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A Curriculum for the Gifted Kindergarten Program on the Lindenwood College Campus

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A Curriculum for
the Gifted Kindergarten Program
on the Lindenwood College Campus

To Develop:
Creativity, Divergent Thought,
and Right Brain Function

Kay Hoffmeister
Lindenwood College
Saint Charles, Missouri



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Nancy Polittle
Advisor

Gene Henderson
Reader

Abstract

The establishment of a kindergarten for gifted children on the campus of Lindenwood College, St. Charles, Missouri, created the need for a curriculum designed to meet the special strengths and weaknesses of those who would attend.

While these children often possessed advanced skills in reading and math, they were still five-year-olds with certain emotional, social and physical limitations due to their young age.

Also, research suggested that high IQ scores and accelerated cognitive, left brain learning did not usually exist with high levels of creativity. Yet futurists noted that creative, divergent thought skills would be essential in the world of tomorrow with its ever-expanding, changing technology.

Could creativity and divergent thinking skills be taught? Research indicated that training in these areas was possible and desirable. The right brain, the dreamer, had too long been neglected with the growth of its skills left to chance.

Using the arts as a vehicle for learning, the functions of the right brain could be stimulated. Imagining in the right hemisphere, then verbalizing in the left

would strengthen the whole brain. Movement and use of the five senses would involve the whole child--whole brain in the learning process, where cognitive and affective skills would work together.

This curriculum was then designed with consideration for the chronological and mental age of the children enrolled in the program, the desirability of teaching for creativity, the continued growth of cognitive learning, and the stimulation and development of the brain's right hemisphere with the arts serving as a vehicle for teaching/learning.

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CHAPTER I

Introduction

In the Spring of 1983 a proposal was made to expand the existing pre-school program on the Lindenwood Colleges Campus in St. Charles, Missouri to include a kindergarten for gifted students. Children who would be accepted would reach their fifth birthday by November 1 of the year in which they would be enrolling. They would also exhibit a mental age one year above their chronological age on standardized tests. It was also decided to accept some children at age four if their academic needs indicated placement in the kindergarten program would be more appropriate than placement in the pre-school. A class size of 15 to 20 students would be established.

After determining class size, age limits, and ability requirements, it was felt that existing kindergarten curricula would not meet the needs of a gifted group, as they had achieved most of the objectives of existing kindergarten guides. First grade curricula, while they meet some of the academic needs, do not serve well as guides for gifted education or for the special needs of the four and five year old children to be served. It was determined that a curriculum

specifically designed for the accelerated kindergarten child would need to be developed, with attention to creative and divergent thought, language experience, and the academics of reading and mathematics.

The purpose of this project was the preparation of that curriculum.

Rationale

This curriculum is interdisciplinary in nature, with emphasis on creativity, divergent thought and functions of the right hemisphere of the brain. Often, the arts serve as a vehicle for learning, as the arts are by nature, creative; and the art process which provides the student an opportunity to respond, create, evaluate, perceive and develop skills, is the same as the learning process (Feller 1981).

While emphasis is placed on divergent thought and creativity; cognitive learning should also be developed, for a whole child--whole brain learning situation is desired. Although the children in the program were accelerated academically, they often exhibited typical kindergarten levels of development in social, physical, and emotional growth. While a child may be reading at a third or fourth grade level, his/her emotional development may hinder understanding of fourth grade level fiction. The four or five-year-old may possibly be able to add all the combinations to the sum of 18, but his/her slower fine motor development and muscular strength may cause fatigue if he/she is given a ditto sheet of facts to complete. In social studies, the child might be unable to "see" cause and effect situa-

tions due to his/her egocentric nature. Therefore, a variety of strategies, multiple levels of achievement and overlapping stages of development have been given thought. Consideration was given to Piaget's pre-operational and concrete operational stages and to the four thinking processes: Classification, Seriation, Conservation, and Reversibility. The children in this group were expected to function at times in the pre-operational level, and at other times in the concrete operational stage; thus the need for overlapping stages of development and multiple levels of achievement being considered in planning activities. Activities for the strengthening of right brain skills planned in this curriculum follow Piaget's holistic approach to learning.

In developing this curriculum, information provided by the Missouri Department of Education (1980) for parents as a guide in selecting a quality early education program for young children was also considered. Development of positive feelings; development of physical coordination; help in expressing feelings; handling success, failure, and change; and the opportunity to explore, question and make choices were listed as needed goals in early childhood programs. In teaching to the right, affective hemisphere of the brain; and in encouraging creative and divergent thought, these criteria can be met.

Learning objectives of the cognitive domain are stated in this curriculum with regard to Benjamin Bloom's Taxonomy of Education Objectives (1956) and Frank Williams' Cognitive Behaviors of Dimension 3 Pupil Behaviors of A Model for Implementing Cognitive-Affective Behaviors in the Classroom (1970). Objectives for the affective domain are frequently stated in terms set by the Bloom and Krathwohl (1964) Affective Taxonomy and William' (1970) Affective Behavior of Dimension 3 Pupil Behaviors. Williams Dimension 2 Teacher Behavior/ Strategies also served as a guide in writing activities.

Five areas were considered in developing the curriculum: 1) Functions of the right and left hemispheres of the brain; 2) Creativity and divergent thought; 3) Giftedness; 4) the Arts, including the visual and performing arts as well as literature; 5) Early Childhood Education.

Researchers of the function of the hemispheres of the brain and many educators appeared to agree that education in American schools was primarily concerned with the brain's convergent, logical, left hemisphere. Tests for identification of intelligence of students were verbal and logical, numerical and linear in design; relying for the most part on convergent thought according to Getzels and Jackson (1962). This left the ability, or possible inability of the right hemisphere of the

brain neglected. However, according to Max Rennels (1976) 3/5 of standard intelligence tests examine behaviors which grow out of spatial, perceptual and abstract abilities while "educational institutions have consistently placed emphasis upon the verbal/numerical categories." (p. 471, 1976) Rennels noted also that:

educational institutions, in emphasizing linear thought processes, have largely neglected man's capacity to imagine, visualize, or attend efficiently to visual/sensory stimuli. (p. 471)

Mark Phillips (1976) also stated that even in our programs for the gifted we "stress left brain function and neglect the right brain, yet brain capacities can significantly improve the functioning of the individual contribution to society." (p. 238)

Studies by Roger Sperry (1964) suggested that while the two hemispheres may function independently; through the corpus callosum there is cross-reference and a combining of functions of the two hemispheres. David Galin (1976) relates a "cognitive style" to the left brain's analytic logical mode and to the right brain's holistic, gestalt mode. According to Galin, while the "verbal-analytic style is extremely efficient for dealing with the object world"; the "holistic mode of information processing is very good for bridging gaps" (p. 129) which often exist in our world. It would seem

then, that a prime concern of education should be to develop and stimulate both hemispheres. If we are to show concern for the whole child in the classroom, we must also show concern in our teaching for the whole brain by stimulating the functions of both the right and left hemispheres thus creating neural symmetry.

The curriculum has been written to expand the gifted child's already identified cognitive abilities, and to stimulate his/her creativity, intuitiveness, and imagination as well. An effort has been made to make divergent thinking an equal, in the curriculum, to convergent thought. Betty Edwards (1979) has stated:

Although we have so far depended on the rational, left half of the human brain to plan for our children's future and to solve the problems they might encounter on the way to that future, the onslaught of profound change is shaking our confidence in technological thinking and in the old methods of education. Without abandoning training in traditional verbal and computational skills, concerned teachers are looking for teaching techniques that will enhance children's intuitive and creative powers, thus preparing students to meet new challenges with flexibility, inventiveness, and imagination and with the ability to grasp complex arrays of interconnected ideas and facts, to perceive underlying patterns of events, and to see old problems in new ways. (p. 196)

E. Paul Torrance (1980, p. 298) cites the predictions of futurists such as Terry Newell, Daniel Bell, and Maruyama, when he states the increasing need for "creativity for living and adapting to the demands of a high-change world." Today's children will become

adults in a world with career possibilities that do not exist today. Many occupations and careers of today will become obsolete. The lives and jobs of today's children will, "require abilities, skills, attitudes, and information that we cannot imagine today." Preparing these students to face and solve future problems and to be prepared to gain future knowledge should be a priority in today's education. We cannot teach information that is not yet known, but we can teach today's child to think, to imagine, to explore, to create. Our intellectually capable children may not, however, be equipped to meet these future demands for creative, divergent thought. Getzels and Jackson (1962) suggest that high IQ measures, and creativity are not often found together. Those children who exhibit high intelligence are frequently found to be low on scales of creative ability. As stated earlier, United States' education systems have concerned themselves most often with the cognitive learning of the left brain. The identified high academic achievers may therefore, be only using a portion of their mental capability. It has been noted by many educators of the gifted, that these children are often uncomfortable when one right answer is not available to them. Trying to discover a unique solution to a future problem might then be overwhelming to them, unless they learn to use their intelligence in creative,

divergent ways--their holistic mode for bridging gaps.

But what is creativity, and can it be taught? Bill Moyer (1982) searched for its roots while E. Paul Torrance (1972) stated that creativity is teachable, and that deliberate teaching for creativity yields the highest successes. It would appear then, that teaching for creativity must be attempted, rather than leaving it to chance.

Susan V. Garrett (1976) felt that the arts could serve as a vehicle to encourage creative, divergent thinking. She said "It is through the arts that the right brain has been and can be educated." (p. 244). She pointed out the importance of dreaming or scanning in creative thought by scientific minds such as Kekule and Einstein who knew about relativity before his left verbal hemisphere could communicate it to others. Garrett also saw the completion of a creative effort by a child as an answer given and an answer found. Learning through all the senses should be of as much importance as learning through language. Lucya Prince stated that a child at age six who has had "inadequate or faulty kinesthetic and auditory input is not ready for reading" (1975, p. 43). Ed Labinovicz (1980) in explaining Piagetian theory also referred to the need for experiences with physical objects and manipulating those objects so that the senses are involved.

In public schools in New York, California, and Ohio (Adelhardt and Merrill 1976) educators reported an increase in cognitive abilities as well as improvement in attitudes toward school, develop following the introduction of an arts core curriculum into the schools. These improvements were seen in students of all ability levels. It seemed appropriate then to suspect that the gifted child will benefit in many ways from an incorporation of the arts, creativity, and divergent thought in the curriculum.

Research and opinion both indicated that today's child faces a future where creativity and divergent thinking will be highly important. Many studies have shown that the right hemisphere of the brain, the "dreamer" which has been neglected so often in education, is the center of creative effort and divergent thought. The right hemisphere must then be stimulated and developed to work together as an equal with the left hemisphere; so, the student may dream, imagine, and create on the right and move to the left to put his/her thoughts to work. The arts can serve the educator as an excellent tool for teaching to the right hemisphere to develop the creativity and divergent thought so much needed for the future.

It was with that goal in mind that this curriculum was written.

The Minnesota Alliance for the Arts in Education handbook, All the Arts for All the Kids included this quote:

When I examine myself and my method of thought, I come to the conclusion that the gift of fantasy has meant more to me than my talent for absorbing knowledge.
Einstein

CHAPTER II

Review of the Literature

Living in the United States today are men and women who recall riding to school in a horse-drawn wagon. These same people have witnessed the space vehicle "Columbia" lift-off and land. Technological advances within their life-times have created a vast amount of knowledge and information available to all. Today's children face a future where an even greater quantity of knowledge will be thrust upon them. Educational systems cannot hope to teach all this knowledge, for it will be not only great in amount, but rapidly changing. How do we prepare today's child for tomorrow's world? Richard Burns and Gary Brooks (1970) saw a need for teaching learners to think rather than just remembering. In "Piaget Rediscovered," Eleanor Duckworth (1964) saw the goal of education to be "to create men who are capable of doing new things, not simply repeating what other generations have done--men who are creative, inventive and discoverers." (p. 5) Adelhardt and Merrill (1976) cited knowing how to deal with and respond to change and the unknown as an important goal for educating for the future. This involves dealing creatively and with imagination to problems.

Mark Phillips (1976) saw a need for development for a wide variety of characteristics in gifted children; not only the mental abilities but also the abilities to feel and to respond to others and their feelings. He wished to direct these children to be "gifted and whole, not gifted and hollow." (p. 239) Curricula which do these things are needed, but how are these characteristics taught?

In studying the literature for this curriculum it was important to first consider the characteristics and needs of those being taught; gifted kindergarteners.

