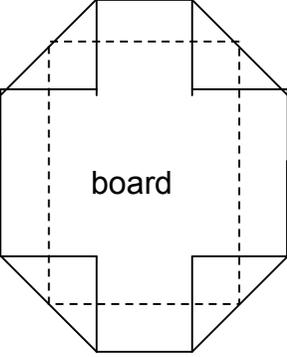
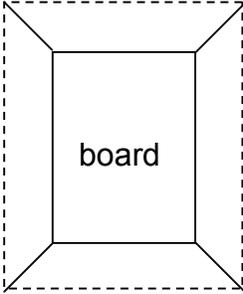
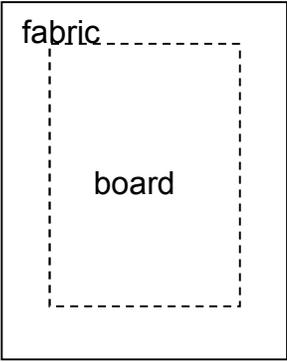
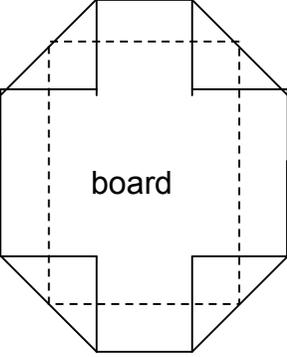
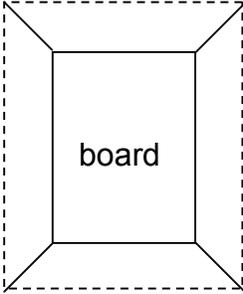


Adventures in Learning Curriculum Tips and Techniques

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| <p><u>Introduction</u></p> | <p>As Adventures in Learning was being developed, it was decided that a collection of tips and techniques would be beneficial to teachers and caregivers as they implement the curriculum. The suggested tips and techniques are divided into four major categories :</p> <ul style="list-style-type: none"> • Learning Environment • Program of Activities • Assessment • Families <p>A list of resources available from the Division of Child Care and Early Childhood Education is included.</p> <p>You are invited to review the tips and techniques and the list of resources and select those that will be most helpful to you.</p> | | | |
| <p><u>Collecting and using recyclable materials and found objects</u></p> | <p>Enhance your learning environment and curriculum by collecting and using safe recyclable materials and found objects.</p> <ul style="list-style-type: none"> • Involve families in collecting items for the classroom. • Send home a paper sack with a list of items you need attached to it. Ask families to return the items in the sack. • Contact local businesses for materials. • Collect only those items that you can store until you have a need for them. • Check all items for safety and cleanliness. <p>Suggested list of recyclable materials and found objects to collect:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> clear plastic bottles, plastic peanut butter jars, butter/margarine tubs, cool whip tubs, yogurt containers, plastic detergent scoops, cracker and cereal boxes, milk jug caps, paper towel rolls, boxes of all sizes, artificial flowers, plastic vases, magazines, catalogs, recycled paper, cardboard, envelopes, junk mail, stickers, mock credit cards from junk mail, mailing tubes, menus, calendars, memo pads, address books, greeting cards, old blueprints, logos from local businesses, telephones, briefcases </td> </tr> <tr> <td style="padding: 5px;"> items from nature: shells, rocks, feathers, pine cones, leaves, dried flowers, wood scraps, 6" tree cuttings </td> </tr> <tr> <td style="padding: 5px;"> yarn, ribbon, netting, lace, fabric and felt scraps, wallpaper samples, carpet squares, paint chip samples, PVC pipe & connections </td> </tr> </table> | clear plastic bottles, plastic peanut butter jars, butter/margarine tubs, cool whip tubs, yogurt containers, plastic detergent scoops, cracker and cereal boxes, milk jug caps, paper towel rolls, boxes of all sizes, artificial flowers, plastic vases, magazines, catalogs, recycled paper, cardboard, envelopes, junk mail, stickers, mock credit cards from junk mail, mailing tubes, menus, calendars, memo pads, address books, greeting cards, old blueprints, logos from local businesses, telephones, briefcases | items from nature: shells, rocks, feathers, pine cones, leaves, dried flowers, wood scraps, 6" tree cuttings | yarn, ribbon, netting, lace, fabric and felt scraps, wallpaper samples, carpet squares, paint chip samples, PVC pipe & connections |
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| | <p>dress-up clothes for males and females: shoes, purses, vests, ties, scarves, dance costumes, shirts, gloves, wallets (Children’s size 10-12 clothing works well. If adult clothing is used, shorten length of item and of sleeves for safety and ease of use by children) hair dryers (minus cords)</p> <p>pictures from magazines and catalogs that reflect real people, not cartoon characters, pictures that show people of different races, cultures, ages, abilities and gender in non-stereotyping roles</p> |
| <p><u>Making charts</u></p> | <p>Create charts to promote language and literacy learning.</p> <ul style="list-style-type: none"> • Charts can be made for Mother Goose rhymes, poems and recipes. • Use both upper and lower case letters. Use upper case letters for the beginning of a sentence and proper names. • Use extra spacing between words and between lines. • Include some illustrations. <div data-bbox="1040 669 1471 1194" style="border: 1px solid black; padding: 10px;">  <p>Twinkle, Twinkle Little Star</p> <p>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!</p> </div> |
| <p><u>Making felt/Velcro board stories with patterns</u></p> | <ul style="list-style-type: none"> • Run copies on cardstock (index paper or tag board). • Color pieces with markers or color pencils (may not be as bright). • When putting two large pieces together, use a glue stick to prevent pieces from wrinkling when laminating. • Laminate story objects. You may cut pieces before or after laminating. • Attach Velcro dots or pieces to back of each object. <p>Note: Characters for storytelling should be large and visible for all children listening to the story. Patterns may be enlarged if preferred.</p> <p>Remember that patterns are <u>not</u> to be used for children’s art projects!</p> |

