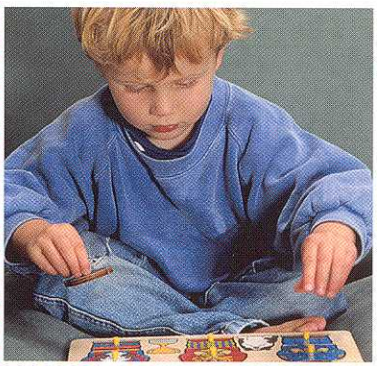
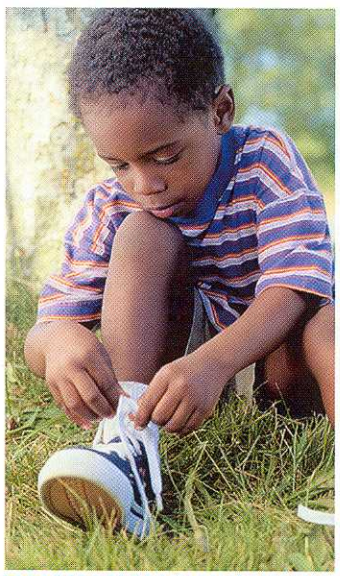
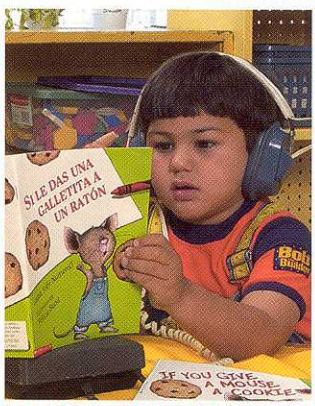
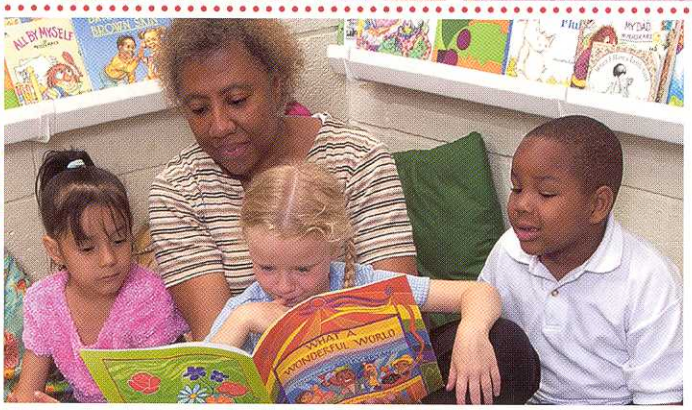
Picture This:

A Framework for Quality Care and Education for Children from Three to Five.





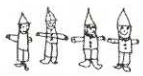




ARKANSAS DEPARTMENT OF HUMAN SERVICES

Division of Child Care and Early Childhood Education

Booklet Developed By



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Date

2002

Welcome

This booklet is written for...

Persons who have chosen to work in programs that provide early care and education for children ages three to five

and

Families who have chosen to enroll their children in these preschool programs.

In this booklet, meet several preschool children through words and pictures. Get a glimpse of their families and their home life. View the children in their child care center, family child care home or preschool classroom. See a developing picture of quality care and education for children ages three to five. Discover how families and caregivers/teachers become partners in creating this picture of quality care and education for preschool children.

The children in the booklet are portrayed in five areas of development. The areas, called developmental learning strands, are briefly described here.

- **Social/Emotional Development** – Children develop independence, are successful, and enjoy being with their families and with other children in their preschool group.
- **Creative/Aesthetic Learning** – Children use their imaginations as they express themselves through activities such as art, music, movement and dramatic play.
- **Cognitive/Intellectual Learning** – Children participate in learning experiences in the areas of language arts, mathematics, science and social studies.
- **Physical Development** – Children participate in activities that promote good health, nutrition and fitness, and that help them develop their large and small muscles.
- **Language** – Children use language throughout the day as they listen to and talk with others, learn new words, sing, say nursery rhymes and poems, play games and solve problems.

You are invited to read this booklet and

- Discover what children are like and what they can do in each of the five developmental learning strands.
- Learn ways to help children reach their potential in each learning strand.

Note: Developmental learning strands are a part of the *Arkansas Early Childhood Education Framework* (1996).

Social/Emotional Development

Act Independently

Children can do many things for themselves.

- They choose toys and activities that interest them.
- They play independently with toys and materials.
- They wash their hands and faces, brush their teeth, and put on and take off their own clothes.
- They put away their toys and hang up their clothes.

Families and caregivers/teachers can help children develop their independence.