The Missouri Department of Elementary and Secondary Education (1980) provided for parents, a checklist of things to look for in selecting a quality program of early childhood education. Included in the list were: development in personal positive feeling, listening and speaking, physical abilities and coordination, expression of feelings in an acceptable way, learning to handle success and failure; and the abilities to get along well with others, explore, question and make choices. The kindergarten curricula for two local school districts indicated interests in achievement of certain academic skills in pre-reading and pre-math as well as effort in the areas of perceptual development--both auditory and visual. In other districts in the St. Louis metropolitan area and elsewhere discussion and pilot programs

have been initiated concerning the length of the kindergarten day. Sandra McClinton and Carolyn Topping (1981) conducted research to determine if the extended kindergarten day was beneficial in any tangible ways. Two groups of 40 children each were chosen to participate in the study. The experimental group of 40 attended an extended day of kindergarten, while the control group of 40 went to school the usual three hours per day. After their first six weeks of first grade their teachers were asked to rate them academically and socially. The teachers were unaware of which children had been in either group. The teachers rated those children in the extended day group as being more prepared for first grade socially and academically. It should be noted also that, according to the report, the only difference in the two programs was the length of the day.

If the gifted kindergarten child is to spend an extended day in school, he/she should appropriately be involved in a variety of activities. Besides meeting the basic requirements of the typical kindergarten curriculum, the program for the gifted child should teach for creativity and imagination, as Burns and Brooks (1970) pointed-out. Labinovicz (1980) also suggested that Piaget was not concerned with a focus on acceleration. His concern was with a "natural

holistic development which can be facilitated by rich and varied experiences over an extended period of time." (p. 158)

It might be assumed that the brightest children are also the most creatively capable. This was not usually correct, as Getzels and Jackson (1962) argued against the use of IQ testing in the identification of giftedness. "As early as 1898, Dearborn studied the imaginative responses of Harvard students" (p. 4). The results were that two of the most intellectually capable students scored the lowest in originality. They also referred to the work of R. M. Simpson who felt that while IQ tests were valuable, they did not in any way measure the powers of creativity. Getzels and Jackson quoted J. P. Guilford's 1950 address to the American Psychological Association in which he stated the concept of high intelligence being a measure of creativity was not only "inadequate but has been largely responsible for the lack of progress in the understanding of creative people." (p.6)

E. Paul Torrance (1972) in investigating the work of others stated that it "does seem possible to teach children to think creatively." (p. 132) Most successes according to Torrance came with cognitive and emotional functioning.

In a study involving divergent thinking, Franklin

and Richards (1977) noted that when divergent thinking was stimulated in the classroom, the experimental group receiving that training showed a higher performance in divergent thought. This supported an earlier suggestion by Guilford in 1967 that teaching can improve the development of divergent thought.

Joyce Lowery (1982) evaluated three creativity training methods. Those being: New Directions in Creativity Basic (NDCB), New Directions in Creativity Enhanced (NDCE), and Music and Imagery (MI). A post-test only design was used to eliminate contamination by use of a pretest. Involvement was through stratified random selection of 36 gifted students from the gifted population of a private school. Twelve students from each of grades three, four, and five were randomly assigned to one of three treatment groups. Each group received 60 minutes of weekly creativity training for a period of six weeks. The results indicated that MI might be most effective in increasing creativity in gifted students.

The effects of school environment on the development of creativity was the topic of a study by Berk and Thomas (1981). Using Form A of the Torrence Thinking Creatively with Pictures Test in the Fall, and form B in the Spring; a measure of the variations in environmental influence was made. While it was felt

that the environment did have effects on creative development; the relationship between environment and creativity was found to be quite complex. It was indicated that future research should be considered.

It has been established in the medical field that imagination and creativity are functions of the right hemisphere of the brain. Dr. David Galin (1976, p. 129) stated:

If we want to cultivate creativity, it appears that we must first develop each mode, both the rational-analytic and the intuitive-holistic; second, we must develop the ability to inhibit either one when it is inappropriate to the task at hand; and finally we must be able to operate in both modes in a complimentary fashion.

Thomas Blakeslee (1980) referred to the studies of Dr. Roger Sperry, Michael Gazzania, and Jere Levy in which they concluded that each half of the brain thought in its own unique way. While the left side was capable of expressing ideas through the spoken word, the right had its own thoughts which were not verbalized. Intellectual people often understand the theory behind a proper tennis swing, for example. They may be able to describe and discuss it fluently, but they are not able to perform that swing accurately. As Blakeslee stated it, "Their right brain can virtually atrophy, making them totally inept, not just in sports, art and dancing, but with the truly creative side of intellectual pursuits." (p. 23) He also proposed that

intuitiveness may be developed, or allowed to atrophy depending on how much we use it. The type of flexible thinking necessary for creative breakthroughs is restricted by language.

Before continuing with further discussion of specialization of the brain's hemispheres it may be important to note what Galin (1976) said in regard to the young child:

. . . the brain is very plastic in children, since brain injuries before the age of twelve rarely result in permanent aphasia, we can reasonably suppose that the lateralization of cognitive functions is still in flux after the acquisition of speech and even after the acquisition of written language.
(p. 130)

Cognitive growth may in fact according to Galin be paralleled by lateral specialization. The maturation of the connecting fibers (corpus callosum) between the two hemispheres does not occur until the child's fourth year and possibly not until his/her tenth year. As the interchange between the two hemispheres increases there are stages of development with times of conflict and equilibrium. Galin suggested that this development of interchange and the cognitive stages of development as seen by Piaget may some day be found to correspond.

Blakeslee (1980) referred to Jacques Hadamard, who in 1945 studied the patterns of use of both sides of the brain for the jobs they do best. This was seen again and again according to Hadamard in creative

people, in his book The Psychology of Invention in the Mathematical Field. Galin noted the possible problems of the mutual antagonism of the analytic, left and holistic, right and the need to operate the two in complimentary fashion, and the need to use the appropriate mode for the task at hand. According to Prince (1980):

Particularly unrecognized in his unhappy plight is the child who has had verbal input of an interpretive nature. (p. 43)

The consequence is that verbal functions continue to take place on both sides of the brain. This is the child who reads early and well but cannot concentrate for any length of time because he is body unhappy. (p. 44)

In education Blakeslee (1980) felt the intuitive side of the brain has been virtually ignored; while in the adult world in management and administrative positions there existed many gaps and unknowns making logical decision-making impractical, and intuitiveness an important tool. This lack is suggested in Blakeslee's reference to a study by Donald Taylor in 1963 where the correlation between students' high academic standing in college and their performance as rated by their employers after graduation was low. While these bright students were capable of absorbing knowledge, they were unable to think of new ideas on their own. Labinowicz (1980) pointed out that Piaget saw the need for novelty and discrepancy which require

accomodation to create situations where the child must wonder and think.

While the early years in our education system may not be without stimulus to the right hemisphere, as our children progress through school the approach to learning is increasingly verbal, according to Blakeslee, "Even IQ testing reflects this pattern" (p. 56).

To improve creativity and imagination, we need to "put our whole brain to use" according to Susan Garrett (1976, p. 239). Garrett cited Sperry in assigning to the left brain logical-analytical thinking; and to the right hemisphere, "spatial perception, holistic understanding, perceptual insight, tactile sensation, musical ability, visualization, and intuitive ability." (p. 240).

While Garrett agreed that development of language is in the left hemisphere, she cited experiments using colors, symbols and signs for teaching language. She stated, "We can successfully teach the right brain through the arts, once they are recognized as being. . . essential" (p. 241). According to Garrett, the whole brain is called upon in a creative effort. The "right brain responsible for the vision, the impulse, the intuition; and the left brain for the manipulation of the tools of language" (p. 241). The concentration on

development of the functions of the left brain and the consequent neglect of the right brain may be due to the United States' struggle to insure literacy across the land. Unfortunately, the potential strengths of the right brain which could serve to improve the basic skills of reading and math, according to Adelhardt and Merrill (1976), have not been developed.

One high concern in the area of right brain functioning has been the struggle of the right-brained child in our school systems. Gallin (1976) refers to cultural differences in cognitive learning styles "the middle class are likely to use the verbal-analytic mode; the urban poor are more likely to use the spatial-holistic mode" (p. 130) Hunter (1977) suggested that teachers should change strategies to fit the learning of the right brain when students are not "getting it" with the left brain instruction. While Max Rennels (1976) also argued his case for the child who was not doing well in the traditional classroom setting, due to emphasis on left brain functions; he reminded the reader that "intelligence without imagination is useless" (p. 472). Barbara Vitale (1982) used the right brain approach with right brain learners effectively where left brain teaching failed. She suggested that the right brain approach was more appropriate to certain tasks and learning for all children. It would seem appropriate

to incorporate some right brain teaching into the curriculum of all learners to help develop both hemispheres.

In teaching to the right brain the skills for future problem-solving would be developed. Adelhardt and Merrill (1976) felt that these skills could be accomplished well through the arts as did Susan Garrett (1976). Betty Edwards (1979) referred to future school systems which will teach the whole brain by including "training in drawing skills--an efficient, effective way to gain access to right-brain functions." (p. 37)

Adelhardt and Merrill (1976) reported the results of various arts core programs across the United States. They cited average reading score increases in Oakland, California of 1.26 years in six months. Schools in Alabama, they reported had IQ score increases of 33%; and in Ohio after three years in an arts program, 79% of the children were reading at or above grade level as compared with 14% when this program began. These arts core curricula put the right brain to work; and as Betty Edwards points out, "One of the marvelous capabilities of the right brain is imaging: seeing an imaginary picture with your mind's eye." (p. 37) With improved mental imagery, the act of reading and comprehending was improved.

In the report by Adelhardt and Merrill, the authors

described studies at the University of California at Los Angeles with kindergarten children to determine if the kinetic molecular theory could be taught to children who were below Piaget's concrete operational level of development. The instruction was based on art experiences, and after four weeks, two-thirds of the children could answer comprehension and recall questions concerning the concept. Here the arts were used to provide the experiences for physical manipulation of objects, for "experiencing discrepancies between ideas, predictions and outcomes . . . in the acquisition of knowledge" which according to Labinowicz is what Piagetian theory has intended education to do.

The arts encompass the visual and performing arts, as well as literature, architecture, and related fields. The arts involve perceiving, responding, creating, developing skills, understanding and evaluation; those also being the components of the learning process. Galda (1982) found the use of dramatic play following story reading to be beneficial in comprehension. Three groups were established for her study: the first group drew pictures of the story after reading it, the second group discussed the story, the third group used dramatic play to retell the story. Each group then received a criterion referenced comprehension test. The play group scored significantly higher than the other two groups.

In his article Why Children Should Draw, Roger Williams stated that the arts may not only stimulate natural curiosity, but also may literally expand the brain's capacity. He noted that in the Ohio arts core program, the first year resulted in lower test scores; but in the following years, as the curriculum continued, achievement scores improved greatly. Williams also felt that lack of attention to the right hemisphere of the brain was actually damaging to the brain as a whole.

In 1977 David Rockefeller, Jr. served as chairman of the panel for the American Council for the Arts in Education. The panel (1977) reported that education has put too much emphasis on communication through words. The panel members suggested that all our senses are equal receivers of information, and the arts are basic to education as they stimulate our senses. The report continued by indicating that learning in the arts is a direct creative effort; learning about the arts is potentially a great motivational tool for learning to approach learning in a more disciplined manner.

The literature reviewed suggested that our school-age children today face a world of change filled with a continually growing wealth of information and knowledge; and that educators cannot teach facts for remembering alone. Besides learning the facts and information

of the moment, today's student must learn to adjust to change when those facts are no longer true; Piaget's assimilation and accomodation learning to think, create, imagine, and to learn will be necessary skills. As divergent thought, creativity, and imagination are part of the brain's right hemispheric functioning, educators, according to Galin, Sperry, Garrett and others, would be wise to teach directly to the side of the brain which has for so long been neglected in our classrooms. The arts being disciplined and creative appear to be the ideal vehicle for growth in creativity, divergent thought, and right brain functioning according to Foster, Broudy, and Remer.

While educators value the skills of imagination, visualization and creativity; it has been hoped or assumed that they would just develop as "natural consequences of a training in verbal, analytic skills." (Edwards, 1979 p. 37) Rather than leaving these to chance, this curriculum is designed to teach directly toward the development of those basic skills for life long learning and future problem solving.

CHAPTER III

Method

This curriculum has been designed to insure the continued left-brain, cognitive growth of the gifted child, and to stimulate and promote the use of the right-brain with its creative powers. Success in the "basics" and the "three R's" as well as development of divergent thought and creativity are provided for in the goals. The arts, as they are creative and involve the whole-child--body and mind-- in the learning process, are often used as a vehicle for learning. Attention has also been given to the five senses, as they too bring the whole child/whole brain into practice.