Directions to Make a Story Board

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| | <div style="text-align: center;"> <p>Directions to Make a Story Board</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="483 304 998 699"> <p>Choose a board (plywood, foam board, or 2-3 layers of corrugated cardboard).</p> <p>Size should be approximately 2' x 3'.</p> <p>Fabric can be either felt or Velcro. Make sure the board is 2-3 inches smaller than your fabric on all four sides. Lay your fabric face down and place the board in the center.</p> </td> <td data-bbox="998 304 1487 699" style="text-align: center;">  </td> </tr> <tr> <td data-bbox="483 699 998 1129"> <p>Fold the corners of the fabric in to the corners of the board. Fasten the corners with tape.</p> </td> <td data-bbox="998 699 1487 1129" style="text-align: center;">  </td> </tr> <tr> <td data-bbox="483 1129 998 1497"> <p>Fold the top and bottom edges in and fasten them to the board with tape. Fold the sides in and fasten them to the board with tape also.</p> <p>Tape all fabric edges securely so there are no loose edges.</p> <p>Turn your story board over and tell a story!</p> </td> <td data-bbox="998 1129 1487 1497" style="text-align: center;">  </td> </tr> </table> | <p>Choose a board (plywood, foam board, or 2-3 layers of corrugated cardboard).</p> <p>Size should be approximately 2' x 3'.</p> <p>Fabric can be either felt or Velcro. Make sure the board is 2-3 inches smaller than your fabric on all four sides. Lay your fabric face down and place the board in the center.</p> |  | <p>Fold the corners of the fabric in to the corners of the board. Fasten the corners with tape.</p> |  | <p>Fold the top and bottom edges in and fasten them to the board with tape. Fold the sides in and fasten them to the board with tape also.</p> <p>Tape all fabric edges securely so there are no loose edges.</p> <p>Turn your story board over and tell a story!</p> |  |
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| <p><u>Setting up the classroom in learning centers or interest areas</u></p> | <p>Arrange your classroom in learning centers, each accommodating a small number of children.</p> <p>Learning Centers</p> <ul style="list-style-type: none"> • Create small groups in which children can feel comfortable • Allow children to explore, experiment, construct and create • Encourage children to make choices • Support children's independence • Provide an environment in which children can concentrate on their work | | | | | | |

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| | <p>Space, available materials, and number of children in the classroom will determine the number of learning centers you make available to the children. It is suggested that each classroom include at least five learning centers, with seven a preferred number.</p> <p>The first five centers listed below are absolutely essential to have available to children each day.</p> <table border="1" data-bbox="483 407 1487 1482"> <tr> <td data-bbox="483 407 1487 527"> <p>✓ dramatic play/home living: child-sized housekeeping furniture, dolls, doll clothes and blankets, dress-up clothes, kitchen utensils, telephones, theme boxes such as tea party, restaurant, farm, doctor's office, beauty shop</p> </td> </tr> <tr> <td data-bbox="483 527 1487 653"> <p>✓ block area: wooden unit blocks (shapes such as rectangles, squares, triangles and cylinders), homemade blocks, small animals, vehicles, people and traffic signs</p> <p>✓</p> </td> </tr> <tr> <td data-bbox="483 653 1487 835"> <p>✓ art area: drawing materials such as crayons, non-toxic markers, pencils paints: tempera paint, brushes, watercolor paints, finger paint collage materials: paper, scraps of ribbon, lace, paper scraps, paper shapes play dough (homemade is best), small rollers, cookie cutters, plastic knives essentials: variety of paper, blunt-tip scissors, school glue, easel</p> </td> </tr> <tr> <td data-bbox="483 835 1487 926"> <p>✓ manipulatives: wooden puzzles, stringing beads, pegs and pegboards, interlocking blocks, Lincoln logs</p> <p>✓</p> </td> </tr> <tr> <td data-bbox="483 926 1487 1083"> <p>✓ library/book nook: children's books stored so covers are visible some books that relate to topic of study language materials such as discussion pictures and posters, felt or magnetic boards and storytelling figures</p> </td> </tr> <tr> <td data-bbox="483 1083 1487 1234"> <p>✓ sand tub and toys such as plastic containers, measuring cups, funnels, shovels, molds, small vehicles, animals aquarium gravel, bird seed, or deer corn can sometimes be substituted for sand</p> </td> </tr> <tr> <td data-bbox="483 1234 1487 1325"> <p>✓ water tub and toys such as plastic containers, funnels, sieves, plastic colanders, measuring cups, plastic boats, vinyl animals</p> <p>✓</p> </td> </tr> <tr> <td data-bbox="483 1325 1487 1482"> <p>✓ discovery/science: collections such as shells, rocks, pinecones, leaves, feathers living things such as plants and fish to care for magnifying glass, balance scale</p> </td> </tr> </table> <p>Create portable learning centers if space does not allow more than the five essential centers to be permanently set up at one time.</p> <ul data-bbox="526 1619 1487 1902" style="list-style-type: none"> • Provide sand tubs which can be stored and brought out and placed on a low table during the time children are in learning centers. • Provide water tubs which can be brought out and filled with water and placed on a low table. Empty, sanitize and wipe out the water tub each day. • Add props to both sand and water tubs. • Place a beach towel or a vinyl tablecloth on the table under the sand and water tubs to make cleaning up easier. • Store materials for science/discovery in boxes or tubs and bring out and place on a low table. | <p>✓ dramatic play/home living: child-sized housekeeping furniture, dolls, doll clothes and blankets, dress-up clothes, kitchen utensils, telephones, theme boxes such as tea party, restaurant, farm, doctor's office, beauty shop</p> | <p>✓ block area: wooden unit blocks (shapes such as rectangles, squares, triangles and cylinders), homemade blocks, small animals, vehicles, people and traffic signs</p> <p>✓</p> | <p>✓ art area: drawing materials such as crayons, non-toxic markers, pencils paints: tempera paint, brushes, watercolor paints, finger paint collage materials: paper, scraps of ribbon, lace, paper scraps, paper shapes play dough (homemade is best), small rollers, cookie cutters, plastic knives essentials: variety of paper, blunt-tip scissors, school glue, easel</p> | <p>✓ manipulatives: wooden puzzles, stringing beads, pegs and pegboards, interlocking blocks, Lincoln logs</p> <p>✓</p> | <p>✓ library/book nook: children's books stored so covers are visible some books that relate to topic of study language materials such as discussion pictures and posters, felt or magnetic boards and storytelling figures</p> | <p>✓ sand tub and toys such as plastic containers, measuring cups, funnels, shovels, molds, small vehicles, animals aquarium gravel, bird seed, or deer corn can sometimes be substituted for sand</p> | <p>✓ water tub and toys such as plastic containers, funnels, sieves, plastic colanders, measuring cups, plastic boats, vinyl animals</p> <p>✓</p> | <p>✓ discovery/science: collections such as shells, rocks, pinecones, leaves, feathers living things such as plants and fish to care for magnifying glass, balance scale</p> |
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| <p><u>Setting up and managing learning centers</u></p> | <p>Consider the following guidelines for setting up and managing learning centers:</p> <ul style="list-style-type: none"> • Establish traffic patterns for entering and exiting the room, putting belongings in cubbies, using the bathroom, and moving from one center to another. • Separate noisy areas from quiet ones. For example, home living/dramatic play and blocks are noisy area and library, games and art are quiet areas. • Clearly define each area using shelves, walls, furniture and rugs, for example. • Eliminate spaces that invite running and rough play. • Determine the number of children that can safely and cooperatively play in each center and post a population card in each center that indicates the number. • Introduce the population cards to children and help them understand what the card means. <div data-bbox="548 636 886 1079" data-label="Image"> </div> <ul style="list-style-type: none"> • Place centers near needed resources. For example, locate art and water play near a water source and the CD or cassette player near electrical outlets. • Arrange the space and furnishings so that teachers can see all areas of the room without obstruction • Provide low, open shelves for storage of children’s materials. • Place picture and word labels on storage shelves so children can easily select and put away materials. • Schedule large blocks of time (60 minutes each) for children to play in learning centers. <ul style="list-style-type: none"> • Allow children to choose learning centers in which to play. • Interact with children as they play. Avoid taking over or directing their play. |
| <p><u>Developing and adding prop boxes to the Home Living / Dramatic Play area</u></p> | <p>Enhance the learning environment by adding props boxes.</p> <p>Prop boxes include a variety of materials relevant to a particular theme or topic of study. As children use the items in the prop boxes, they are recreating and exploring the topic-related and life experiences they have had and gaining a better understanding of the world around them.</p> <p>Tips for organizing and storing prop boxes:</p> <ul style="list-style-type: none"> • Store props for each theme or topic in a box or plastic tub with a lid. • Label each container with the name of the theme or topic of study. • Tape an inventory list to the inside cover of the container. • Check prop boxes periodically and repair or replace items that are torn or broken. • Invite families to provide items for the prop boxes. <p>Here is a list of topics for prop boxes to get you started:</p> <ul style="list-style-type: none"> • Supermarket: empty food containers, cash registers, paper or plastic money, paper bags for groceries, plastic fruits and vegetables, coupons, supermarket ads, signs for different sections such as meat, dairy, fruit and vegetables, canned goods, and cereals |