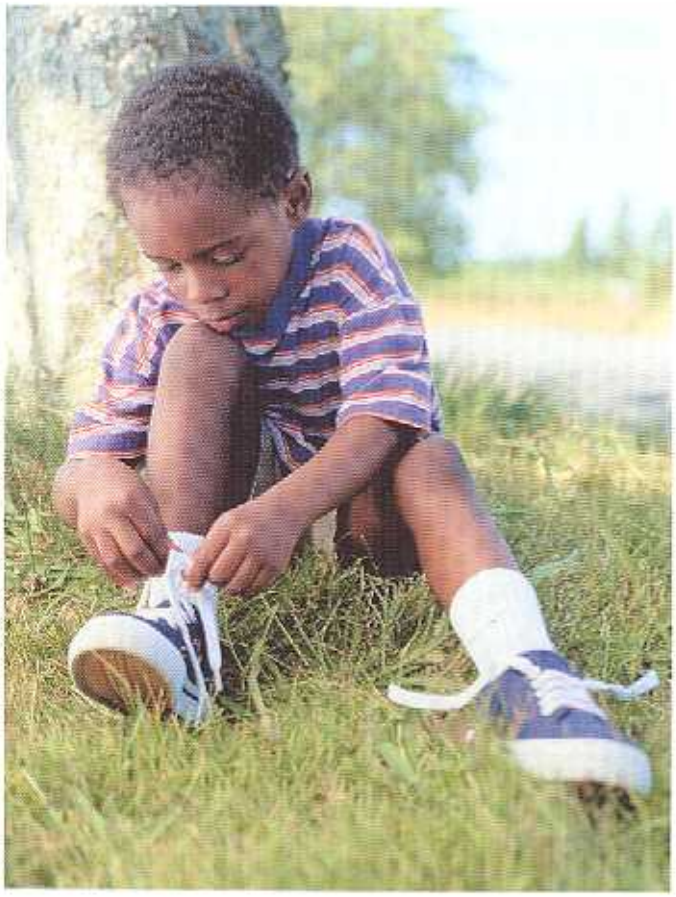
- Let children help with simple chores.
- Have interesting and inviting toys and materials. See pages 20 and 21 for a list of toys most children enjoy.
- Provide containers and a special place for children to store their toys and materials; for example, plastic containers, small tubs and empty shoe boxes.
- Show children how to put toys that go together in designated containers.
- Let children help you label the containers with pictures and words.
- Show children how to wash their hands and faces and brush their teeth.
- Dress children in clothing that is easy for them to put on and take off and to fasten and unfasten.
- Allow extra time for children to dress themselves.
- Provide low hooks or hangers so children can put away their own clothes.

Vignette

Meet Jamal Henderson, age four. He lives with his parents, an older brother and two older sisters. Both his parents work outside the home.

Jamal and his brother share a bedroom. Each morning, with his brother's help, Jamal washes his face, brushes his teeth, combs his hair and gets dressed. Learning to tie his shoes is a new challenge for Jamal.

In the shared bedroom is a storage shelf that Papa has made for the two boys. The lower shelf is for Jamal. On the shelf he has placed a shoe box of small cars, his bucket of snap-together blocks, and another box with crayons and paper. There is a special place for his favorite picture books and another for his baseball cap.



While his parents are at work, Jamal attends Good Friends Learning Center. Here he shares a room with seventeen other four-year-old children and his caregivers, Ms. Anna and Ms. Selena. His classroom is set up in learning centers. There are separate areas for art, for building with blocks, for playing house, for sand and water play, for nature and science, for table toys and puzzles, and a special place for "reading" a book. Jamal spends much of his day playing with toys he chooses. Sometimes he plays with two or three other children, and sometimes he plays alone.

Jamal has learned where to put away the toys at the center. He washes his hands, and with help, brushes his teeth after lunch. He puts his blanket on his cot before rest time and folds it afterward. Sometimes it is his turn to help Ms. Selena set the table for snack.

Jamal's family and his caregivers, Ms. Anna and Ms. Selena, are helping him develop independence.

Social/Emotional Development

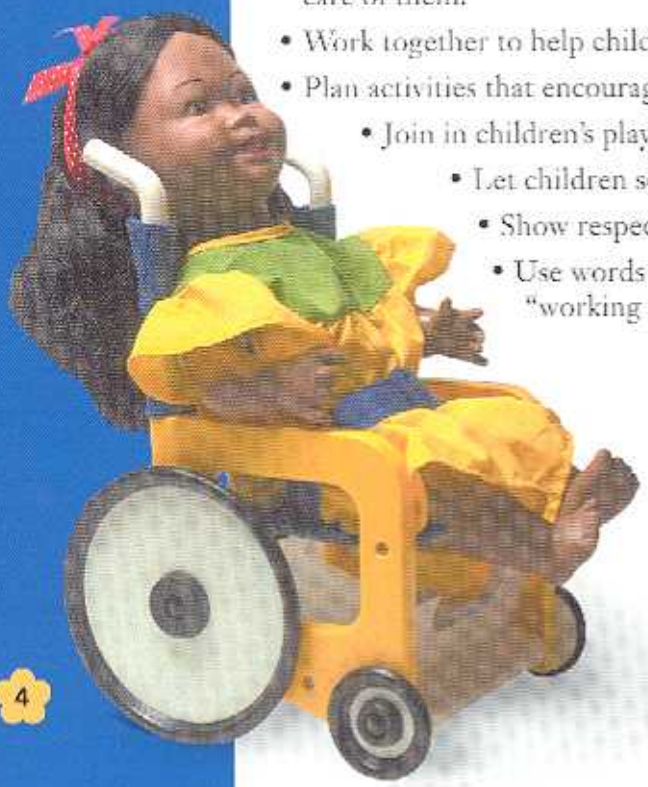
Interact Socially

Children can enjoy being with adults and with other children.

- They depend on adults to take care of them and keep them safe.
- They are a part of a family group.
- They feel "at home" in a child care center, preschool classroom or family child care home.
- They enjoy playing with other children.
- They begin to share, to help others and to cooperate.
- They respect differences in people.

Families and caregivers/teachers can help children develop social skills.

- Let children know you are always available to help them and take care of them.
- Work together to help children adjust to a child care setting.
- Plan activities that encourage children to play and work together.
- Join in children's play.
- Let children see you helping others.
- Show respect for all people.
- Use words such as "sharing" and "helping" and "working together."



Vignette

Remember Jamal and his family? In the busy Henderson household of six, everyone has chores. Jamal helps his older sister fold the family laundry. Then he puts his folded clothes in his special dresser drawer. Each morning, Jamal and his brother, who share a bedroom, make their bed together. Sometimes when Mama is cooking dinner for the family she calls, "Jamal, come and help me set the table, please." A favorite time for Jamal is when he and his family sit at the kitchen table and eat dinner together.