The goals have been divided into two sets. Set I describes those goals most often seen in the existing curricula for kindergarten children. They provide for cognitive knowledge. Set II contains the affective traits and behaviors suggested by Frank Williams (1970) (Risk Taking, Complexity, Curiosity, Imagination) and Bloom and Kratwohl (1956) (Receiving, Responding, Valuing, Organization, Characterization by a Value or Value Complex); and the desired goals of education suggested by Piaget, (Labinowicz 1980), Edwards (1970), Gallin (1976), and Torrance (1972) as reported in this

paper in Chapter II.

Objectives for the curriculum, which were prepared in each subject area, may appear to be more cognitive than affective in nature. The activities to accomplish the objectives are, however, often right-brain exercises and thus accomplish the desired outcome.

The visual, written, and performing arts provide stimuli for learning in all subject areas, whether the student is involved in examining an art work or creating one of his/her own. Gaining access to the right hemisphere through the arts has been suggested by Betty Edwards (1979), Susan Garrett (1976) and Jane Remer (1982). If the students examine a Cezanne still life and try to imagine the smell, taste, and texture of the oranges represented in the painting; they have entered the right brain's domain. If they can then put into words the sensations they imagined, they have made the switch to the left brain. The senses have been used to strengthen a visual message as the senses and imagery make sense of the printed word.

In an activity requiring the students to clap the rhythm of the words in a poem, the student claps once on the word "up" and twice on the word "airy." A whole child awareness of syllables creates hearing and feeling the cadence possible without staring at the word searching for vowels and word parts. Syllabication

becomes a "felt" skill rather than a learned process. Barbara Vitale (1982) and Lucya Prince (1975) suggested this type learning for the right-brained child and the body unhappy child. This right-brained approach however, seems equally appropriate for the "average" or gifted child. Here a new poem is learned, new words are understood, new images have been built, and word parts are easily found.

Creating art whether it is written, visual, or performing is an "answer" as Susan Garrett (1976) stated (see Chapter II). Performing in dramatic play the events of a story that has been read, gives to the students a new dimension in story comprehension. Creating a new ending, or altering the setting provides for more creative expression. Through dramatic play the student demonstrates literal comprehension, knowledge of character, mood and setting, and story sequence. Rewriting the story, the student is involved in taking some risks in expressing his ideas for approval, must use his/her imagination in developing a new idea, and expands his/her vocabulary by listing possible characters, settings, and events to take place in the recreated version. E. Paul Torrance (1972) believed creativity to be a teachable skill. Through activities of this sort, the student is provided a framework on which to elaborate.

After watching a dance performance, the students may be asked to tell in their own words what story the dance told. This could be written down as an experience story or recorded on separate sheets of paper. The students could then illustrate the ideas they verbally gave to the teacher. Key words are identified, the pages bound together as a book written and illustrated by the class. Each child then has something he/she created and can read. New words are learned, new concepts understood, and beginnings of an appreciation for the art of dance takes form. If the activity is carried further and a creative movement interpretation of the dance is performed by the children, then the added kinesthetic dimension adds more access to the right-brain and a strengthening of its functions.

Creating new uses for common objects gives the student the opportunity to gain in the cognitive and affective areas. Brainstorming a list of possible uses for old tires the child imagines, exhibits flexible thinking, and prepares to solve the problem of pollution. The research of Susan Garrett (1976), the report by Adelhardt and Merrill (1976), and the writings of Betty Edwards (1979) encourage the use of the arts in teaching. The arts are therefore incorporated into every aspect of the curriculum in a variety of activities. Because of this and the interdisciplinary nature of the

curriculum, an activity written for math may in fact accomplish objectives of art, music, language, reading and physical education as well as the mathematics objective.

Piaget, according to Labinowicz (1980), did not intend direct teaching of the characteristics of each of the stages of development he described; nor did he desire acceleration. Instead, he suggested a rich and varied environment where conflicts were met and solved, and true understanding took place. Hands-on experiences, field trips and visiting personalities are then an important part of this curriculum.

Every day occurrences provide learning activities for the student, as well as planned learning experiences.

At snack time, if there are napkins placed on the table for fifteen children, and the child passing-out cookies has only ten large cookies; he/she is involved in a one to one matching situation. In placing the cookies on the napkins, the child discovers there are more napkins than cookies. Solving the dilemma on his/her own gives the child the chance to think, and come up with a solution; perhaps as a class many solutions can be found and one best one decided upon. If breaking the cookies in half is the chosen solution, then another problem arises as now there are more cookie pieces than there are napkins. Thus another

solution must be found. Happily eating the cookies, the children have experienced the challenges of numbers and problem solving. They have matched objects one to one, divided whole circles into half circles, seen the concept of more than and less than in a meaningful situation, perhaps divided half circles into quarters, evaluated the situation, brain-stormed for solutions, weighed the pros and cons of each solution, decided upon the best solution as a group, and through-out the experience manipulated real objects with true importance to each child. Williams' (1970) behaviors of Complexity, Risk Taking, and Curiosity have been exercised; and, Piaget's suggestions for experiences with concrete objects have been applied. Math concepts of fractional parts, number, and matching have been achieved. The result then, is an understanding of number and the skill of working with others--both of which will last longer than the portion of cookie enjoyed by each child.

The curriculum's activities have been grouped by units of study rather than by subject area as one activity often contains learning experiences for many subjects. However, due to the individual readiness levels of children in the areas of math and reading; activities whose main purpose is the learning of a particular math or reading skill have been placed in a math

and a reading section at the end of the interdisciplinary activities portion. These are to be incorporated into the curriculum as the teacher feels appropriate for his/her students, groups of students or individuals. Some activities which should take place daily, weekly, or monthly have notes indicating the frequency of their use. Evaluations of the activities as well as extension for the activities are also provided. When an appropriate song, book or poem is particularly suitable for the activity; the title, publisher and date are provided. However, these are not always the only possible choices; and the teacher should use his/her own judgment in substituting another title when the suggested title is not available.

Through the implementation of this curriculum; the cognitive, left-brain knowledge needed for school success should be achieved by the students. Through the activities with development of right-brain functioning being of high concern; the teacher and the students should gain a greater appreciation for the arts, a higher level of divergent thinking and creative productivity, a greater sensitivity to others and the world around them, courage to attempt to solve the impossible, faith in their intuitive powers, and freedom to dream.

It is not a scientifically certifiable fact that each child born into the world comes with the potential to create. It is rather a statement of faith. But I can think of no

declaration more important for America to make. Imagine a society wholly resolved that all of us have the potential to affect the quality of the day. To do this, said Thoreau, is the highest of the arts. (Moyer 1982, p. 72)

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Chapter IV

The remainder of this paper is the curriculum developed for the Lindenwood Accelerated Kindergarten program.

Goals and objectives precede the activities for the curriculum. The activities have been divided into five sections: Fall, Winter, Spring, Reading for Any Season, and Math for Any Season.

A bibliography of books, music books, records and tapes and other resources completes the curriculum. The bibliography is incomplete in that it does not acknowledge the creative teachers this author has worked with in Texas, Oklahoma and Missouri. Some of the activity ideas have been shared and adapted over the years and though the name of the originator of an idea cannot be recalled, his/her contribution must be acknowledged.

Goals

Set I

- A. The student will gain the skills of reading necessary for success in the primary grades.
- B. The student will gain an understanding of number and numeration which will provide a basis for continued success in mathematics.
- C. The student will develop a vocabulary which will enable him/her to communicate fluently orally and in writing, and enable him/her to comprehend what is heard and read.

Set II

- D. The student will feel confident in meeting new and previously unexplored situations and problems.
- E. The student will be prepared to meet failure as a challenge rather than as a defeat.
- F. The student will see things as they are and as they can be.
- G. The student will develop the ability to imagine in the right brain and make the switch to the left brain to verbalize the idea, thus utilizing the full brain's capacity.
- H. The student will accept intuition and "feeling" about a problem as an important technique for

problem solving and decision making.

- I. The student will gain a tolerant understanding and appreciation of self and others, in strengths and weaknesses, differences and commonalities, as individuals and as part of a group.
- J. The student will develop attitudes to create a desire for a lifetime learning process.

Objectives

Language Arts (LA)

The student will:

1. identify the capital and lower case consonant letters and sounds (including blends and digraphs) in the initial, medial and final position by matching like sounds, reproducing those sounds, and stating letter name.
2. identify the short and long vowel sounds by reproducing those sounds, matching sound and letter(s), and by using proper diacritical markings.
3. recognize structural patterns in words by matching like forms visually, verbally and kinesthetically.
4. develop an extensive sight word vocabulary by identifying words from the Dolch list, words introduced in reading, words introduced in discussion, and those frequently used in all subject areas.
5. demonstrate word comprehension by reading with fluency and expression, and generating visual and verbal ideas from material read, and responding kinesthetically to words presented.
6. demonstrate story comprehension and knowledge of sequence by re-enacting the events in dramatic

- play situations, through visual art forms, and by creating his/her own stories by elaborating on the story which was read.
7. express own ideas and elaborate upon those of others in literature by composing his/her own stories, poems, plays and rhymes.
 8. develop an awareness of components of written works by naming time, mood, setting and characters; and by altering these to change the story.
 9. demonstrate good listening habits by attending to stories read to the class, by responding to directions given and questions asked, and generating ideas from what was heard.
 10. appreciate various forms of written works by reading and hearing these; and by comparing and differentiating, by sharing ideas, and by justifying reasons for liking particular works.
 11. sense rhythm of words by demonstrating rhyme and syllabication in auditory and kinesthetic forms.
 12. be challenged to seek alternatives by using homonyms, antonyms, and synonyms to change and to alter presented sentences.
 13. use his/her imagination by building mental images when listening to or reading stories and poems, and in discussion. These images will later be transferred to words, pictures or movement.

14. exhibit the courage to take risks by defending his/her own ideas when forecasting outcomes, altering the events, and evaluating the actions of characters in stories read and heard.
15. expand his/her speaking and reading vocabulary through participation in field trips pertaining to all areas of the curriculum, and by writing books and experience stories following those trips.
16. expand his/her speaking and reading vocabulary through presentations given by guest speakers and performers; and by writing books and experience stories following those visits.
17. gain knowledge of compound words by using mental imagery and visual art to represent the compound word seen.
18. exhibit curiosity and courage by predicting what will happen next, or what is happening when shown a picture or given a situation to ponder upon.
19. interpret and recognize the main idea of a story, poem, song, dance or visual art form by expressing in another form what he/she feels the writer or artist is saying; or, when the teacher does not present the title in advance, by giving a title to the work.
20. demonstrate knowledge of alphabetical order by

- placing objects in order, by placing pictures of objects in order, and by alphabetizing simple words.
21. gain knowledge of the concepts of nouns and verbs by using pictures, objects and movement to demonstrate the words.
 22. gain knowledge of the concept of adjectives by building upon simple pictures and later on simple sentences through mental imagery to create a more "telling" sentence.
 23. apply knowledge of adjectives and adverbs by generating a list of possible alternatives to those in sentences/stories read or heard.
 24. interpret the meanings of punctuation marks in reading by seeing these as traffic signs for the reader, and by actively using these signs in dramatic play.
 25. develop legible manuscript by practicing writing letters and words in isolation and later by writing sentences and stories.

Mathematics (MM)

The student will:

1. know the concepts of number and numeral by naming these in concrete and abstract form, and by matching number to numeral.
2. identify sets to 100 by naming and matching set to numeral.
3. demonstrate knowledge of numeral form by writing the correct numeral when required.
4. write numerals in sequence to 10, to 15, to 20, to 30, and to 50 by numbering objects in a set, by making monthly calendars, and by numbering items in lists.
5. use graphs to illustrate comparisons and to count objects by creating graphs in a variety of forms with concrete objects and abstract symbols.
6. understand the concepts of greater than and less than and using the appropriate symbols ($>$ $<$) correctly by defining the terms and visually labelling sets of objects and later numerals.
7. combine sets to 10 (to 18) by manipulating concrete objects prior to responding to verbal and written problems.
8. "write" simple addition and subtraction equations by using objects and pictures.
9. interpret picture equations by writing those

9. presented in numeral form. (addition and subtraction)
10. subtract from sums to 10 (18) by manipulating concrete objects prior to responding to verbal and written problems.
11. demonstrate ability to tell time by the hour and half-hour by identifying those times given on clocks and by reproducing the times given on clocks which he/she has made.
12. gain knowledge of measurements of time and temperature by observing and demonstrating proper usage of a variety of tools used in measurement of these.
13. gain knowledge of standard and metric measurement through concrete experiences with the tools used to measure length, weight, volume, etc.
14. gain understanding of fractional parts by dividing objects into halves, quarters, and thirds; and by counting beats in music and "hearing" the "worth" of certain notes.
15. identify basic one dimensional and three dimensional shapes through concrete experiences with these shapes in all subject areas; i.e., drawing and molding with clay in art, observing shapes in nature in science, making shapes with his/her own body in music and physical education.