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| | <ul style="list-style-type: none"> • Office: pads of paper, pencils, briefcases, telephones, stamp pads and stampers, envelopes, computer keyboard, adding machine or calculator, calendars, old planners, and business cards • Barbershop/hairdresser: empty shampoo bottles with labels, wigs on stands, curlers and pins, hair dryer (minus electric cord), towels, basins, smocks, signs with services provided and prices, hair styling magazines, magazines for the waiting room • Camping: pup tent, canteens, cooking utensils, empty food boxes, flashlight, small logs for campfire • Medical Office/Hospital: stethoscope, blood pressure cuff, ace bandages, white “lab” jackets, scrubs, prescription pads and pencils, telephone, x rays, folders and clipboards for patients’ charts, flashlight • Shoe Store: chairs to sit in, variety of old shoes, shoe boxes (labeled and priced), cash register, play money, shoe horn, ruler to measure foot or a foot measurer from a shoe store, signs with name of store • Bakery: baker’s hat, apron, small plastic bowls, muffin tins, cake pans, spoons, spatulas, empty cake mix boxes, recipe cards • Gardening: gardening gloves, small gardening tools, vegetable and flower seed packs |
| <p><u>Planning for the day</u></p> | <p>Establish a structure for the day.</p> <p>Each classroom should have an established structure for the day so that time is blocked out in an orderly and consistent fashion. This predictable use of time provides children with a sense of safety and security and assists teachers and caregivers in planning.</p> <p>In developing a structure for the day, think of all of the different events that occur each day.</p> <ul style="list-style-type: none"> • arrival • large-group time • small-group time • story time • learning center/choice time • transition times • mealtimes and snacks • rest time • outdoor time • departure time <p>While each classroom will have a different daily schedule, each should offer children a range of different types of activities.</p> <ul style="list-style-type: none"> • active and quiet times • large-group activities, small-group activities, and time to play with others or to play alone • indoor and outdoor play time |

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| | <ul style="list-style-type: none"> time for child-selected activities and teacher-directed activities <p>Refer to <i>The Creative Curriculum for Preschool, Fourth Edition</i>, pages 82-101 for detailed information on establishing a structure for the day, including suggested daily schedules.</p> <p>Refer to Minimum Licensing Requirements for Child Care Centers for required times for specific activities in the daily schedule.</p> <p>Refer to <i>Early Childhood Environment Rating Scale, Revised Edition</i>, for required times for specific activities in the daily schedule.</p> |
| <p><u>Planning and conducting whole group time</u></p> | <p>Plan for whole group time.</p> <ul style="list-style-type: none"> Plan several brief group times each day rather than one long one. Begin with no more than ten minutes, especially for three year olds, and expand the time to no more than twenty minutes as children are ready to participate for longer periods. Remember that young children have short attention spans. Designate a space in your classroom for whole group time. The space should be large enough to accommodate all of the children and adults in the group. If your classroom is not large enough to have an area that is used solely for whole group activities, consider using the space in one of the large learning centers such as the block area. Provide comfortable seating on the floor. If the area doesn't have carpet or a rug, consider using carpet squares which are soft and also define each child's space. Allow space for charts and felt, magnetic and/or marker boards. Locate near an electrical outlet to play CDs or tapes for music and movement. Plan group time to include active involvement of the children: songs, finger plays, moving to music. Keep group time moving, vary activities, listen to the children, and limit the amount of talking you do. Introduce new songs, finger plays and group games to keep children interested. |
| <p><u>Reading books with children</u></p> | <p>Read with your children several times each day. Read with children in both whole group and small groups and with individual children.</p> <ul style="list-style-type: none"> Group children comfortably in front of you Hold book at child's eye level Make sure all children can see the pictures Be familiar with story. Use transition activity to prepare children for the story Introduce title, author and illustrator Ask children to predict what story is about Hold book in one hand, turn pages with other hand Show pictures to children as you read Vary voice to match characters, mood and action Encourage participation Pause at end of story to allow children to react Invite discussion at end of story Place book in library area for independent reading  |