At Good Friends Learning Center, Jamal isn't afraid anymore when Papa leaves him. He knows that Ms. Anna and Ms. Selena will be there and that Papa always comes back for him. Jamal can hardly wait to get to his classroom today. He knows that Joey and Monica will be waiting for him in the home living center. Jamal and his friends plan to play with the new dishes Ms. Selena added to the center yesterday.

At one of the tables in the classroom, Ms. Anna is playing a game with Antonio and Shemaka. The game is called "Animal Concentration." Ms. Anna makes room at the table for Liz's wheelchair so Liz can join in the game. Jamal joins the group. He and Ms. Anna and the other children take turns turning over a card with an animal picture on it. Jamal turns over a giraffe card. Then he turns over another card to see if it matches the giraffe card. They play the game until all the animal card matches are found. Jamal thinks his family might like to play this game.

As you can see, Jamal enjoys being with his family, his caregivers and his friends.

Creative/ Aesthetic Learning

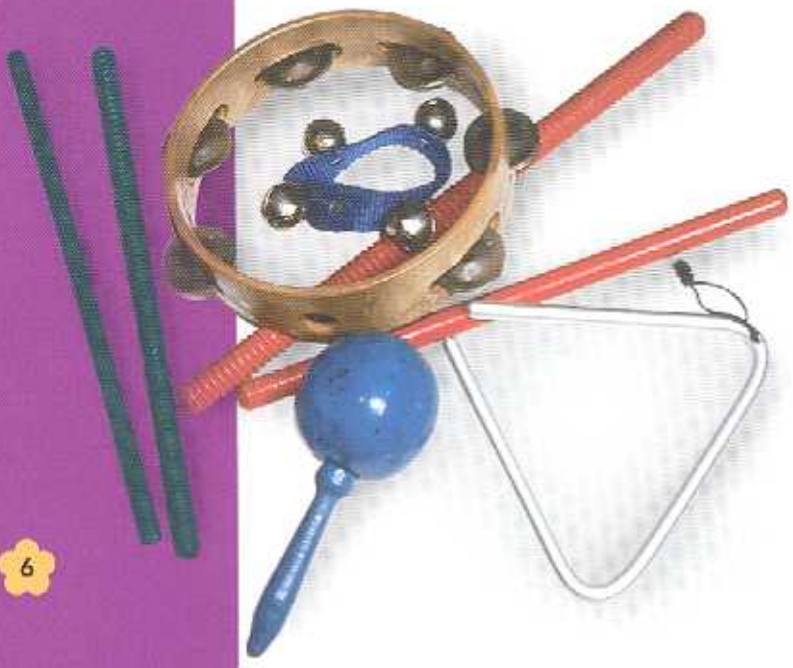
Self-expression

Children can express their creativity in many ways.

- They use their imagination as they play.
- They dress up and "pretend."
- They sing, move to music and play rhythm instruments.
- They draw, paint, cut and paste.
- They notice beauty in their environment.

Families and caregivers/teachers can encourage children to use their imagination and be creative.

- Give children materials they can use in many ways. See the list of creative materials on pages 20 and 21 for ideas.
- Sing songs and play singing games with children.
- Join children as they move to music.
- Share music from children's homes.



Vignette

Meet Megan, barely three, and her sister Regina, almost five. During the week they live with their mother, step-father and a dog named Boo. They spend week-ends with their Dad who lives nearby.

One day, when Mom is cleaning out her closet, Megan and Regina discover the things Mom no longer wants. They claim some of them for their own. The girls especially like Mom's discarded hats, shoes, purses and costume jewelry. Playing "dress-up" is now their favorite activity.

Megan and Regina attend St. Paul's Child Development Center. In both of their classrooms, creative activities are encouraged. Megan's favorite area is home living. Here she has dress-up clothes, just like at home. Sometimes she even puts on a man's tie and plaid shirt.

In Regina's classroom is an area where the children listen to music on a tape or a CD and play rhythm instruments. Maracas, castanets and a Chilean rain stick are the latest additions to the music center. Regina tries all three. She decides that she likes the sound of the castanets best.

On Friday afternoons Megan and Regina go home from St. Paul's Child Development Center with Dad for the week-end. Each Friday they make something special in the art area for Dad. Today Megan is drawing a picture for Dad. As she draws she usues several colors of markers. Regina decides to make a collage for Dad. She carefully selects pieces of lace and ribbon and three colors of feathers. As Regina glues the selected items to a piece of white poster board, she creates and repeats a design. Both works of art will share a spot on Dad's refrigerator where he can look at them all week.

At home and at the child development center, Megan and Regina have many opportunities for their imagination and creativity to flourish.

Cognitive/Intellectual Learning

Language Arts

Children can participate in Language Arts activities.

- They enjoy listening to books and stories and talking about them.
- They tell a story as they look at pictures in a book.
- They show an interest in writing.
- They recognize signs and labels in their environment.
- They identify some letters of the alphabet, especially the letters in their names.

Families and caregivers/teachers can involve children in Language Arts experiences.

- Read picture books to children each day.
- Tell stories to children.
- Show children how to use and care for books.
- Provide a special place for children to store their books.
- Let children see you reading for pleasure or information.
- Take your children to the children's section of the library to select and check out books.
- Read labels and signs in the environment with children; for example, a label on a can of food or a sign with the name of their favorite restaurant.
- Give children writing materials such as pencils, washable markers, crayons and paper.
- Let children write whenever they are interested.
- Let children see you write notes, telephone messages and grocery lists, for example.
- Use words and pictures to label storage containers for children's materials.

Vignette

Join a group of eighteen four-year-old children. They share a classroom on the campus of Sunshine Primary School with Mrs. Clark, their teacher, and Mr. Samuel, the assistant. Many of their classroom experiences are shared with families through *The Family Connection*, the classroom newsletter.