16. demonstrate knowledge of coin value by "buying" and "selling" in dramatic play and by matching coins to numerical value.
17. gain an expanded vocabulary by hearing and using new words in discussion and exploration with numbers, shapes and symbols.
18. gain knowledge of ordinal numbers (first through tenth) by using these in everyday experiences and by labelling objects in lines and rows.

Social Studies (SS)

The student will:

1. identify the traditional holidays their historical beginnings, celebrations and symbols by participating in, reading and hearing literature about, and creating art for them.
2. gain knowledge of world geography by studying the holidays of peoples of the world, and locating their countries on maps and globes.
3. make comparisons of the holiday traditions of people of other lands to those traditions celebrated by his/her family.
4. see himself/herself as a member of the family of man by comparing the likes and differences of his/her family to those in various societies, and to those in our society which may differ from his/hers.
5. develop an understanding of and appreciation for various emotions and feelings of self and others by demonstrating and using these in dramatic play, visual art, stories, poetry and music.
6. gain an awareness of the democratic procedure by participating in decision making and planning in class activities.
7. be aware of the functions of community services by taking field trips and by discussing those services

with persons involved in them as well as through dramatic play.

8. recognize the right and responsibilities of living/working within a group by developing school rules, by service as a helper with daily school routines, and by sensing the impact of those who do not share in the responsibilities.
9. demonstrate safety consciousness by participating in dramatic play and discussions of pedestrian and bicycle safety.
10. demonstrate an awareness of fire safety by participating in story and dramatic play situations.
11. gain knowledge of safety at home and school by responding to "What if . . .?" situations.
12. appreciate the world of today as well as note some of the problems faced by modern humans by comparing our world to that of people of the past and those of different countries.
13. be aware of many career areas by reading about and visiting persons in varied fields and learning about their work.
14. demonstrate courage and curiosity by attempting to solve problems concerning his/her daily life at home and school, those problems being most often of a social or ecological nature.
15. gain knowledge of map skills by locating his/her



- nation, state, city and neighborhood on maps, and by creating maps of his/her classroom, school and locations visited.
16. appreciate his/her community's historical significance by visiting historical landmarks and discussing events of the past.
 17. gain an understanding and appreciation for the American Indian by comparing the life styles, customs and beliefs, of various nations.
 18. make comparisons of his/her school day to that of children of earlier times by examining pictures and hearing books and stories of that era.
 19. gain an appreciation for his/her country's past by tracing historical events from the time of the Pilgrims to present day.
 20. learn address and phone number by using these in art projects, giving them as a response when the teacher takes attendance, playing games using address and phone number.
 21. identify directions of north, south, east and west by using maps and compasses and making weather vanes.
 22. see self as a consumer of products and services, and the importance of the producer of those products by tracing the different products from the producer to the consumer.

23. gain an understanding of types of transportation and communication of the past and present by hearing stories, seeing pictures and comparing and using some of the means of transportation and communication.

Arts (A)

The student will:

1. appreciate the efforts of artists by seeing the arts as an important form of communication as well as enjoying art for its aesthetic value.
2. expand his/her vocabulary by observing, discussing and participating in the creation and performance of varied art forms, and observation and discussions of artists and their work.
3. gain an appreciation for the arts by gaining a better understanding of the artists, their techniques, and the purpose of their work through observation, discussion, and creation of his/her own work.
4. improve fine motor control by creating visual art forms, and by gaining the ability to "see" patterns in various art works.
5. improve auditory discrimination skills by tuning-in to specified sounds in musical works.
6. appreciate the efforts of performing artists by attending performances, observing visiting artists and participating in workshop classes.
7. be aware of rhythm in music, visual art, and written works by using rhythm instruments, body movements and verbal response to express the mood and feeling of the works seen and heard.

8. appreciate music and singing as a means of communication by learning to sing songs and by hearing the stories from symphonic, opera and dance presentations.
9. appreciate written art forms by hearing and discussing stories, poems, plays, and books; and by creating his/her own.
10. gain experience in visual art creation by experimenting with various media and selecting the best media for a specified project.
11. develop an awareness of color by noting its use to create mood, attract attention and convey ideas in visual art; and by creating own colors through experimentation.
12. demonstrate gained artistic skills by creating and performing in a class production for the parents.
13. use visual art skills to create puppets to be used in dramatic play following the reading of a story in class.
14. gain improved auditory memory skills by hearing steps for a visual art project and following through to complete that project independently.
15. elaborate upon the written works of certain artists to create music, dance or visual art interpretations of the story or poem heard.
16. create his/her own poem, story or play by building

- a story around a work of visual art.
17. create a rhythmic accompaniment for a favorite poem by first clapping the beats then by using various rhythm instruments.
 18. identify specified instruments of the orchestra by sight and sound by hearing recordings of these instruments, seeing pictures of them, and by seeing musicians perform.
 19. identify beat and rhythm by using his/her body to show the beat or rhythm.
 20. gain knowledge of time signature through counting, clapping, and by using mathematics to determine the beats of whole, half and quarter notes.
 21. identify high and low pitches by listening to various instruments producing high and low sounds.
 22. correlate sound with vibration by hearing, seeing and touching.
 23. gain an understanding of the terms mood, setting and character by identifying these in visual, written and performed works.

Physical Education (PE)

The student will:

1. improve gross motor skills by participating in obstacle course games.
2. develop large muscle control through creative movement activities and rhythm games.
3. improve sequencing skills by learning simple dances.
4. develop large muscle control and concepts of rights and responsibilities by playing simple circle games.
5. improve large muscle control by bouncing, catching and tossing balls.
6. improve gross motor skills by jumping rope, playing hop scotch, and walking on lines and balance beams.
7. strengthen eye hand control by using bean bags for tossing and catching activities.
8. develop better body awareness by participating in tumbling, dance exercises, and singing games, and visual art activities.
9. increase his/her speaking vocabulary by participating in activities involving the body's movements, the muscles, and bone structures; then discussing what the body did.

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French (F)

The student will:

1. gain knowledge of the French language by identifying numerals, and by counting in French.
2. use French by giving dates, times and weather conditions in French when asked to do so.
3. identify certain nouns by the French word by understanding that word when used in directed activities.
4. be able to identify the color words in French as well as in English by using the French in art periods.
5. understand French verbs by responding to those in movement activities.
6. gain knowledge of the French words of greeting by using these during the school day.
7. demonstrate knowledge of French nouns and color words by using these to describe an object or picture.

Science (S)

The student will:

1. describe the effects of temperature changes on living and non-living objects by observing and noting the changes through all the senses.
2. use weather and seasonal words in correct context by labelling visual auditory and tactile stimuli when verbalizing or writing.
3. describe the seasons by listing seasonal differences, and by noting the effects of the seasonal changes on living and non-living objects.
4. name the days of the week and the months of the year, by everyday experiences with the calendar.
5. predict seasonal changes prior to their occurrence by listing common changes in weather, plant and animal life, and in the student's own life/home.
6. see the Earth as a part of a larger system by examining the solar system through books, films, and visual displays.
7. make comparisons of the Earth and other planets by noting likes and differences in size, appearance, and position.
8. identify objects as living or non-living and justify responses by describing the characteristics of the objects.
9. make predictions concerning the importance of a

- balanced environment by observing life forms in a controlled environment and drawing conclusions based on observations of cause and effect.
10. determine the effects of waste/pollution on his/her environment including effects on food chains by examining the environment, making predictions and drawing conclusions; and by creating solutions to problems in his/her world.
 11. discover the diversity of plant life by observing various plant forms and by growing a variety of plants.
 12. gain knowledge of seed germination by conducting experiments with seeds and bulbs.
 13. respect the place of wild and cultivated plants as an important aspect of our environment by discovering their uses and observing their aesthetic value.
 14. classify animal forms by grouping them according to their homes, families, appearance, food, habitat, use to man, size and number.
 15. recognize the relationships and importance of animals to people economically, emotionally, and aesthetically by identifying the value of animals to various groups of people in differing societies.
 16. discover the variety of spider and insect forms by comparing their physical characteristics, life

- cycles, and habitats.
17. explain the importance of spiders and insects to man, as well as their destructive potential by exploring the behaviors of insects and spiders.
 18. compare the dinosaurs to animals which now exist on Earth (especially those on the endangered list) by noting similarities and differences.
 19. investigate the disappearance of the dinosaur by proposing reasons for their disappearance and justifying the ideas given.
 20. explore the world of ancient man and animals through literature and visual aids including field trips, and by comparing today's world to that of the early inhabitants of Earth.
 21. gain an understanding of good nutrition by examining the basic food groups.
 22. maintain good health and safety habits concerning the ears and eyes by examining their structures and discussing the importance of the senses of hearing and sight.
 23. develop better dental care by learning more about the structure of teeth and their functions.
 24. appreciate the complexity and importance of the human body by investigating the skeletal and muscular structures through movement exploration and use of visual aids.

25. see his/her body as important and needing proper personal care by gaining information from professionals in the medical and dental fields.
26. gain knowledge of magnets by observing them and by exploring with them.
27. identify simple tools by making them and by experimenting with them.
28. note the different characteristics of solids, liquids, and gases by observing and experimenting with each.
29. identify the materials from which non-living objects have been made by using the senses and knowledge of the properties of certain materials in making a guess.
30. demonstrate courage and curiosity by making predictions of outcomes in experimental situations.
31. use intuition as a guide in solving problems by facing new situations and unknowns in exploration and discovery situations.
32. increase his/her vocabulary by hearing and using new words in context during observation, exploration, and discussion.
33. identify the five senses by using them in field trip and classroom experiences and by using words to describe and recall the experience.

Fall Activities

September,

October,

and

November

Activity 1 F

To increase body awareness and auditory memory.

Objectives: (LA) 9; (PE) 1, 2, 8, 9

Get everyone moving and go on a bear hunt by first reading the book Bear Hunt. After reading the story act out the events of the story. Many may already know this familiar action game. The book will be added motivation for them and for some who do not know how to go on a bear hunt.

Some possible movements are:

"Can't go over it." - Move hands above head.

"Can't go under it." - Move hands by knees.

"Can't go around it." - Move one hand in a clockwise motion.

Evaluation: Observed enjoyment of the activity and body awareness.

Bear Hunt

Kathleen Savage & Margaret Siewert

Englewood Cliffs, N. J.; Prentice-Hall, Inc., 1976

Activity 2 F

To provide practice in listing, counting and alphabetizing a list.

Objectives: (LA) 1, 20; (M) 1, 2, 7; (SS) 14

Make a list of all the boys' names and a list of all the girls' names in the class. Count the number of boys and the number of girls by writing numerals beside the names on the lists. Combine the number of boys with the number of girls to determine how many children are in the class. Verify this by actually counting the children.

Look at the list of boys' names and ask the children to help you alphabetize the list. Ask first if anyone's name begins with "A." Continue through the alphabet with this procedure until all the names have been used. Do the same with the girls' list. Explain then that you would like all the names to be in one list rather than having the two separate lists. Ask the students to determine the easiest way to put both lists together in alphabetical order. Try the methods suggested until you have succeeded. If more than one name begins with the same letter assist the children in looking at the second or third letter as needed for alphabetizing.

Evaluation: Demonstrated ability to use number and numerals, and to combine the totals of the two lists.

Ability to alphabetize and the willingness to make suggestions for combining the two lists.

Objective: _____

Discuss _____

round _____

may play _____

for each _____

enough _____

have four _____

everyone _____

What do _____

list _____

As a _____

really _____

to the _____

the class _____

the solution _____

problems _____

fight over _____

another _____

type solution _____

good solution _____

class feel _____

learning? _____

Evaluation: _____

ideas during _____

Activity 3 F

To develop meaningful rules for behaviors at school.