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| | <p>Each Topic of Study in Adventures in Learning is introduced with several familiar children’s books. A list of additional books that relate to the topic is also included. Some of these books are available in big book format and some are available in Spanish.</p> |
| <p style="text-align: center;"><u>Telling stories with visuals</u></p> | <p>Prepare for telling stories with visuals such as felt or magnetic storytelling figures or puppets.</p> <ul style="list-style-type: none"> • Choose a story • Read the story several times, visualizing the setting and the characters • Read the story aloud • Outline the story on a cue card, noting characters and the sequence of events • Memorize beginning and ending lines and special phrases • Practice the story <ul style="list-style-type: none"> ○ The pauses, gestures and facial expressions ○ Before a mirror, your family, other teachers or staff members <p>Keep these techniques and tips in mind during storytelling:</p> <ul style="list-style-type: none"> • Sit close to the children making sure all the children are comfortable before beginning. • Tell the story in your own personal way. • Look at the faces of the children to adjust or clarify the story as needed. • Slow down. Speak at half of your normal conversation speed. • Pace the storytelling by going faster during exciting or fast-action parts and slower in serious parts. • Change the volume and tone of your voice to fit the story. • Involve the children often, especially with repetitions, rhymes or actions, silly words, or appropriate questions, if the story lends itself to this. • As you end the story, PAUSE, so children can reflect on what they heard. • Show children the book that the story came from. <p>Consider the these tips and techniques when using a story board and visuals</p> <ul style="list-style-type: none"> • Place the characters on the board as they are introduced. • Place the characters on the board in a left to right, top to bottom pattern to demonstrate the format for reading words on a page. • Leave only the essential characters for telling the story on the board. <p>Adventures in Learning offers many opportunities for telling stories with visuals. For a collection of patterns that may be used as visuals for storytelling or story retelling, contact the Division of Child Care and Early Childhood Education or locate at www.arkansas.gov/childcare/services/printedmats/storyamonth.html.</p> <p>Teacher Note: Children should always have access to the book that is presented in storytelling, since the goal of using visuals is to heighten children’s interest in looking at books.</p> |
| <p style="text-align: center;"><u>Saying Mother Goose rhymes, finger plays and poems</u></p> | <p>Include Mother Goose rhymes, finger plays and poems in your curriculum.</p> <p>Finger Plays Finger plays or action rhymes are child-oriented verses or rhymes with accompanying motions.</p> <p>These are some benefits of finger plays / action rhymes:</p> <ul style="list-style-type: none"> • Finger plays / action rhymes promote language development by encouraging children to participate in a pleasurable repetition of words. The rhythm of finger |

plays helps to motivate verbal expression.

- Finger plays / action rhymes help establish more effective listening skills.
- Finger plays / action rhymes help develop small and large muscles as the actions are coordinated with language.
- Finger plays / action rhymes lay a foundation for understanding mathematical concepts because so many include numbers from one to ten. The concept of number rather than counting takes place when children “add” or “subtract”. Examples include “Along came another and then there were four” and “One ran away, and then there were three”.
- Finger plays / action rhymes help children discover concepts of position, time, size, and place using words such as tall, small, little, big, high, low, in, out, up, and down.
- Finger plays / action rhymes help children learn about people and things, such as animals, foods, flowers, and people in our community.
- Finger plays / action rhymes help children increase their attention span when teachers use them for movement during a group time.

Use these techniques when teaching a rhyme, finger play or poem:

- Seat the children where they can see you and your hand/body motions.
- Say the rhyme (and show the motions if a finger play).
- Repeat the rhyme and invite the children to repeat it with you.
- If the rhyme is long, or the children are having difficulty, repeat one line at a time and have the children repeat it after you.
- Say the rhyme again and invite the children to repeat it with you.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at www.arkansas.gov/childcare/storymonth.html:
 - ✓ A Story a Month – September 2003 – Hickory Dickory Dock (patterns for storytelling figures)
 - ✓ A Story a Month – October 2003 – Little Miss Muffett (patterns for storytelling figures)
 - ✓ A Story a Month – November 2003 – Humpty Dumpty (patterns for storytelling figures)
 - ✓ A Story a Month – December 2003 – Little Jack Horner (patterns for storytelling figures)
 - ✓ A Story a Month – January 2004 – Baa, Baa Black Sheep (patterns for storytelling figures)
 - ✓ A Story a Month – February 2004 – Hey, Diddle Diddle (patterns for storytelling figures)
 - ✓ A Story a Month – March 2004 – Little Bo Peep (patterns for storytelling figures)
 - ✓ A Story a Month – April 2004 – Jack and Jill (patterns for storytelling figures)
 - ✓ A Story a Month – May 2004 – One, Two Buckle My Shoe (patterns for storytelling figures)
 - ✓ A Story a Month – June 2004 – Old Mother Hubbard (patterns for storytelling figures)
 - ✓ A Story a Month – July 2004 – Jack Be Nimble (patterns for storytelling figures)
 - ✓ A Story a Month – August 2004 – Little Boy Blue (patterns for storytelling figures)

Graphing with children

- Prepare a LARGE graph. (on a poster board or large chart paper)
- Attach real objects, photos or drawings to identify the choices.
- To indicate a choice, begin by using a name with photo label for each child. Then you can progress by using only the child's name. If the graph is large enough, some children later in the year may choose to write their name in the space indicating their choice.
- After all children have made choices on the graph, bring the whole group together to write a story or summary of the results of the graph. This should only be 2 or 3 sentences and written on a large chart sheet.
- When writing the graph story, allow 2 spaces between words and extra space between lines of the story.
- The graph story can be read as shared reading with the children.