In the classroom books are displayed in the library, home living, block, science and nature areas. Children enjoy "reading" the books alone, with a friend or with one of their teachers.

Mrs. Clark and Mr. Samuel each have a special area of the classroom for story time. Here they share stories with the nine children in their individual story group. This is a time when children can sit close to their teacher. Children can easily see all the pictures in the book.

Print is visible throughout the classroom. Each learning center is labeled by a sign. Each sign has a picture and the name of the center. A "Helpers Chart" is posted. The chart is illustrated by words and pictures of classroom jobs. Mr. Samuel has added a telephone book, magazines, grocery store ads, grocery list pads and pencils to the home living area.

In the writing center some children choose pencils, washable markers or crayons for writing. They write on unlined and lined paper, computer printout paper and small note pads. Some children write their own names.

In *The Family Connection*, Mrs. Clark lists for parents some of the children's favorite books. She lets families know that many of the books are available for check out in both the school and public library. In another *Family Connection*, she includes a list of writing materials that may be available in the home for children to use.

Cognitive/Intellectual Learning

Math and Science

Children can learn about math and science through their everyday experiences.

- They sort and group objects that go together; for example they put all the crayons in one container and all the markers in another.
- They put objects in order by size; from smallest to largest, for example.
- They count, add and subtract real objects such as spoons, fruit, crayons and blocks.
- They explore and learn by touching, tasting, seeing, hearing and smelling.
- They solve problems.

Families and caregivers/teachers can provide daily math and science experiences for children.

- Read or tell stories such as *The Three Bears* to children and help them retell the story in order of events.
- Help children count the number of people in their family or classroom.
- Play games such as number bingo and dominoes with children.
- Let children use real objects such as rulers and measuring tapes in their play.
- Go on walks with children, observing nature together.
- Let children play in water and sand with utensils such as colanders, plastic measuring cups and spoons, funnels, sifters and whisks.
- Read picture books about numbers, time concepts and science to children. See page 21 for a list of books.
- Let children help plant and care for a vegetable or flower garden.

Vignette

Welcome back to Mrs. Clark's class of four-year-old children at Sunshine Primary School. Today is a special day for Richard and his classmates. Richard's father, a carpenter, visits the classroom. He shares some of the tools he uses in his work. He lets the children use his measuring tape to measure the pieces of wood he brings into the classroom.

Later in the day, the children discover a ruler and measuring tape that have been added to the block center. With help from Mr. Samuel, the children measure some of the wooden unit blocks.

At the water table, children find measuring cups and spoons, clear plastic liter soft drink bottles and funnels. Mrs. Clark suggests that the children experiment to see how many cups of water it takes to fill a bottle.

In *The Family Connection*, Mrs. Clark includes ideas about items children can use at home for measuring. It will be interesting to hear the children compare their measuring experiences at home with those in the classroom.

One day, the children and teachers take a "Using Our Senses" nature walk around the school campus. When they return to the classroom, the children, in groups of six, dictate to Mrs. Clark a story about what they saw, heard, felt and smelled on their nature walk. On a large chart pad, Mrs. Clark records what the children say. She and the children read back the stories, then post them on the wall where children can "read" them again.

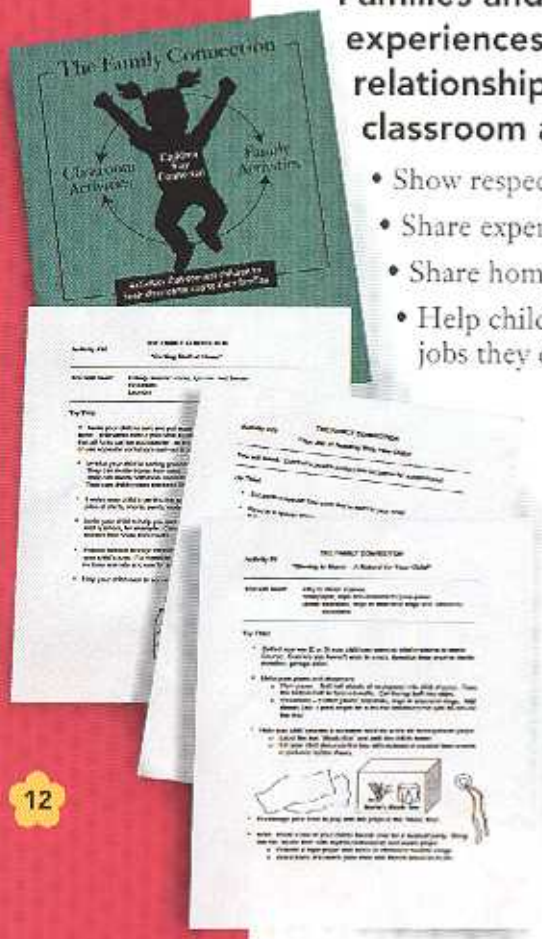
As part of *The Family Connection*, many of the children and their families take a "Using Our Senses" nature walk in their neighborhoods. Ramona and her brothers first hear, then see a woodpecker on a pine tree. Daniel and his mother pick honeysuckle to take home for Grandad to smell.

Cognitive/Intellectual Learning

Social Studies

Children can understand that they are a member of a family and a larger community.

- They talk about their family and friends.
- They identify people in their home, classroom and community who help them.
- They cooperate and share in home and classroom activities and responsibilities.
- They take care of the environment.
- They begin to understand how they can keep themselves and others safe.



Families and caregivers/teachers can provide experiences that help children see their relationship to people in their family, their classroom and their community.

- Show respect for and cooperation with each other.
- Share experiences that honor each child's family.
- Share home and classroom experiences and information.
- Help children know the people in their community and the jobs they do; firefighters and librarians, for example.
- Let children help decide how they can share responsibilities in the family and the classroom.
- Involve children in activities that require cooperation.
- Join children in cleaning up their play and work areas.
- Show children how to use equipment and materials in a safe way.
- Involve children in practicing for emergency situations such as a fire in their home or school.