Objectives: (SS) 5, 6, 8; (LA) 9, 14, 18

Discuss the various types of toys found in the classroom. Ask questions about the toys and how the students may play with them. Inquire if there are enough dolls, for example, for each person to have a doll. Are there enough wheels in the Bristle Blocs set for everyone to have four wheels for a car? Is there enough room for everyone to play at the sand table or the science table? What do we do when there are not enough for everyone? List ways to solve the problem. Select two best ways. As a class discuss how and if these two solutions will really work. Sam's Car by Barbro Lindgren may be read to the class. What about this story's ending? Ask the class if it is a good ending. Do they think that the solution found in the book would solve similar problems at school? (In the story when two children fight over a car, the mother of one child gets out another car so the fighting will stop.) Why will this type solution work or not work at school? Is this a good solution at home? What do the children in the class feel the boy and girl in the story may not be learning?

Evaluation: Observed evidence of listening and sharing ideas during discussion. Demonstrated ability to come

to a class agreement, and the ability to critique the story's ending by stating its strengths and weaknesses.

Extension: Write a new ending or solve the problem of the story in a better way. Record the children's responses as an experience story.

Sam's Car

Barbro Lindgren

N. Y.; William Morrow and Co., 1982

Activity 4 F

To encourage oral responses and to provide an opportunity to defend ideas.

Objectives: (LA) 9, 14, 18; (M) 2, 15 17

To encourage children to respond and defend their responses read True or False? by Patricia Ruben.

As you read the book's text allow the children time to answer "true" or "false" and then give reasons for their answers. This book gives opportunities for identifying shapes, counting, identifying animals, and reasoning.

After reading the book show some pictures cut from magazines and ask the students to make up some true and false statements about each.

Evaluation: Demonstrated ability to respond and to give a reason for the answer given, and the ability to make statements about a picture which may be answered "true" or "false" in discussion.

True or False?

Patricia Ruben

N. Y.; Scholastic Book Services, 1978

Activity 5 F

To provide opportunities for discussion and participation in pedestrian safety.

Objectives: (SS) 4, 7, 9, 11

Present to the class a set of traffic signs asking the children to identify the sign and tell what it instructs you to do. Ask if traffic signs are to be read only by people driving cars. Who should read and obey traffic signs?

Who are pedestrians? When are we pedestrians? Are the rules for those old enough to drive cars also important to people too young to drive? How?

Set up a make believe street corner. Let some of the children be cars and drivers while the others are pedestrians. The teacher may wish to serve as a traffic policeman, or as an observer if signs are used. The children may make their own traffic signs from construction paper. Act out situations the children might encounter crossing a street or while riding their bicycles. Each child may make suggestions or criticisms about how the situation was handled by the children involved. Did they do the best thing in the situation, could they have been injured, what should they have done differently?

Read the book When I Cross the Street by Dorothy Chlad and discuss the safety rules in the story. Are there

other things to remember?

Sing the safety songs, "Safety" and "Wait a Little While."

Evaluation: Observed evidence of awareness of basic pedestrian rules of safety, and an awareness that the pedestrian must follow certain rules just as the motorist is expected to do.

Songs-

"Safety"; The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

"Wait a Little While"; The Magic of Music, Book One

L. Waters, L. Wersen, W. Hartshorn,

L. McMillan, A. Gallup & F. Beckman

Boston; Ginn & Co., 1965

When I Cross the Street

Dorothy Chlad

Chicago; Children's Press, 1982

Extension: Make a traffic light by pasting a red, a yellow and a green circle on a rectangular piece of black construction paper. Discuss top, bottom and middle and which color circle belongs in each position. Be sure to apply safety rules to bicycle riding if your class is old enough to ride two wheeled bikes.

Activity 6 F

To provide an opportunity to compare two similar stories noting differences and ways the two are alike.

Objectives (LA) 6, 7, 8, 9, 10, 14; (SS) 6, 8; (A) 9, 13

After reading Journey Cake, Ho and The Gingerbread Boy, compare the two stories by asking the children to list ways the stories are alike and ways they are different. Ask the children to then make lists of the characters and settings in each story.

The students should each be assigned one of the characters from the stories, and then create a paper bag puppet of that character. Scenery for each story should be painted on large 12 x 18 or 24 x 36 sheets of construction paper. Discuss the scenery and the puppets by asking if the scenery for Journey Cake could be used with the puppets made for The Gingerbread Boy. Are some of the puppets appropriate for both stories? Which ones? Why?

Try substituting characters and scenery in presenting a puppet play. Do not provide a set script but allow the children to retell the stories in their own way. It may work well to select several "casts" and give each "cast" some free time to develop their story.

Evaluation: Lists should reflect the likes and differences of the stories read. Enjoyment of planning, performing in and watching the puppet presentations.

The Gingerbread Boy

Paul Galdone

N. Y.; Seabury Press, 1975

Journey Cake, Ho

Ruth Sawyer

N. Y.; Viking Press, 1953

Extension: Listen to the recording

"The Gingerbread Boy"

Disneyland Productions

Walt Disney Productions, 1969

Activity 7 F

To discover what might happen when people are "different" and to see benefits of expressing dreams.

Objectives: (LA) 9, 13; (SS) 4, 5,; (A) 2, 4

Read The Big Orange Splot by Daniel Pinkwater. Talk about the houses the people have on Mr. Plumbean's street at the end of the story. Compare those to the houses at the beginning of the book. Why were the people unhappy with Mr. Plumbean when he painted his house to look like a jungle? Do people ever make fun or criticize people who are different from them? When? Why? Why did Mr. Plumbean like his house better after he painted it? List the types of houses seen at the end of the story. List some other "dream" houses. Ask each child to tell about a house they would like to have. Write the responses on separate pieces of art paper. Ask each child to draw a picture of the house he/she has described. Display the houses on a bulletin board that has been prepared to look like a street in a subdivision. As a class list possible names for the street. Together choose the best name for the street and put the name on a street sign on the bulletin board.

Evaluation: Demonstrated variety of ideas for houses illustrated, with each child feeling free to make their house as they want it to be.

The Big Orange Splot

Daniel Manus Pinkwater

N. Y.; Hastings House, 1977

Activity 8 F

To create an awareness of feelings and the causes for a variety of emotions.

Objectives: (LA) 14, 18, 19; (SS) 4, 5, (A) 1, 2, 3

Exhibit for observation five to ten pictures of people expressing different emotions or moods. Large magazine photos, posters, paintings and photographs may be used. Ask the students to identify how they think the person in the picture is feeling. Ask them to explain why the person feels the way he/she does. Try to use several pictures which offer a visual explanation of the emotions displayed, and several which give no visual clues to the reason for the emotion. The students might also be asked to tell what they might say or do if they saw someone they knew looking the way the people in various pictures look. Ask why they would say or do that.

Evaluation: Observed willingness to express ideas about the people and their emotions and the willingness to guess or suppose when no concrete clues are available. Ability to predict what he/she might say to another and courage to defend that response demonstrated in discussion.

Extension: After discussing the pictures ask the children to suggest possible titles for each. The children should explain their title choice.

Activity 9 F

To gain an acceptance of a variety of emotions displayed by self and others.

Objectives: (LA) 5, 7; (SS) 5

The students should complete the following sentences verbally, with pictures or by writing-in the appropriate word. This choice may depend on the reading level of the students or the preference of the teacher. If the written form is chosen the sentences could be written on a large chart paper or duplicated on a mimeograph sheet. If the teacher wishes the students to illustrate the sentence, he/she could write the sentences on separate sheets of paper allowing space for illustrations. (See the extension activity below.)

1. I am happy when _____.
2. I am sad when _____.
3. I am angry when _____.
4. I am excited when _____.
5. I am tired when _____.
6. I am bored when _____.
7. I am grumpy when _____.
8. I am frightened when _____.
9. I am cuddly when _____.
10. I am lonely when _____.

Evaluation: A willingness to respond, and the amount of detail added to clarify the situation either verbally

or with pictures.

Extension: Each sentence may be written on ten sheets of paper for each student. The student may respond verbally to each sentence with the teacher recording the response on the appropriate paper. Each sentence may then be illustrated and the ten pages bound to make a book of feelings for each child.

Activity 10 F

To develop an awareness of ways of communicating with facial expression and body movements.

Objectives: (LA) 5, 9; (PE) 2, 9; (SS) 5

Ask the children to stand in a group leaving enough space between each child for freedom of arm and leg movement. Explain, demonstrate and ask the students to show happy faces, sad faces, excited faces, etc. Then ask the children to use their whole body to express these and other feelings. Say: Pretend you are wearing a mask, a bandage or a bag over your face. You cannot speak or make sounds with your voice. Show me how your body would look if you were

happy	sad
tired	weak
strong	angry
scared	cold
hot	(others)

Ask the children to explain how their body movements showed each feeling or emotion. Ask if they have noticed people that day who looked as they did when they were pretending to be happy, sad, angry, etc. Did they know that person, did they know why the person looked the way he/she did? Ask the children to look for signs of the way people are feeling the rest of the day and during the evening. They may then report back

to the class their observations on the following day.

Evaluation: Observed by the teacher, a willingness to participate. Demonstrated ability to express ideas through body movement and the courage to defend the movements used.

Activity 11 F

To provide a musical experience for listening and moving, discussing body parts, and creative expression.

Objectives: (A) 5, 7, 19; (PE) 2, 6, 8, 9

Place a strip of masking tape on the floor. The strip may be straight, curved or in a zigzag pattern. It should be continuous and as long as possible. Select recorded musical selections which offer a variety of tempos and moods. "120 Music Masterpieces Highlights" offers short selections of a variety of music.

Ask the children to move as the music "tells" them to move. They may not however, move away from the line taped on the floor. It is not necessary for them to keep both feet on the tape, but they must move along following the path made by the tape. Remind them frequently to listen carefully to the music, and change their movements as the music changes.

After the movement activity, listen to parts of the music played again. Discuss how and why the children moved as they did to different tempos and styles of music.

Evaluation: Demonstrated ability to respond to the music and remain within the given boundaries during the activity.

Tapes: "Music Masterpieces Highlights"

Columbia House

Columbia Musical Treasures

Terre Haute, Indiana

Activity 12 F

To develop an awareness of body parts and to name these in English and French.

Objectives: (SS) 4; (A) 4, 14; (PE) 2, 8, 9; (S) 24, 32; (F) 3, 5

Ask the class to look around the room and think about how we are all alike in many ways and how we are different. Using two full length mirrors give each child the opportunity to see himself/herself from the front and back. On large pieces of butcher paper or brown wrapping paper (both are available in rolls) draw around each child as he/she lies on his/her back. Cut-out these large paper dolls and ask each child to make his/her doll look just like they do. Remind the children that one side of the doll will be their front side and the other will be their back side. Have the mirrors available for those who want to take another look. Encourage the children to dress their doll as they look that day by drawing the clothes in the appropriate colors and with appropriate detail. After the children have completed the coloring, ask each child to use a black crayon and draw a line on the doll's wrists. Continue this procedure with as many "joints" as you wish the dolls to have. Cut through the black lines and reattach the pieces with brads.

Discuss the joints that have been made with the brads by naming them and locating them. Play a game such as "Simon Says" using the dolls.

For an extension play "Simon Says" saying the body parts and the desired movement in French rather than in English.

Evaluation: Success in drawing the front and back of the doll. Observed success in playing "Simon Says" in English and in French.

Activity 13 F

To provide experiences to help the child learn his/her address.

Objectives: (M) 3; (SS) 4, 15, 20, 21; (A) 4, 10, 14

Ask each child, if possible, to bring a photo of their house to school. Talk about the different types of houses that the children in the class live in. Make a list of different kinds of houses, examples being: mobile homes, bird houses, igloos, and tepees. Ask the children to tell what is alike about all the houses in their list. Write their responses in the form of another list.

Each child should then draw a picture of his/her house. When the drawing is completed, ask the child to tell you his/her address (number and street name). If the child knows his/her address put a special sticker on the paper and assist the child in writing the address on the picture. If the child does not know the address assist them in writing the address on the paper but do not give them a sticker at this time.

On a large map of the community, locate each child's street and approximate house location. Mark each place by drawing a small circle with the child's initials inside the circle. If the child can say his/her complete address put a star sticker on that spot. Each day check to find-out who has learned their address. When

everyone has learned their address, celebrate by decorating graham crackers with the decorating icing available in tubes. Each child should make his/her graham cracker look like a house.

Evaluation: Each child should eventually be able to say his/her address when asked to do so.

Activity 14 F

To gain knowledge of what to do in an emergency and to gain knowledge of fire safety.

Objectives: (M) 1, 3, 11, 20

Have available a rotary dial and a touch tone type play phone for the children to use in the activity. It is important that the child be able to use both types.

Ask each child to tell you his/her phone number. If they do not know it, tell it to them asking them to repeat it to you. Ask each child to write his/her phone number on a piece of handwriting paper. Below their phone numbers, ask the children to write the number of the local emergency service. In many cities this is 911.