Our Favorite Color

| | | | |
|---|--|---|---|
| 5 | | | |
| 4 | Margaret | | |
| 3 | Jill | Gabriella | |
| 2 | Sarah | Tommy | Max |
| 1 | Juan | LaTonya | Sergei |
| |  Red |  Yellow |  Blue |

(Place a red circle or a red object beside the word red, a yellow circle or yellow object beside the word yellow and a blue circle or blue object beside the word blue)

Summary Story:

Four children like red as their favorite color. Three children like yellow and two children like blue.

Singing and moving to music with children

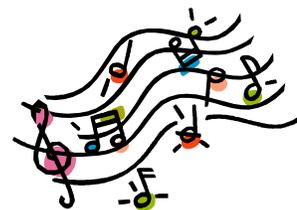
Include singing and moving to music throughout each day.

Children enjoy singing and moving to music together. Include music and movement when the whole group is gathered. Use music and movement as transition activities. Children enjoy music in small groups. They will sing as they play.

Children want to sing, so don't worry about the quality of your voice. For group singing, you may feel more confident if you use tapes or CDs. Whether you lead the singing, use tapes or CDs, or a combination of the two, include music and movement every day throughout the day.

Here is a list of traditional songs and action songs for preschool children:

- “Old MacDonalD Had a Farm”
- “Baa, Baa Black Sheep”
- “B-I-N-G-O”
- “The Wheels on the Bus”
- “The Eensy Weensy Spider”
- “If You're Happy and You Know It”
- “Ring around the Rosie”
- “Row, Row, Row Your Boat”
- “Twinkle, Twinkle Little Star”
- “She'll Be Comin' Round the Mountain”
- “Pop Goes the Weasel”
- “Mary Had a Little Lamb”
- “Where Is Thumpkin “
- “Hokey Pokey”
- “Farmer in the Dell”



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| | <p>Consider these strategies for introducing a new song</p> <ul style="list-style-type: none"> • Select a song that is relatively short, has simple words, and a melody that is easy to remember. • Practice the song and know it by heart. • Tell the children a story about the song. • Sing the song to the children. Be animated and sing with a smile! • Use props, such as puppets, flannel board figures, song charts, or pictures, to help children remember the words of the song. • Add motions to the song (Dodge, Colker, & Heroman, 2002) <p>Look for these names when purchasing CDs and tapes to use with children:</p> <ul style="list-style-type: none"> • Ella Jenkins • Steve and Gregg • Hap Palmer • Wee Sing • Raffi • Kimbo |
| <p><u>Using transition activities</u></p> | <p>Use transition activities with your children.</p> <p>Transitions are the linking time between one activity and another. They cement the day together and prevent children from becoming bored, restless and out of control. Each Adventures in Learning Topic of Study includes transition activities.</p> <p>Transitions</p> <ul style="list-style-type: none"> • Keep children actively involved • Can be songs, finger plays, counting games, guessing games, signals, puppets, and surprise boxes • Are excellent opportunities for learning • Can be both planned and spontaneous • Should be included on your written plan sheet • Can be used during group time, to move children from group time to learning centers, to move children from one activity to another, and during waiting time <p>Develop a file of transition activities to include</p> <ul style="list-style-type: none"> • songs • finger plays • signals • guessing games • puppets • surprise boxes |
| <p><u>Involving children in small group activities</u></p> | <p>Include small group activities in your daily plans.</p> <p>Small group activities allow teachers to focus on specific skills and concepts, especially those in math and science that children may not grasp on their own. In small groups, children learn to work together and the teacher is able to focus on each child's strengths and interests.</p> <p>Here are some tips for conducting successful small group activities:</p> <ul style="list-style-type: none"> • Have a written plan • Gather a small group of children (3 to 5) |

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| | <ul style="list-style-type: none"> • Have a plan for the other children. If two teachers are in the classroom, one teacher can conduct a small group activity while the second teacher supervises and interacts with the other children as they play in learning centers. Conduct group time with early risers from rest time, for example. • Allow the children to explore the materials at the beginning of the group time • Have enough materials for all the children in the group • Make the experience “hands on.” This is not a time to lecture. • Keep the activity short. Consider no more than five to ten minutes. • Allow the children to play independently with the materials after the planned small-group activity is over. • Plan so that all children are included in small-group activities. • Plan the activities so that each child can be successful. |
| <p style="text-align: center;"><u>Including movement and physical education activities</u></p> | <p>Plan daily movement and physical education activities that will give children the skills and motivation to become physically active for life.</p> <p>The early years, from ages 3 to 5, are a critical time for children’s development of physical skills. Some children may develop these skills on their own, but many others need to be challenged with age-appropriate activities that can help them develop motor skills they will use throughout life. This means including movement activities in the daily curriculum for children from 3 to 5. Each Topic of Study in Adventures in Learning includes movement/physical education activities.</p> <p>Skills for young children to develop are divided into three areas:</p> <p>Locomotor (developed first)</p> <ul style="list-style-type: none"> • crawling • walking • running • hopping • galloping • sliding • leaping • skipping • climbing <p>Stability (developed next)</p> <ul style="list-style-type: none"> • turning • twisting • bending • stopping • rolling • balancing • transferring weight • jumping/landing <p>Manipulative (developed later)</p> <ul style="list-style-type: none"> • throwing • catching/collecting • kicking • punting • dribbling • volleying |