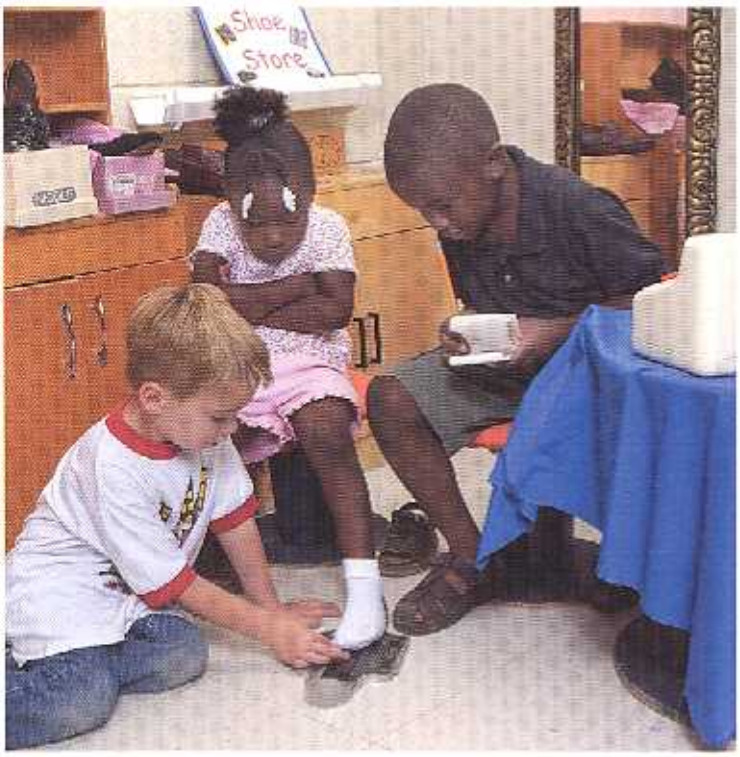
Vignette

Visit the classroom of four-year-old children at Sunshine Primary School one last time. Early in the school year, the children, their families and their teachers get to know each other through Project Family Tree.

To create each child's family tree, families bring photos of grandparents, parents, siblings and the child. With help from their teachers, children put their photos in order from oldest to youngest. Mrs. Clark and Mr. Samuel create their own family tree. When families visit the classroom during open house, the wall where the family trees are posted is the first thing their children show them.

Throughout the year families are invited into the classroom to share something special with the children. Julia's mother is a homemaker. She stays at home and takes care of Julia's baby brother, Reggie. Excitement abounds when Julia's mother brings Reggie into the classroom to show the children his first tooth.

David's grandmother works in a shoe store. One day she brings a foot measurer and empty shoe boxes into the classroom. She measures each child's feet. Beginning with the shoe boxes brought in by David's grandmother, the children turn the home living area into a shoe store. They add old shoes, a ruler for measuring feet and a cash register. Lots of shoes are "sold."



At the beginning of the school year, the children and teachers decide how everyone will share in classroom responsibilities. Children clean up play areas together. They take turns serving as classroom helpers. Through *The Family Connection*, Mrs. Clark lets families know the ways children work together in the classroom community.

Physical Development

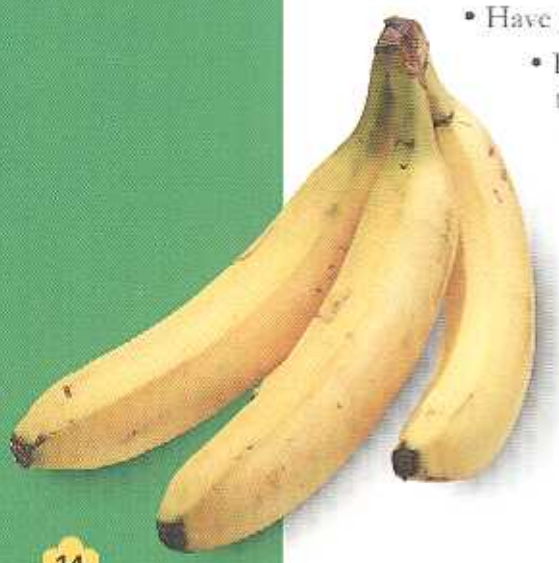
Health and Nutrition

Children can help keep themselves healthy.

- They learn to take care of their personal needs such as toileting and washing their hands.
- They learn to eat a variety of healthy foods.
- They rest each day and get enough sleep at night.
- They help keep their environment clean.

Families and caregivers can help children stay healthy.

- Let children see you practice good health habits such as washing hands.
- Teach children to take care of their own personal needs such as toileting and proper use and disposal of tissues for blowing noses.
- Sit at the table with children during meals and snacks, eating the same foods they do.
- Involve children in selecting, preparing, serving and eating healthy foods.
- Have a daily routine for rest time and for bedtime.
- Let children do simple tasks such as cleaning off the table after a meal or snack.
- Keep all medicines out of reach of children.



Vignette

Say "Hello!" to Mrs. Andrews. She is called Nana Andrews by the four preschool children she cares for in her family child care home.

In the Andrews home, a breakfast bar separates the children's play area from the kitchen. At the breakfast bar, Mrs. Andrews and the children enjoy lunch and snack together. Today, Lucy is Mrs. Andrews' helper. Before morning snack, Lucy wipes off the breakfast bar. Lucy gives each child a juice glass and a napkin. The children help make cheese toast. They pour their own juice from a small plastic pitcher.

Mrs. Andrews and the children's families often trade recipes. Maria's grandmother shares her recipe for lasagna. Mrs. Andrews gives families her recipe for chicken spaghetti, one of the children's favorite dishes.