Discuss with the children what they might do in an emergency if they had to call for help. What information would they need to give the person they called? Present some situations such as the following for the children to respond to in dramatic play.

1. Dad tells you to call for the fire department because the neighbor's house is on fire. He can't call because he is trying to help the neighbor.
2. You and mom are alone and mom gets very ill. She needs an ambulance so you must call for help.

Also provide situations where the child is at another house and needs to call home for permission to do some activity with his/her friend. Another situation to consider is, being away from home and getting lost. What information should he/she know and who should he/she go to for help. During the dramatic play switch the phones often so the children use both type dialing systems.

Evaluation: Knowledge of phone number and address, and the ability to give needed information in an emergency situation demonstrated in dramatic play.

Activity 15 F

To practice the identification of number and numeral.

Objectives: (LA) 9; (M) 1; (A) 2, 4, 8, 14, 15, (S) 14

Read the book Over in the Meadow by Ezra Jack Keats.

Ask the children to hold a felt numeral. As their numeral is read in the book they should come forward and place it on the flannel board. Listen to the accompanying record and ask the children to remove the felt numerals as they are sung in the song.

Listen again to the record and allow the children freedom to move about as the music tells them to.

As a group list the names of the animals in the song/story. Group the animals.

Make a chart showing how many of each animal is "over in the meadow."

Make a mural of the song making sure to put the correct number of each animal in the mural.

Evaluation: Demonstrated ability to recognize animals and the ability to identify number and numeral. Enjoyment of the music as observed by the teacher.

Over in the Meadow

Ezra Jack Keats

N. Y.; Scholastic Book Service, 1970

Activity 16 F

To provide an experience with noting seasonal behaviors of squirrels.

Objectives: (LA) 6, 9, 11, 13; (M) 1, 17, 18; (A) 2, 4, 7, 8, 13, 14; (F) 1; (S) 1, 8, 14, 15

Take a walk in the Fall and watch the activity of the squirrels. When the class has returned to the room, ask them to list the things they noticed about the squirrels. Discuss their appearance, what they were doing, and why they were doing those things. Ask the students if squirrels are living or non-living. Ask them to explain why they believe them to be living or non-living. Show the class a stick puppet of a squirrel and compare it to the ones they saw on the walk. How are they alike and different?

Learn and sing the song "Let Us Chase the Squirrel" in Making Music Your Own Book - Kdg. Read and discuss the poem which accompanies the song in the book.

Give each child an outline drawing of a squirrel on brown construction paper. The squirrel should be approximately five inches tall. Instruct the children to cut out the squirrel, use black crayon to add details, and to glue the squirrel to a popsicle stick to make a stick puppet like the one used in the beginning discussion. Allow the students to complete this project without further direction. When the puppets

are completed sing the song again.

Introduce the fingerplay "Five Little Squirrels."

"Five little squirrels sitting in a tree,
The first one said, 'Look at me! Look at me!'
The second one said, 'Man with a gun!'
The third one said, 'Let's run! Let's run!'
The fourth one said, 'I'm not afraid!'
The fifth one said, 'Let's hide in the shade!'
Bang went the gun! Away they all run."

(Source unknown)

Do the fingerplay first using fingers, then select five children to dramatize the poem with their puppets. Note the positions for standing of the children to be the first, second, third, fourth and fifth squirrels. Count the squirrels in English and in French. Give directions for two squirrels to hide; one squirrel to sit down; five squirrels to turn around, etc. using the French number word.

Evaluation: Evidence of awareness of the squirrels' behaviors and appearances demonstrated in discussion. Evidence of good listening habits while learning the song and fingerplay and the enjoyment of the art activity, the singing and the dramatization; all observed by the teacher during the activities.

Making Music Your Own: Kdg.

Mary Tinnin Jaye

Morristown, N. J.; Silver Burdett, 1971

Activity 17 F

To gain the ability to recognize and read the eight basic color words.

Objectives: (LA) 1, 4

Prepare recipe cards by writing the eight basic color words, one word per card, on the cards with black marker or crayon. Make two or three sets of the eight words. Prepare eight envelopes which the cards will slip into easily, by drawing a large circle on each envelope and using each of the eight colors to color the circles.

Give each child in the group two or three of the color word cards written side down on a table. They will take turns by turning over one card and trying to read the color word. If they read it properly, they put that card in the envelope with the corresponding colored circle. The envelopes may be placed on the table, taped to the wall or displayed on a chart rack. If the child is unsuccessful in reading the word, he/she may leave the card face up; but may not put it into the envelope.

After each child has turned-up one card, continue with a second card. If after each child has had two or three turns there are several cards on the table, work as a group to determine the name of the color word. Play the game often, and allow the children to play

it on their own during free play periods.

Evaluation: Demonstrated ability to read the eight basic color words when seen in books, on dittoed materials, and in the environment.

Extension: Read Rainbows and Frogs

Joy Kim

Mahwah, N. J.; Troll Associates, 1981

Activity 18 F

To provide concrete experiences with numbers using apples picked on a field trip.

Objectives: (LA) 7, 15; (M) 4, 7; (SS) 7, 9, 13, 15, 22; (A) 2, 4, 9, 17; (S) 1, 3, 11, 21, 28, 30, 31, 32, 33

Before taking a trip to a local orchard for apple picking, locate the orchard on an area map. As a class discuss safety procedures which must be followed. Make a list of dos and don'ts. Discuss the job of the people who own the orchard. What problems might they have that could cause them to not have enough apples for the people who want to buy them? Are there any things these people might do to help the apples to grow? Why are the people who grow fruit, vegetables, and farm animals important to the class? Where do we get our food? Where does the supermarket get the food? Is the owner of the orchard an important member of the community? Why?

During the trip to the orchard, note the different varieties of apples. Examine the bark and leaves of the trees. Are they all the same? What other things are grown near the orchard? Do these other things grow on trees? What type plants are they?

When you return to the classroom, ask the class to tell why we picked apples in the Fall. Why didn't we go in

the Winter or Spring? What other fruits or vegetables did we see which are ready for harvesting in the Fall? Ask each child to count the apples in his/her bag.

How many does each child have? Make a chart with each child's name and the number of apples he/she picked.

Who picked the most, who picked the least?

Each child should write numerals from one to whatever number of apples he/she picked on handwriting paper.

You may wish to make 20 your maximum number possible.

Use some of the apples to make small sets and combine these to make sums of ten or less. Write these addition equations with numerals using the flannel board.

Ask each child to draw a favorite part of the field trip and to tell about their drawing. Write the comments on the drawings. Bind the drawings together to make a book of this class experience.

Select several ideas from the book and write these on a chart paper. Assist the children in listing possible rhyming words for the most important words in the sentences, and use the list to create a short four line poem about apples or apple picking. As the class recites the poem, clap the rhythm of the words. Continue doing this in a chanting method trying to change the pitch of some words and syllables. As this is accomplished, match the tones with melody bells or the piano. Record which notes have been used,

and continue until the class has written their own song.

Also sing "Ten Green Apples."

Evaluation: Observed by the teacher the enjoyment of all the activities. Awareness of self as a consumer of products which must be supplied by the work of others and the ability to use numerals and numbers in charts and equations shown in participation and discussion. Willingness to try to create lyrics and melody for a song as observed by the teacher.

Extension: Use the apples for snack time. Ask the children to predict what will happen to the apples if they are baked in the oven or cooked on the stove. Make baked cinnamon apples, applesauce, and cut the apples in quarters for eating raw. Compare the appearance, smell, and taste of the apples when prepared these ways. Which is best? Why?

"Ten Green Apples"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 19 F

To provide a concrete experience in adding and subtracting from a set of apples.

Objectives: (M) 4, 5, 7, 8, 9, 10, 17

After a trip to an apple orchard to pick apples.

Present to the class a set of three green apples, six red apples, and one yellow apple. Count each set.

Ask the class to tell which set has a greater number of apples. Which set has the smallest number?

Each child should then fold a 9" x 12" piece of drawing paper into four equal parts making four boxes. Ask the students to use a black crayon and trace over the fold lines. In the top left hand box instruct the students to write their name. In the top right hand box they should write the numeral which tells how many yellow apples we counted. In the lower left hand box they should write the numeral for the number of green apples, and in the lower right hand box the numeral for the number of red apples. After writing, ask the students to draw the correct number of apples in each box using the correct colors.

Make a graph using the real apples which were counted at the beginning of the activity. Transfer this graph to paper by drawing the apples or cutting pictures of apples from magazines.

Combine the sets of apples by asking how many apples

do we have all together. Put all the apples in a basket and count them. Write the numeral on the chalkboard. Compare this total to the graph and the boxed drawings which have been made. Count the apples on the graph and write that numeral on the board. Count the apples in the drawings and write that numeral on the board. Are all the numerals the same? Do we have the same total or sum in each case. Why?

Remove one red or green apple from the basket and count again. Compare this numeral to those written for the graph and drawings. What has happened?

Make a picture equation by drawing the whole set of apples as it first appeared, and subtract from that set one apple. Ask the class to help you use numerals and write the equation.

Evaluation: Observed awareness of sets, numbers, and numerals. Demonstrated ability to make a graph with concrete objects and in picture form and the ability to relate the manipulation of the concrete objects to a subtraction equation.

Activity 20 F

To develop the skill of jumping a rope and identifying the rhythm in music used when jumping.

Objectives: (A) 1, 2, 5, 7, 19; (PE) 2, 6, 8

Using a portable tape player and several styles of music on tape, jump rope to the music's various rhythms. After trying to keep the beat in jumping to all the music choose the music easiest to jump to. Ask the children to tell why they think it is the easiest or the best for rope jumping.

Try clapping the rhythms while someone swings the rope to find out which music has the strongest, steadiest beat.

Some musical selections to use are:

"Hooked on Classic" - RCA; Arranged by Louis Clark,
1981.

Hooked on Classics parts 1 and 2 *

Hooked on a Song *

Hooked on Mendelssohn - too fast

"Copland's Greatest Hits" - Columbia; Leonard
Bernstein, (no date)

Fanfare for the Common Man - too slow

The starred selections are those most appropriate for rope jumping. With the students note the steady beat and moderate tempo of the starred selections. Discuss why the others are not appropriate using the terms

beat, tempo and rhythm.

Evaluation: Observed success of jumping in rhythm and the enjoyment of activity. If they had difficulty could the students determine the cause?

Activity 21 F

To create a file from which children can visually identify songs they have learned.

Objectives: (SS) 6; (A) 2, 8

As children learn a song, illustrate a 3 x 5 index card with a picture the children can easily identify with the song. Also write the title of the song on the card; either on the front or the back. For example, if the children have learned "The Farmer in the Dell," draw a farmer between two hills on the card. Keep the cards filed in a recipe box as new songs are learned. Allow the students to come and "pick a song" from the box to sing at music time. The teacher might also select a card and hold it up to find-out if the class can identify it. During the last weeks of the school year, the class will be able to count the songs they have learned and select some of their favorites. Have a "Top Ten" day with the class choosing their ten favorite songs from the year, and singing these even if they are songs from holidays long past. From the ten favorite songs chosen, the class might cast their votes for the one song they like best. By whispering their choice to the teacher, a secret ballot could be taken and counted as in an election.

Evaluation: Demonstrated ability to identify songs by the illustrations on the cards. Observed enjoyment of singing and remembering some special songs from special times of the year.

Activity 22 F

To provide visual, tactile and auditory experiences with vibration and sound.

Objectives: (A) 5, 22; (PE) 2; (S) 30

The students should stand in a circle with the teacher being a part of that circle. The teacher will strike a triangle and ask the children to listen to the sound and determine how long it can be heard. As the teacher strikes the triangle a second time the children will be asked to raise their hands slowly until they can no longer hear the triangle's sound.

Use a variety of instruments with this activity, some whose sound will be very short (wood blocks); and those with more extended vibrations (bell). Vary the part of the body to be moved; raise a knee, an elbow, or a wrist.

Extension: Prior to sounding the various instruments predict which ones will produce sound for a long period and which will produce sound for a very short time.

Ask the students to explain why they think a particular instrument will have a "long" or "short" sound.

Experiment with the instruments and try to make a generalization concerning the length of vibration.

Evaluation: Observed involvement in the activity.

Demonstrated ability to defend predictions and the ability to make a guess about the length of vibration.

Observed enjoyment of the activity.

Activity 23 F

To identify the changes observed in the season of fall.