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| | <ul style="list-style-type: none"> • striking with racket • striking with long-handled instrument <p>Refer to the following publication from the Division of Child Care and Early Childhood Education for examples of activities in all of the 3 skill areas:</p> <ul style="list-style-type: none"> • <i>Books and Movement – A Magical Mix: B.A.M.M.M.!</i> Contact the Division of Child Care and Early Childhood Education or locate at www.arkansas.gov/childcare/bammm.html: <p>Two publications with excellent information about developmentally appropriate movement programs for young children are listed in the Resources section: <i>Designing Preschool Movement Programs</i> and <i>Active for Life</i>.</p> <p>Each program will have to determine the space that is available for a movement program. Providing sufficient space for the children in the group to move safely is a key component of a successful movement education program.</p> |
| <p><u>Including diversity in materials and activities</u></p> | <p>Create a classroom environment that promotes acceptance of diversity.</p> <p>Diversity refers to people of different races, cultures, ages, abilities and gender. Include in your classroom environment and in your curriculum materials and activities that represent diversity.</p> <ul style="list-style-type: none"> • Collect and use pictures of real people and photos that represent diversity. Post the pictures at children’s eye level. Use pictures as discussion starters. • Include block play people that reflect a diversity of roles and that represent diverse family groups and people with differing abilities. • Read with children books that depict diversity in a positive way. • Provide children’s books in their home language. Share the books with families. • Include music CDs or tapes and songs from different cultures. • Include dolls of different races, ethnic clothing, and cooking and eating utensils from various cultural groups. • Add skin tone crayons and colored pencils to the art center. |
| <p><u>Planning for children learning English as a second language</u></p> | <p>Have a plan for children in your classroom who are learning English as a second language.</p> <p>More and more early care and education programs are enrolling children who are learning English as a second language. The following suggestions to consider when working with these children and their families come from The Family Connection Supplement 1:</p> <p style="text-align: center;">Children Learning English as a Second Language</p> <p>More and more preschool programs are enrolling children who are learning English as a second language. The following are a few suggestions to consider in working with these children and their families.</p> <ol style="list-style-type: none"> 1. Get to know the child’s family. Learn the names of all family members. 2. If necessary, recruit bilingual members in your program or community to serve as liaisons with families who don’t speak English. 3. Encourage families whose first language is not English to continue to speak their language at home. |

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| | <ol style="list-style-type: none"> 4. Model language usage by using gestures with words and objects as much as possible. 5. Learn and use key words and phrases in the child's home language; words for greetings and good-byes, for food, toileting, clothing and family members, for example. 6. Integrate key words and phrases of the child's home language into daily and group-time routines such as greeting, singing, counting, story time and transitions. 7. Include songs from the child's home language. 8. Purchase children's books in both English and Spanish (if Spanish is the child's home language). 9. Get someone to record children's stories in the child's home language and place the recordings and the books in the Listening Center. 10. Provide language materials such as discussion pictures and puppets that reflect language and culture of the children. 11. Include dramatic-play props that represent diversity. For example, a selection of real cooking and eating utensils from children's homes and different cultures; empty food boxes from children's homes with print in their home language. 12. Encourage all children to play together in learning centers so that children who speak a language other than English play with English-speaking children. Non-English speaking children are motivated to communicate without the help of a teacher. Both groups will learn language from each other. 13. Invite the child to teach you key words in his/her home language. Learn how to say "hello" and the words for colors, numbers and names of animals for example. 14. Seek training in the area of diversity, including language. |
| <p><u>Planning for children with special needs</u></p> | <p>Have a plan for inclusion of children with special needs in your classroom.</p> <p>Inclusion brings children with special needs into many early care and education settings. Some children with special needs can be easily absorbed into the existing environment with few modifications, while others will require some modification in the environment and classroom experiences to meet the developmental needs of each child.</p> <p>The book, <i>The Inclusive Early Childhood Classroom</i>, is a resource manual on how to adapt regular classrooms and curriculum activities for children with special needs. The book is arranged into the following chapters:</p> <ul style="list-style-type: none"> • circle time • sand and water center • block center • dramatic play • snack time • transitions • fine motor and gross motor centers <p>The fifteen Education Services Cooperatives are the primary resource for guidance and support for programs in Arkansas that enroll children with special needs. See Attachment A: Education Service Cooperatives, for contact information for each of the Cooperatives.</p> |

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| <p><u>Encouraging independence in health and personal care</u></p> | <p>Provide daily opportunities for children to develop health and personal care skills.</p> <p>When children are allowed to do things for themselves they are developing an “I can do it” attitude. They feel successful and proud of their accomplishments.</p> <p>Consider these suggestions for helping children acquire and practice health and personal care skills:</p> <ul style="list-style-type: none"> • Develop a list of health and personal care skills for children in your group to acquire and practice. • Include skills related to eating, getting dressed, washing hands, toileting and brushing teeth, for example. • Develop strategies for helping children acquire and practice the skills. Here are some suggestions: <ul style="list-style-type: none"> ➢ Dressing: Place dress-up clothes with buttons, snaps and zipper in the dramatic play/home living area. ➢ Folding covers: In small groups, demonstrate to children the proper way to fold covers. Allow children to practice. Place doll blankets in the home living area. ➢ Setting table: In dramatic play and/or at dining table, provide placemats with outlines showing where dishes and utensils are to be placed when setting the table. Allow children a turn setting the table at snack and lunch. ➢ Toileting: Discuss with children the proper use of the toilet. Explain and remind children that they should flush each time. ➢ Washing hands: Introduce washing hands to children on the first day they come into your classroom. Suggested times children should wash hands include: <ul style="list-style-type: none"> • Upon arrival in your classroom • Before snack and meals • After using the toilet • After blowing nose • Before and after water play • After messy activities such as finger painting, using glue or sand play • After outdoor play ➢ Make an illustrated hand washing chart and laminate. See Attachment B: Steps for Washing Hands. Model and describe the steps on the chart. Post the chart above the sink where children can see it. ➢ Share with families the skills their children are acquiring. |
| <p><u>Assessing children’s development</u></p> | <p>Develop a plan for assessing children’s development</p> <p>Assessing children’s development is a key curriculum component. Through assessment you are able to do the following:</p> <ul style="list-style-type: none"> • Monitor children’s progress over time • Plan activities that match what children are and are not able to do • Develop a plan to meet the needs of individual children, including those who have been identified as having special needs • Identify children who may benefit from referral to a specialist • Share information with families about their child’s emerging skills and abilities |