Mr. Andrews, a firefighter, works in his garden on his days off. The children help Mr. Andrews plant and tend the garden. They eagerly watch as the vegetables grow. One day Mr. Andrews declares, "It's time to pick the beans" and he and the children pick them. The children help Nana Andrews snap and wash the beans. They enjoy the wonderful aroma of the beans as they are cooking. The beans taste delicious at lunch. Now the children are looking forward to picking and eating tomatoes and cucumbers.

After lunch, the children take their dishes to the kitchen. As the children hand their dishes to Mrs. Andrews, she puts them in the dishwasher. Next the children use the toilet and wash their hands. Then Mrs. Andrews reads a book to them. Now it is quiet time for everyone. As the children rest on their mats, Nana Andrews sits nearby in her recliner reading her favorite book.

Physical Development

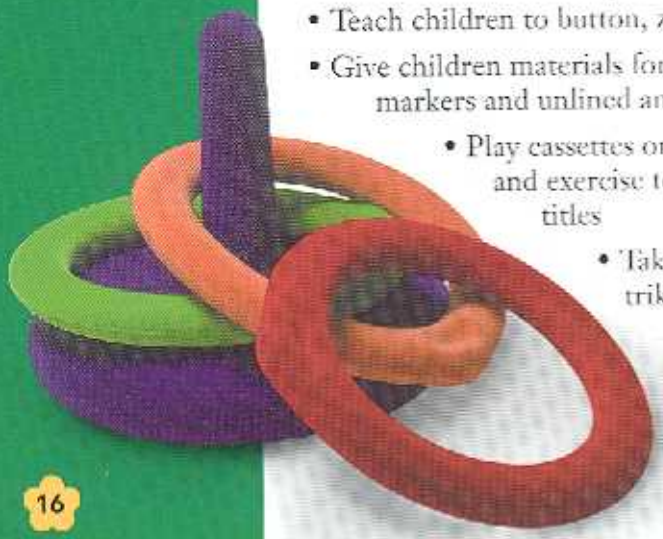
Fine and Gross Motor

Children can use their small and large muscles to do many things.

- They coordinate their eye and hand movements to work puzzles, string beads and spools and cut with scissors.
- They use their small muscles for self-help skills such as buttoning, zipping and snapping.
- They use their small muscles for drawing and writing.
- They use their small muscles during meal-time activities such as spreading butter on toast or peeling a banana.
- They use their large muscles for walking, climbing, jumping, hopping, balancing and pedaling a trike.
- They use their large muscles for throwing, catching, bouncing and kicking a ball.

Families and caregivers can help children develop their small and large muscles.

- Give children puzzles to work, beads and spools to string, and construction and interlinking sets such as snap-together blocks, bristle builders and log builders to put together.
- Teach children to button, zip and snap.
- Give children materials for writing and drawing; pencils, crayons, markers and unlined and lined paper, for example.
- Play cassettes or CDs that encourage children to move and exercise to music. See the back cover for a list of titles
- Take children outdoors so they can ride trikes, run, jump, hop and gallop.
- Give children balls to toss, catch and kick.
- Join children as they play with balls, toss bean bags, play ring toss and move to music.



Vignette

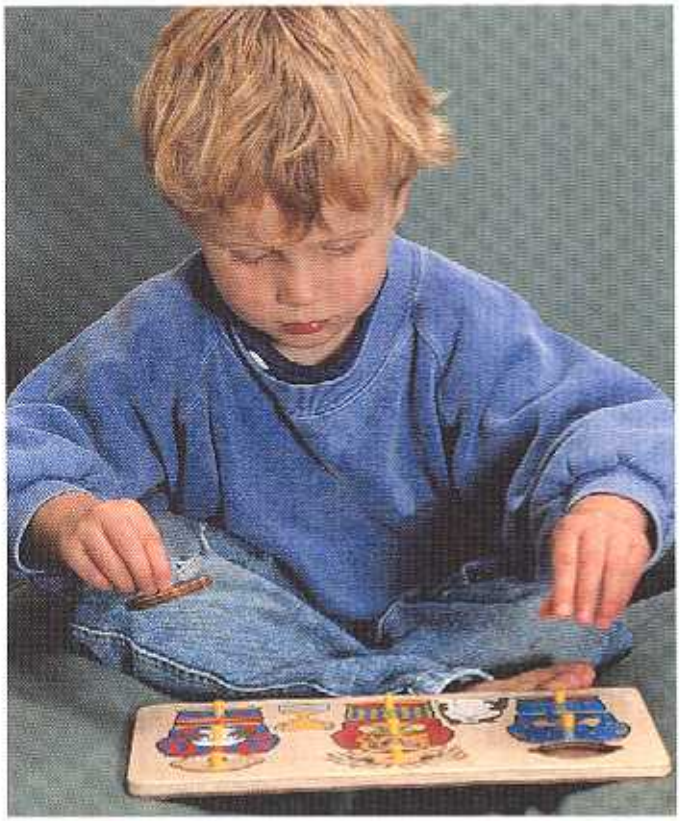
Return to the family child care home of Mrs. Andrews. She cares for four preschool children while their families are at work.

Today Jeb is stringing spools on a shoe lace. The spools have been given to Mrs. Andrews by Jeb's aunt who sews. Roger is working a puzzle. Maria and Lucy are on the floor putting together log builders to make a house.

After morning snack, the children help Nana Andrews make playdough. They enjoy rolling, pounding and mashing the dough. Each child takes home a ball of playdough in a recycled butter tub. The next morning, Maria's grandmother asks Mrs. Andrews for the playdough recipe.

The Andrews home has a large backyard with a fence around it. Big oak trees provide shade in the summer. In the yard the children have room to run, jump, play with balls and ride trikes.