Objectives: (SS) 1; (A) 2, 4, 8, 10; (S) 1, 2, 3, 11,
13, 14, 15, 16; (LA) 7, 15

Early in September read What Happens in the Autumn by Suzanne Venino. Make a list of all the things the children do in this book. Make a second list of all the signs of autumn shown in the photographs.

Keep the first list posted throughout the months of September, October, and November. If the class experiences some of the same activities as the children in the book, put a check mark beside these on the list. Also, have a camera available for picture taking when these events occur. Post the pictures near the list. In late November, compare the pictures in the book to those taken by the class. Write a short paragraph, as an experience story, for each photo displayed. Type each paragraph and mount it along with the appropriate photo in a photo album or scrapbook. Ask the class to give their book a title. Use the list of signs of autumn for page headings in the album, or list these at the beginning or end of the book.

Extension: Collect leaves in early fall before they become too dry. Ask the class to choose tempera colors appropriate for leaf colors. Brush the paint on one side of a leaf and press the painted side gently to a

piece of white construction paper to make a leaf print. These look nice enough to matte and frame if done carefully.

Sing the songs "Autumn Leaves" and "In Autumn."

Evaluation: Awareness of the changing of the season and the effects on all living creatures demonstrated in comparisons made. Evidence of an appreciation for the beauty of the season and an enjoyment of seasonal activities by observing and through verbalizing when writing paragraphs.

What Happens in the Autumn

Suzanne Venino

National Geographic Society, 1982

"Autumn Leaves"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

"In Autumn"

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman

Boston; Ginn & Co., 1965

Activity 24 F

To identify the historical significance of the St. Louis area in early American events.

Objectives: (LA) 13, 15; (SS) 12, 16, 17, 19; (A) 4, 8, 9, (PE) 2, 3, 4

Take a field trip to see the Gateway Expansion Memorial (the Arch) on the Mississippi riverfront in St. Louis, Missouri. Take a tour of the museum below the Arch where artifacts of the westward movement are displayed. After returning to the classroom, ask the children to explain why they believe St. Louis was a good or bad choice for this monument commemorating the journeys of the settlers across America.

Examine a map of the United States noting the location of the Mississippi and Missouri Rivers. Did the city of St. Louis really act as a "gateway" westward? What supplies could the settlers buy in this city before going on their long and dangerous journeys?

Also visit the First State Capitol in St. Charles, Missouri to examine the early government rooms, a general store with supplies an early settler might have needed, and a home.

After the visit in St. Charles compare the two historical sites. Which did the class like best and why. (After each trip write an experience story about the trip and draw pictures of the events or objects enjoyed

most. Keep both stories and the two sets of pictures available for making reference when comparing the two trips.)

Evaluation: Awareness of the community's historical importance and contributions on a national level as demonstrated in discussion and story writing.

Extension: Enjoy some songs and dances of early America.

"Turkey in the Straw" - Holiday Singing and Dancing Games

"Old Joe Clark" - Magic of Music: Book One

"Shoo Fly, Don't Bother Me!" - Dancing Games for Children of All Ages

"Jimmy Crack Corn" - Dancing Games for Children of All Ages

Holiday Singing and Dancing Games

Esther Nelson

N. Y.; Sterling Publishing Co., 1980

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman
Boston; Ginn & Co., 1965

Dancing Games for Children of All Ages

Esther Nelson

N. Y.; Sterling Publishing Co., 1973

Activity 25 F

To improve the recognition and identification of geometric shapes in the environment.

Objectives: (M) 1, 5, 15,; (LA) 15; (A) 4

The class will take an autumn walk. Ask the children to look for interesting shapes; any shape, even if it has no specific name is acceptable. There is no need to find only the basic geometric shapes. If the shapes seen are leaves, flowers, acorns, or other things which may be carried back to the classroom; this should be done. If the shapes are too large or cannot be removed from their location, such as traffic signs, clocks on buildings, flags, and buildings; the teacher should make outline drawings of the shapes noted. A polaroid camera might be used effectively also. Encourage the class to identify many shapes in many sizes, and to look up, down and all around.

After the walk look at the shapes collected and the drawings or photos made. Compare these shapes to a square, rectangle, triangle, circle, diamond and oval. It is best to have several samples of these geometric shapes available. To do this cut various sizes of each geometric shape using black construction paper. Have at least two samples of each shape in each size made.

Ask the children to determine if one of the shapes seen on the walk might be duplicated by using two or more of the paper shapes. Or, can a paper shape be altered slightly to look like one of the things seen on the walk? A rectangle and some circles might make a wagon that was seen. The corners of a square could be cut off the duplicate a sign seen on the walk.

If the shapes identified are often basic geometric shapes, count how often each was seen. Make a graph to illustrate how many times circles, square, triangles, and rectangles were identified.

Provide for the children brightly colored construction paper circles, squares, triangles, rectangles, ovals, and diamonds in several sizes. Ask each child to select five to ten shapes to use in a picture he/she will make by pasting his/her shapes to a piece of construction paper. Crayon or marker may be used if needed to complete the pictures, but should be used in a limited manner.

Evaluation: Identifications of a variety of shapes. The class should be able to compare shapes in discussion and combine shapes to make those seen in the environment. Enjoyment and success of completing a picture made with the pre-cut shapes may be observed by the teacher.

Activity 26 F

To provide a year long science project in bulb growth, beginning in fall with planting continuing to spring when the plants bloom.

Objectives: (LA) 5, 9, 13, 14, 18; (M) 12; (SS) 15;
(A) 2, 4,; (S) 1, 3, 4, 5, 8, 11, 12, 13,
30, 31, 32, 33

The teacher will present to the class pictures of tulips, daffodils, crocuses and snowdrops blooming. Nursery catalogues are a good source for pictures as are gardening and home magazines. From a local nursery you may also obtain pictures as well as charts which show planting instructions, growth charts and temperature zones on a United States map. Provide several varieties of bulbs for the students to examine and talk about. The students should smell, look at and handle the bulbs, discussing the bulb by explaining what their senses tell them about the bulbs. Find an appropriate location near the entrance to your school, if possible, and plant the bulbs. Discuss how long it will be before the plants appear, look at a calendar to count and name the months that will pass. Ask questions about the seasons which will come before the plants appear. Will any students have birthdays before the plants grow? How old are those children now, how old will they be then? Will cold weather, ice and snow hurt the bulbs under the

ground?

Draw pictures of the bulbs "sleeping" under the ground and blanket of snow. Ask how these plants might be like hibernating animals? Tell how they are alike and different from caterpillars in their cocoons. Predict what the flowers will look like and draw this image at the top of the page in a cloud shape to represent the future. This could also be presented as a "dream" of the "sleeping" bulb.

Evaluation: Evidence that the students see the bulb as resting and waiting until warm weather to grow through discussion. Evidence that the students are able to differentiate between an animal sleeping and the bulb lying dormant in the ground through comparisons made in discussion. Enjoyment of the activity and signs of expectation of what will happen in the future observed by the teacher.

Note: Look ahead to Activity #6 S when Cindy's Snowdrops is read in February or March.

Activity 27 F

To compare past and present modes of transportation, and to compare toys of past with those of today.

Objectives: (LA) 15; (SS) 11, 15, 17

The students will take a field trip to a toy museum in the historic district of our community. At the museum the students will compare modes of transportation of earlier times to those used in the world of today. The students will also be able to compare the actual modes of transportation used in early America, through photo and slide presentations, to the toys of that era. After the trip the students will draw a picture of their favorite toy on a 9 x 12 piece of white construction paper. Crayons, markers or water-colors may be used. On each page the teacher will write for the student his/her dictated reason for liking that toy; and how it might compare to a toy or real object of the present. The students' illustrations and comments will be bound into a book. After reading the book to the class, the teacher may wish to have the children create a title for their book. The book should then be taken home and shared with the parents. A one day check-out system works well with the parents commenting on a blank page at the end of the book. After each child has taken the book home, it should be placed on the classroom's bookcase for

the children to enjoy again and again.

Evaluation: Variety of reasons for liking a particular toy given by students in discussion and the ability to compare objects of the past with those of the present.

Extended Activity: During the drive to the field trip destination note architecture of old homes and buildings.

Write an experience story of trip.

The Tin Clown Toy Museum, 701 Riverside, St. Charles, Missouri has a wide variety of antique toys; and offers slide presentations on several topics for children. There is a small admission fee. In other areas check local museums and private toy collectors.

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Activity 28 F

To gain information about the work of a forest ranger during fire prevention week.

Objectives: (LA) 9, 16; (SS) 13; (S) 13, 15, 32

Invite a naturalist or forest ranger to visit your class to discuss his job and to talk about wild animals living in your area. Many naturalists who work at state and national preserves have prepared lessons to present to young children.

After the visit ask the class to list all the jobs the visitor does. Group those jobs.

Ask the class to tell reasons why they would or would not like to be a naturalist or forest ranger. Record their responses on a chart under a smiling face if the response is a reason for wanting to be a naturalist or ranger and under a frowning face if the response is to explain why they would not want that job.

Read the book A Day in the Life of a Forest Ranger and make a list of the jobs talked about in the book. Compare this list to the list made after the presentation by the visitor.

Evaluation: Appreciation for the work of naturalists and forest rangers shown in discussion. Ability to compare and to give reasons for liking or not liking aspects of the job demonstrated in making the chart.

A Day in the Life of a Forest Ranger

David Paige

Mahwah, N. J.; Troll Associates, 1980

In the St. Charles area, a naturalist on the education staff at the August A. Busch Wildlife Area will come to your classroom. They also provide tours and discussions at the wildlife area for school children.

Activity 29 F

To provide an opportunity to use problem solving skills with the topic of fire prevention.

Objectives: (LA) 9, 13, 14; (SS) 6, 7, 10, 11; (S) 3

Read Henry Explores the Mountain by Mark Taylor.

After reading the story ask the class to name the season in which the story took place. Ask the students what picture clues told them what the season was. List these responses. Group the responses in a variety of ways.

What was Henry's problem in the story? Write the correct response on the chalkboard or on a chart paper. Ask the children to explain the way in which Henry solved his problem. Record this response with the problem.

Tell the children they are to pretend that they are in Henry's situation and must think of some other ways to solve the problem. List their responses. As a group discuss each suggestion in the list. Ask questions such as: "Will you be able to do this? Will it solve the problem? Will it create other problems?" After answering each question about each idea, select one from the list that appears to be best. Is it better than Henry's solution? Why or why not?

Evaluation: Demonstrated ability to justify the identification of the season in the listing. A variety

of responses given to ways to solve the problem. Demonstrated ability to agree as a group upon one best solution from those suggested by the class and the ability to compare it to the book's solution. Observed enjoyment of the story.

Henry Explores the Mountain

Mark Taylor

N. Y.; Antheneum, 1975

Activity 30 F

To discuss the work of firemen and develop an awareness of fire safety rules.

Objectives: (LA) 15; (SS) 7, 10

As most children, by the time they reach kindergarten, have been told many times not to play with matches, to stay away from open flames, and other fire safety rules; ask them to list all the fire safety rules they know. Write these on a large chart paper. Then make a list of ways fire is good and a list of ways fire is bad. Discuss the role of each person in being a safety conscious citizen where fire is concerned. Here a list of "Dos" and "Don'ts" could be made. Ask the children to tell who to call in case of a fire at home, at school, in a forest, or in a large building. What is the local number for the fire department?

Take a trip to a local fire station or ask some firemen to visit your school. Many fire companies have educational films and materials to share with your class. The firemen can explain their jobs and tell why it is necessary for them to sometimes live in the firehouse. Examining the fire engine's equipment and the equipment of life support units should also be included to show the many jobs of the fire department. After the visit write an experience story about the firemen and their job including ways to help the firemen.

Read Fireman Jim by Roger Bester and When There's A Fire by Dorothy Chlad.

Evaluation: Awareness of job of firemen and the responsibilities of all citizens concerning fire safety demonstrated in discussion and story writing.

Fireman Jim

Roger Bester

N. Y.; Crown Publisher, Inc. 1981

When There's A Fire

Dorothy Chlad

Chicago; Children's Press, 1982

Activity 31 F

To develop safety awareness at home through dramatic play and problem solving.

Objectives: (LA) 9, 13, 18; (SS) 10, 11

Present the following situations to the children, one situation at a time, and give the children time to think about what they would do in that situation.

Ask two or three children to work together to present a skit, or pantomime what they would do.