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| | <p>The Arkansas Early Childhood Education Framework includes a Developmental Rating Scale that is a tool for assessing children’s development over an extended period of time. The Developmental Rating Scale is based on the five developmental learning strands in the Framework. For each learning strand benchmarks are identified.</p> <p>Adventures in Learning curriculum clearly connects to the Framework Benchmarks and the Developmental Rating Scale. Throughout each Topic of Study, appropriate benchmarks for most activities are included. This enables you to know that you are addressing the benchmarks in your curriculum. As children are involved in the activities, you have opportunities to observe them and identify where children are in achieving the benchmarks.</p> <p>To find out more about assessing children using the Developmental Rating Scale, contact the Division of Child Care and Early Childhood Education for a copy of the Arkansas Early Childhood Education Framework Handbook.</p> <p>For information about Arkansas Early Childhood Education Framework Handbook for Three and Four Year Old Children Course that includes an assessment component, contact Bobbie T. Biggs, Ph. D., Project Director, 1 University of Arkansas, 114 Graduate Education, Fayetteville, AR 72701-1201, 800-632-8754 or 479-575-6637.</p> |
| <p><u>Involving families</u></p> | <p>Involve families in your program.</p> <p>When early care and education programs create a partnership with families, children stay connected to their classrooms and to their families. Everyone benefits.</p> <p>Adventures in Learning includes a Family Activities section that suggests ways families can be involved with their child in each Topic of Study.</p> <p>Consider these things families can do:</p> <ul style="list-style-type: none"> • save recyclable materials • contribute props for learning centers • make materials for the classroom • share a talent, hobby or job • participate with their children in activities you send home • order books from the book club flyers you send home <p>Be creative in thinking of additional ways to involve families in your program.</p> <ul style="list-style-type: none"> • The Family Connection contains more than thirty activities that connect children to their classrooms and to their families. Contact the Division of Child Care and Early Childhood Education or locate at http://www.arkansas.gov/childcare/prinmat.html ▪ See Attachment C: Family Letter, for a letter that can be sent to families about the Adventures in Learning curriculum. See Attachment D: Adventures in Learning Family Activities for a form that can be sent home prior to the beginning of each Topic of Study. |

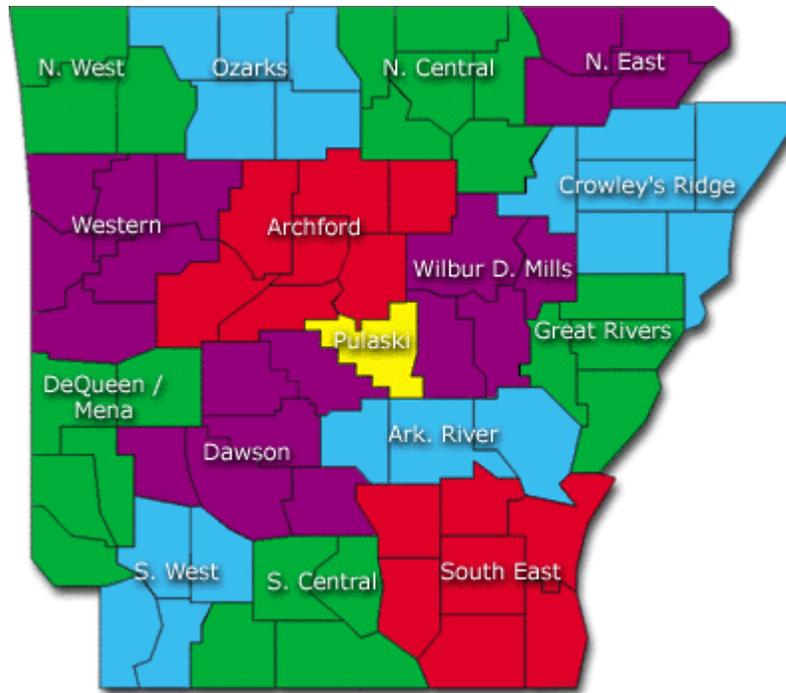
**Resources
available
from the
Division of
Child Care
and Early
Childhood
Education**

- ✓ Arkansas Child Care Resource Center Catalog
- ✓ *Arkansas Early Childhood Education Framework Handbook*
- ✓ The Family Connection
- ✓ *Picture This: A Framework for Quality Care and Education for Children from Three to Five*
- ✓ Books and Movement – A Magical Mix: B.A.M.M.M.!
- ✓ Adventures in Learning Curriculum
- ✓ Getting Ready for Kindergarten – A calendar of family activities (available in Spanish)
- ✓ Getting Children Ready for Kindergarten – A Guide for Teachers and Caregivers of Preschool Children
- ✓ A Story a Month (3 years)
- ✓ Video: Read It Again! Experience the Joy of Reading Aloud with Children
- ✓ Video: Math and Science Experiences for Preschool Children: Hands-on Learning in Small Groups
- ✓ Video: Getting to Know Children through Observation

Department of Health and Human Services
Division of Child Care and Early Childhood Education
Program Support Unit
700 Main Street
PO Box 1437 Slot S 160
Little Rock, AR 72203
Phone: 501-682-9699 - Toll Free: 1-800-445-3316
www.arkansas.gov/childcare

Education Service Cooperatives

In Arkansas, there are 15 education service cooperatives throughout the state. The cooperatives serve to provide support to the school districts in their region, as well as provide professional development opportunities and act as a consortium for purchasing certain services and supplies. The cooperatives also provide technical computer support services to the schools in their area.