Until recently, Mrs. Andrews has been uncertain about how to safely allow active play indoors, especially on rainy days. This changes when she attends training for family child care providers. A session titled "Keep Moving on Rainy Days" is just what she needs. During the training session, she learns to make bean bags. She gets ideas for bean bag play. She learns that she can put a piece of masking tape on the floor that children can walk on and practice balancing. Hoops from the dollar store can be used by the children in so many ways. Children toss bean bags into the hoops. They walk and hop around the hoops. They jump inside the hoops.



Mrs. Andrews shares with families the new ideas she has learned about active indoor play for children. Now rainy days are fun days for children when they are with Nana Andrews or with their families.

Language

Language

Children can learn and use language in many different ways.

- They talk with others.
- They learn new words.
- They enjoy songs, fingerplays, rhyming activities and puppets.
- They communicate their ideas and their feelings.
- They use language to solve problems.
- They listen and respond to what they hear.

Families and caregivers/teachers can help children develop language.

- Listen when children talk to you.
- Help each other understand the primary language of the home and of the classroom setting.
- Share children's favorite fingerplays, nursery rhymes, songs, books and stories from home and from the classroom.
- Talk with children about things that interest them.
- Read books or tell stories to children and have them retell the story.
- Ask questions that encourage children to use language to express their ideas and feelings.

Vignette

Observe the children in this Head Start classroom. Miguel and Ramon often speak to each other in Spanish, which is their home language. Tonette is delayed in her language development. For these three children, plus all the others in the classroom, the teacher, Mrs. Allen, has plans for developing their language.

Mrs. Allen begins with the families. Miguel's father, who speaks both Spanish and English, offers to teach Mrs. Allen and the children some basic words and phrases in Spanish.

Tonette's mother agrees that her child can participate in language therapy. She attends meetings with Tonette's language therapist and with Mrs. Allen to discuss language goals for Tonette. The language therapist comes into the classroom each week and involves Tonette and the other children in language experiences. The therapist talks with Mrs. Allen about ways to work on Tonette's language goals throughout the day.

To encourage all children to use language, Mrs. Allen arranges the classroom in learning centers. As the children work and play together, especially in the block and home living areas, they are constantly talking with each other.

Mrs. Allen purchases some children's books in both English and Spanish. Miguel's older sister records several of the stories in Spanish on tape. Mrs. Allen records the same stories in English. She places the books and tapes in the library. Here the children enjoy looking at a book while listening to the story on tape.

During circle time, Mrs. Allen and the children talk about their daily experiences. Together they read books, play games, sing songs and say fingerplays, nursery rhymes and poems. Sometimes they greet each other in Spanish or count in Spanish the number of children present.

This Head Start classroom is alive with language, mostly English and sometimes Spanish. Throughout the day, Mrs. Allen and all the children are using language for living and learning together.

Toys and Materials for Preschool Children

Social/Emotional Development

Independent Play
- snap-together toys
- small trucks and cars
- dolls and blankets
- playdough (homemade is best)
- cookie cutters
- books

Social and Cooperative Play
- dress-up clothes
- doll house with furniture and small people figures
- farm play set
- games with cards: Memory and Go Fish

Creative/Aesthetic Learning

Art
- crayons, washable markers of many colors
- water-based paint with large brushes
- water color paints
- large sheets of paper, different textures and colors
- blunt scissors and things to cut
- objects to glue onto paper: ribbon, lace, feathers, paper shapes
- water-based glue and school paste

Music
- cassette tapes, CDs and cassette/CD player
- rhythm instruments, made or purchased: drums, shakers, gourds with dried seeds, rhythm sticks, bells, cymbals
- silky scarves

Dramatic Play
- dress up clothes: purses, wallets, hats, shirts, ties, jackets, aprons, overalls, kimonos, saris, serapes, ponchos, shawls, moccasins, boots
- jewelry: necklaces and bracelets
- child-size kitchen furniture
- cooking, serving and eating utensils (toy and real): pots, pans, woks, plastic dishes, rice bowls, baskets, tortilla presses, mesh bags, dolls, doll bed and doll clothes
- unbreakable mirror

Cognitive/Intellectual Learning

Language Arts
- books
- felt and magnetic story characters
- felt board, magnetic board or cookie sheet
- pencils and washable markers
- paper: unlined, lined, computer printout, note pads
- chalk and small chalkboards
- magnetic letters, upper and lower case

Math
- plastic measuring cups and spoons
- play money, cash register, calculator
- counting bears
- growth chart
- small wooden blocks
- wood unit blocks
- ruler and measuring tape
- dominoes
- balance scales

Science
- pine cones, leaves, acorns
- sea shells and small stones
- growing plants
- animal sets (vinyl)
- magnets
- seeds and potting soil
- magnifiers, binoculars, plastic flashlight
- sand and sand toys: sifter, scoops, bucket, small dump truck
- water and water toys: funnels, plastic tubing, clear plastic liter bottles

Social Studies
- family photo albums
- family member puppets
- career dress-up clothes: police, fire, mail carrier, sanitation, construction, office, librarian
- books about family and community

Physical Development

Health and Nutrition
- dress-up clothes for medical personnel
- bandages, stethoscope
- magnetic food sets
- recipes for nutritious foods
- books about body, senses and food
- pictures of food

Fine Motor
- puzzles
- pegs and pegboards
- lacing cards and laces
- stringing beads or spools and laces
- large nuts and bolts
- interlocking toys

Gross Motor
- tricycles
- balls
- bean bags
- ring toss

When selecting toys and materials for preschool children make safety your first concern.