Arch Ford Education Service Cooperative

Phillip Young, Director
Carolyn Doyel, Teacher Center Coordinator
101 Bulldog Drive, Plumerville, AR 72127
(501) 354-2269

Arkansas River Education Service Cooperative

Carolyn McCoy, Director
Jeanne Huddle, Teacher Center Coordinator
912 West 6th, Pine Bluff, AR 71601
(870) 534-6129

Crowley's Ridge Educational Cooperative

Jim Parrish, Director
Louise Midkiff, Teacher Center Coordinator
P.O. Box 377, Harrisburg, AR 72432
(870) 578-5426

Dawson Education Service Cooperative

R. D. Saunders, Director
Becky Jester, Teacher Center Coordinator
711 Clinton Street, Suite 201, Arkadelphia, AR 71923
(870) 246-3077

DeQueen/Mena Education Cooperative

J. Frank Scott, Director
Elaine Cowling, Teacher Center Coordinator
305 South Hornbeck Road,
P. O. Box 110, Gillham, AR 71841
(870) 386-2251

Great Rivers Cooperative

Suzann McCommon, Director
Patty Smith, Teacher Center Coordinator
P.O. Box 2837, West Helena, AR 72390
(870) 338-6461

Northcentral Arkansas Education Service Center

Dennis Martin, Director
Debbie Miller, Teacher Center Coordinator
P.O. Box 739, Melbourne, AR 72556
(870) 368-7955

Northeast Arkansas Educational Cooperative

Tommy Arant, Director
Donna Harris, Teacher Center Coordinator and
Assistant Director
211 West Hickory, Walnut Ridge, AR 72476
(870) 886-7717

Northwest Education Service Cooperative

Burton Elliot, Director
Linda McLeod, Teacher Center Coordinator
409 N. Thompson, Springdale, AR 72764
(501) 756-2803

Ozarks Unlimited Resources Cooperative

Steve Brewer, Director
Laretta Moore, Teacher Center Coordinator
525 Old Bellefonte Road, Harrison, AR 72601-5542
(870) 743-9100

South Central Service Cooperative

Pat Ward, Director
Marsha Daniels, Teacher Center Coordinator and
Assistant Director
400B Maul Road, Camden, AR 71701
(870) 836-2213

Southeast Arkansas Education Service Center

Bruce Terry, Director
Karen Eoff, Teacher Center Coordinator
1022 Scogin Drive, Monticello, AR 71655
(870) 367-6848

Southwest Arkansas Educational Cooperative

Anthony Gadberry, Director
Lindy Franks, Teacher Center Coordinator
500 South Spruce, Hope, AR 71801
(870) 777-3076

Western Arkansas Cooperative

Guy Fenter, Director
Pat Yick, Teacher Center Coordinator
Route 1, Box 104, Branch, AR 72928
(501) 965-2191

Wilbur D. Mills Education Service Cooperative

Rodger Harlan, Director
Shirley Hooks, Teacher Center Coordinator
P.O. Drawer 1016, Beebe, AR 72012
(501) 882-5467

Southeast Arkansas Migrant Education Cooperative

Sue Spainhouer, Director
1110 S. Lakeshore Drive, Lake Village, AR 71653
(870) 265-3883

Southwest Migrant Education Cooperative

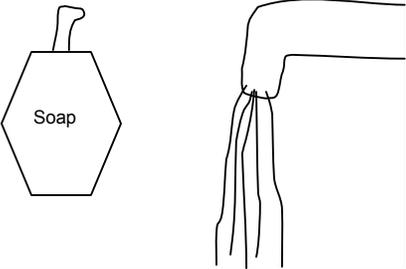
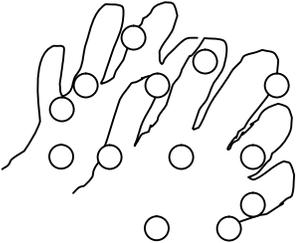
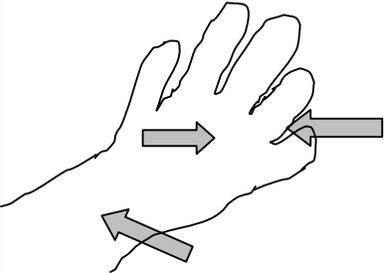
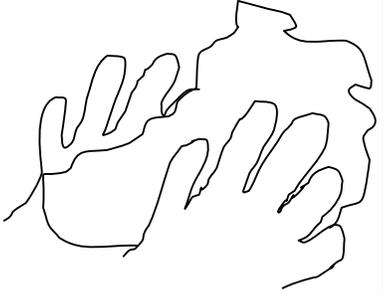
Janice Penney, Director
205 Smith Road, Suite B, Hope, AR 71801
(870) 777-3743

Western Arkansas Migrant Education Cooperative

Brian Spillers, Director
Route 1, Box 104, Branch, AR 72928
(501) 965-2191

Source: <http://arkedu.state.ar.us/schools/schools.html>

Steps for Washing Hands

| | | |
|----------|---|--|
| 1 |  | Use liquid soap and running water |
| 2 |  | Rub hands together |
| 3 |  | Wash backs of hands, wrists and between fingers |
| 4 |  | Rinse well |
| 5 |  | Dry hands |



Dear Families,

We want to let you know that we have adopted **Adventures in Learning**, a curriculum designed for children from 3 to 5. Your child will be participating in daily activities from the curriculum.

Adventures in Learning has a strong language and literacy focus. Familiar children's books are included in each Topic of Study the children will explore.

The **Adventures in Learning** curriculum includes activities that are based on the Arkansas Early Childhood Education Framework Benchmarks. These Benchmarks link directly to the Kindergarten Readiness Indicators from the Arkansas Department of Education. You will find kindergarten readiness activities you and your child can do at home in the Getting Ready for Kindergarten calendar of family activities. The activities from the calendar support the **Adventures in Learning** curriculum. If you have not received a copy of the calendar, ask us for one.

Join your child in activities that we send home; activities that connect to what is happening in the classroom. As partners in your child's early care and education, we can make a difference.

Sincerely,



Adventures in Learning Family Activities

Topic of Study _____

Week of _____ Teacher(s): _____

Here's how you can be involved!

Collect and send the following items to us by _____:

Contact your local library to see if they have available the books we will be reading with the children. Check out the books and read them with your child. Here is a list of the book titles and authors:

Join your child in these activities at home:

Thanks for being an **Adventures in Learning** partner with your child and our program.

Signed _____ Date _____