- hoops
- balance boards
- cassette tapes, CDs for movement and dance

Language

- nursery rhyme books
- fingerplay and poetry books
- children's books in a different language such as Spanish
- songs on tape or CD
- songs in a different language
- books on tape
- puppets
- telephones
- catalogs and magazines
- realistic pictures of people, animals and objects

Booklist by Learning Strands

Social/Emotional Development

Brown, Margaret Wise, *The Runaway Bunny*. Harpercollins. 1942. Clement Hurd (illustrator)

Cowen-Fletcher, Jane. *Mama Zooms*. Scholastic. 1994.

Josse, Barbara, *Mama, Do You Love Me?* Chronicle. 1991. Barbara Lavellee (illustrator).

Kraus, Robert. *Leo the Late Bloomer*. Harpercollins. 1971. Jose Aruego (illustrator).

Penn, Audrey. *The Kissing Hand*. Child Welfare League of America. 1993. Ruth E. Harper and Nancy M. Leak (illustrators).

Creative/Aesthetic Learning

Freeman, Don. *A Rainbow of My Own*. Viking Press. 1966.

Kovalski, Maryanne. *The Wheels on the Bus*. Little, Brown. 1990.

Lionni, Leo. *A Color of His Own*. Knopf. 1993.

Walsh, Ellen Stohl. *Mouse Paint*. Harcourt. 1989

Weiss, George David & Bob Thiele. *What a Wonderful World*. Antheneum. 1995. Ashley Bryan (illustrator).

Cognitive/Intellectual Learning

Bang, Molly. *Ten, Nine, Eight*. Greenwillow. 1983

Bayer, Jane. *A My Name is Alice*. Dial. 1984. Steven Kellogg (illustrator).

Brown, Margaret Wise. *Goodnight Moon*. Harpercollins. 1947. Clement Hurd (illustrator).

Carle, Eric. *The Very Hungry Caterpillar*. Putnam. 1981.

Carle, Eric. *The Very Quiet Cricket*. Philomel. 1990.

Ets, Marie Hall. *Gilberto and the Wind*. Puffin. 1978.

Ehlert, Lois. *Growing Vegetable Soup*. Harcourt. 1987.

Feelings, Muriel L. *Jambo Means Hello: Swahili Alphabet Book*. Dial. Reisssue 1992. Tom Feelings (illustrator).

Galdone, Paul. *The Three Bears*. Clarion. 1985

Galdone, Paul. *The Three Little Pigs*. Clarion. 1979.

Hutchins, Pat. *The Wind Blew*. Aladdin. Reissue 1993.

Keats, Ezra Jack. *The Snowy Day*. Viking. 1962.

Pellegrini, Nina. *Families are Different*. Holiday House. 1991.

Rylant, Cynthia. *The Relatives Came*. Simon & Schuster. 1985. Stephen Gammell (illustrator).

Wood, Audrey. *The Napping House*. Harcourt. 1984. Don Wood (illustrator).

Yashima, Taro. *Umbrella*. Puffin. 1977.

Physical Development

Aliki. *My Hands*. Harpercollins. 1990.

Carle, Eric. *From Head to Toe*. Harpercollins. 1997.

Martin, Bill, Jr. and John Archambault. *Here Are My Hands*. Henry Holt & Co. 1987. Ted Rand (illustrator).

Showers, Paul. *The Listening Walk*. Harpercollins. 1961. Aliki (illustrator).

Wood, Audrey. *Quick as a Cricket*. Childs Play Int. Ltd. 1989.

Language

dePaola, Tomie. *Tomie dePaola's Mother Goose*. Putnam. 1985.

Hale, Sarah Josepha. *Mary Had a Little Lamb*. Scholastic. 1990. Bruce McMillan (illustrator).

Continued next page

Booklist by Learning Strands Continued

Lobel, Arnold. *Random House Book of Mother Goose*. Random House. 1986

Opie, Iona. *My Very First Mother Goose*. Candlewick. 1996. Rosemary Wells (illustrator).

Prelutsky, Jack. *Read Aloud Rhymes for the Very Young*. Knopf. 1986. Marc Brown (illustrator).

List of Cassette Tapes and CDs

Campbell-Towell, Lee. *Aerobic Power for Kids*. Kimbo Educational. 1998.

Greg & Steve. *Kids in Motion*. Youngheart Records. 1989.

Greg & Steve. *Playin' Favorites*. Youngheart Records. 1998.

Greg & Steve. *We All Live Together*, Vols. 1-4. Youngheart Records. 1975-1980.

Jenkins, Ella. *Multicultural Children's Songs*. Smithsonian Folkways Recordings. 1995.

Jenkins, Ella. *Play Your Instruments And Make A Pretty Sound*. Smithsonian Folkways Recordings. 1995.

Jenkins, Ella. *You Sing A Song And I'll Sing A Song*. Smithsonian Folkways Recordings. 1996.

Palmer, Hap. *Classic Nursery Rhymes*. Educational Activities.1991.

Palmer, Hap. *Getting to Know Myself*. Educational Activities. 1972.

Palmer, Hap. *Learning Basic Skills Through Music*, Vol. 1. Educational Activities. 1969.

Palmer, Hap. *Sea Gulls*. Educational Activities. 1978.

Raffi. *Baby Beluga*. Troubadour Records. 1989.

Raffi. *Singable Songs*. Troubadour Records. 1976.

Six Little Ducks. Kimbo Educational. 1998.

Stewart, Georgiana. *Bean Bag Activities*. Kimbo Educational. 1998.

Stewart, Georgiana. *Nursery Rhyme Time*. Kimbo Educational. 2000.

Cassette tapes and CD's can be found in school supply stores, catalogs, specialty children's stores and on the internet.

Reference: Booklet based on *Arkansas Early Childhood Education Framework: Benchmarks with Strategies/Activities for Three and Four Year Old Children* (1999). Arkansas Division of Child Care and Early Childhood Education

Resource: Family Connection Packet