1. You are playing in the living room of your home. There is a nice warm fire in the fireplace. Mom is downstairs doing the laundry and Dad is not at home. Sparks fly out of the fireplace and the carpet begins to burn. What do you do?
2. You and your best friend are playing in an empty lot near your home. Your friend finds a bottle with something in it that looks like candy. He/she wants to eat some, but you don't think it's a good idea. Your friend goes ahead and eats a whole handful, but throws the rest on the ground because they don't taste too good. You go home to your house and your friend goes to his/hers. About an hour later your friend's mother calls and says your friend is in the hospital and is very ill. They don't know what is wrong, but

he/she keeps talking about a bottle and some pills. What would you do?

3. You are helping your dad barbeque. Dad goes in to get some sauce and tells you to stay away from the grill, but you don't listen. You reach across the grill to see if a hot dog is really hot. When you do your t-shirt catches on fire. What do you do?

4. Dad is not home, just you and your mom are there. You are playing in your room and mom is busy hanging curtains in the family room. Suddenly you hear a crash, when you run to the family room you find mom lying on the floor. She has fallen off the chair she was standing on and hit her head on a table when she fell. She is not moving and her eyes are closed. What do you do to help mom?

As each group acts out the situation add extra complications to get new ideas. For example, in #4 if the children decide to go get help at the neighbors; ask them what they would do if the neighbors were not home. Discuss the actions of each group. Did their solution or actions help the situation? Could the problem have been avoided in the first place in each incident? If so, how? Is there any one thing that they should each remember to do any time there is an emergency? What

things help the situation? What actions make a situation worse? Ask the class to decide if small children should know what to do in an emergency, or should that always be left up to the grown-ups.

Evaluation: Ability to use the information they have heard about emergencies demonstrated in a role-play situation.

Activity 32 F

To create an awareness of our need to protect our forests from fires.

Objectives: (LA) 5, 9, 13; (SS) 4, 9, 11; (A) 1, 2;
(S) 13, 15, 32

The teacher will share with the students the information and pictures in the United States Department of Agriculture, Forest Service booklet "Smokey Bear's Story of the Forest" (1981). The students will then list ways that trees are important to man and animals, suggesting why the conservation of our forests and the prevention of forest fires is important to everyone. The students will then make a list of ways to prevent forest fires. Using the two lists the students will create posters for Smokey the Bear.

Extended Activity: Using the ideas in the posters created by the students, the class as a group will present in a dramatic play situation, a television commercial for fire prevention.

Evaluation: Awareness that forests are important to all, and the awareness of the responsibility of each person to protect and conserve our natural resources demonstrated in making the lists and posters.

Smokey Bear's Story of the Forest

United States Department of Agriculture
Forest Service, 1981

Activity 33 F

To introduce a study of Christopher Columbus and his place in history.

Objectives: (LA) 9, 13, 14; (SS) 1, 4, 12, 15, 19, 21, 23; (A) 2, 4

Discuss the book Christopher Columbus by Ann McGovern.

On a world map or globe trace the route Columbus took on his trip. Ask questions concerning the direction he sailed, the date he started the trip and how long he sailed before reaching land. Ask the students how they would have felt if they had been at sea for such a long time. Would they have been frightened, or angry?

Make a list of the things Columbus might have carried on his ship. Why did he take certain things? Why couldn't he take other things which might have made the trip more bearable?

Ask the students to pretend that they are Columbus. What would they do if the ship's crew said they wanted to go back, that the trip was too long and too dangerous?

Look at the pictures of the three sailing ships, and discuss their appearance, size and names. On white paper draw the three ships. Use a light blue watercolor to paint over the picture as a crayon resist.

Evaluation: Demonstrated awareness of who Columbus

was and of the hazards and difficulties of such a journey during that time. Differentiation of size in the drawings of the three ships, and ability to recall their names shown in the art work.

Christopher Columbus

Ann McGovern

N. Y.; Scholastic Book Services, 1962

Activity 34 F

To provide an experimental situation in which predictions may be made and then evaluated during a continuing study of Columbus.

Objectives: (SS) 1, 4, 15, 19, 23; (A) 2, 4, 8, 10;
(S) 13, 31, 33

After reading the story in the preceding activity, discuss what things Columbus hoped to bring back from his travels to the countries he thought he would be sailing to.

What are spices? Provide for the children a variety of spices to look at and smell. Do we use spices today? How? Why? Why were spices used by the people of long ago? Was their use more important then than now?

As a class make a pomander by placing whole cloves in the rind of an orange. Hang the orange somewhere near the science table or corner of your room. Also place another orange in a bowl on the table. Ask the class to predict what will happen to the two oranges over the coming weeks. Record the replies and watch what happens to the oranges during the specified time. What conclusions can the class reach after several weeks?

Give each child three pieces of jute used in macrame. Each piece should be approximately two feet in length.

Tie the three pieces together at one end with string or cord, and assist the students in braiding the lengths together. Cut four inch squares of fabric to make small pouches for holding several pieces of cloves, cinnamon sticks, and ground nutmeg. Give each child three squares of fabric, enough spices to fill each, and a piece of yarn to tie each pouch closed. Use darning needles and embroidery floss to sew the pouches to the braided jute. Spend time smelling and examining the spices used. Discuss what foods have this same smell. These spice ropes may be taken home as a gift for mom for her kitchen.

Sing "Christopher Columbo" and "Christopher Columbus."

Evaluation: Through discussion evidence of an understanding of the importance of spices to the people of long ago, and their continuing importance to us today, and evidence of an understanding of the importance of the journeys made by Columbus. Observed enjoyment of the activity. Observed ability to make a prediction of the outcome in the experiment with the oranges, and to draw a conclusion from the observations made.

Extension: Also read Christopher Columbus by Joyce Milton and use the punch-outs in the book to make a table top display.

Christopher Columbus

Joyce Milton

N. Y.; Scholastic Book Services, 1983

"Christopher Columbo" and "Christopher Columbus"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 35 F

To assess what knowledge is already known about autumn holidays and to expand that knowledge.

Objectives: (LA) 9; (SS) 1; (S) 2, 3, 5

Ask the children to list as many Autumn holidays as they can. Write the list entries on a large sheet of construction paper. After making the list, read a book describing Fall holidays such as How We Celebrate Our Fall Holidays by Marjorie Banks. Use information gathered in reading the book to add to the list. Make predictions concerning what activities might take place on each of the special days named, also predicting the weather conditions for each holiday.

Record all predictions, and keep the list of holidays with the predictions near your class calendar. As each day arrives, check the predictions for accuracy.

Evaluation: The children should be able to construct a list of several holidays before reading the book, and then add to it after the reading. The predictions should indicate an awareness of the changes of temperature and weather conditions, and also reflect the personal experiences of each student on previous holidays.

How We Celebrate Our Fall Holidays

Marjorie Banks

Benefic Press; Chicago, 1964

Activity 36 F

To gain information concerning Guy Fawkes' Day celebrated in England in the autumn.

Objectives: (SS) 1, 2, 3, 4, (A) 2, 14

Look at and discuss illustrations and information about Guy Fawkes in books such as European Folk Festivals by Sam and Beryl Epstein; Special Stories for Special Days: Feasts and Frolics by Phyllis Fenner; Red Letter Days: A Book of Holiday Customs by Elizabeth Sechrist; and encyclopedias. Locate Great Britain on a map or globe. Compare the American Halloween celebration to Guy Fawkes Day. How are they alike? How are they different? List. Ask each student to tell which celebration they believe is more fun and why. Evaluation: Ability to make comparisons of the two celebrations, and the ability to give reasons for preferring one celebration over the other. Both will be shown in discussion.

Extension: Create posters advertising the approach of both celebrations.

European Folk Festivals

San & Beryl Epstein

Champaign, Ill.; Garrard Publishing Co., 1968

Special Stories for Special Days: Feasts & Frolics

Phyllis Fenner

N. Y.; Alfred A. Knopf, 1949

Red Letter Days: A Book of Holiday Customs

Elizabeth Sechrist

Philadelphia; Macrae Smith Co., 1965

Activity 37 F

To provide an opportunity to use the five senses when taking a field trip in autumn.

Objectives: (LA) 4, 6, 9, 15, 18, 21; (M) 16, 17;
(SS) 1, 7, 8, 21; (A) 2, 4, 9; (S) 1,
2, 3, 11, 13, 31, 32, 33

This activity is actually a group of activities following a field trip. They are presented here in sequential order.

1. Prepare for a field trip in the fall to a produce stand or pumpkin farm by reading the book My Five Senses by Alike. Stress the importance of using the senses in observing, but also note the importance of using the sense of taste only when given permission by an adult in the group. Designate group leaders who will help remind others of safety precautions and serve as a leader.
2. Take a field trip to a produce stand in fall, preferably one where some of the produce is actually grown. The students should look at the colors and shapes of apples, pumpkins, varieties of corn, etc. Touching and smelling the various vegetables and fruit should be encouraged. If possible, go into the fields and observe pumpkins, gourds, peppers, etc. growing. The students may also discover a variety of native plants or weeds

present in fence rows. If fruit or vegetables have fallen from the plants predict what will happen to them, then look for validation of the prediction. For example, if a large pumpkin is off the vine and beginning to split; predict what will happen to it, or how it looks on the inside. The students should have little trouble locating a pumpkin which has split open and is in some stage of decomposition. Smells, texture, color and life forms around the decomposing fruit should be observed.

3. Each student may purchase something from the produce stand such as a small pumpkin. Ask each child to make his/her selection and pay for it. The teacher may want to ask the students why they selected a certain pumpkin, was it because it was more colorful, smoother, rounder, etc. The teacher may also wish to make purchases to be used in the room for decoration or further activities. A variety of apples (different sizes, shapes and colors), apple cider, and apple butter can be used later in the classroom for a tasting experience.
4. After the field trip the students should record their mental images of the trip on paper with crayon, watercolor or markers. Ask the students to mentally recall what they saw, heard, smelled,

tasted and touched. A 12 x 18 light blue paper provides room for expression of many ideas and an autumn sky background. Each child should then tell about his/her picture. The teacher should record the response on the illustration paper, or type it on a separate paper. Later, if the response is typed, the teacher should glue the responses to each child's drawing. The collection of illustrations may then be bound into a book with an appropriate title. This book may be taken home on a check-out basis to be shared with mom and dad.

5. Writing an experience story about the trip allows the teacher and students the opportunity to include observations and ideas not presented in the book made by the class. Putting the events of the field trip in proper sequence assists the students in sequencing skills and helps some to recall things they may have forgotten. After writing the experience story try underlining all the "things" in the story with a marker. This gives an introduction to nouns.

Some suggested locations for such field trips in the St. Charles, Missouri area are:

Rombach's - Old Olive Street Road, Gumbo, Missouri
Koenig's - Bogey Road and Mexico Road, St. Charles,
Missouri

Koenig's Apple Orchard - Jungs Station Road,
St. Charles, Missouri

Other suggestions:

Local roadside produce stands or farms may be visited.

Farmers' Markets are found in many urban areas.

Evaluation: Students should demonstrate use of the four of the five senses while exploring the field trip site by discussing what they see, hear, smell, and feel. Students should demonstrate an observable interest in exploring the environment about them and in discussing it with their peers and the adults present. When purchasing the produce selected, the student should be aware of the trade being made between him/her and the sales person by exchanging a coin for a product. The students should be able to tell in words the differences and commonalities in the foods tasted during classroom activities. The students should be able to recall in visual then verbal form the sights, sounds, tastes, smells, and tactile experiences which they encountered. The class will demonstrate the ability to sequence the day's happenings by writing the story. The ability to identify the "things" (nouns) in the experience story will be exhibited, and the word "noun" introduced.

Books: My Five Senses

Aliki

N. Y.; Thomas Y. Crowell Co., 1962

Activity 38 F

To create a poem about the fall season.

Objectives: (LA) 3, 5, 7, 13, 19; (A) 2, 3, 9, 23;

(S) 2, 3, 32

After reading the fall poems listed below, the students will list the rhyming words. From the poetry and from observations made on field trips during the fall, and from discussion of the season the students will create a list of fall happenings. From this list the students will select words which are most important to a description of the season. Several words which rhyme with each of these words will be listed. The teacher may then present an appropriate first line for a poem. Using the constructed lists the students will create a poem as a group; sharing, accepting and rejecting ideas.

Evaluation: The ability to list and name many seasonal ideas and words will be demonstrated. The ability to name rhyming words for each chosen word will be shown in the lists. The poem should rhyme and create a mental picture appropriate to the season.

Extended Activity: After writing the poem, the teacher makes a copy for each child. The child then creates an illustration for the poem. This could be done in space at the bottom of the copy.

Poems Used: "Fall" by Aileen Fisher

Alice Hazeltine

The Year Round Poems for Children

Memphis; Abingdon Press, 1956

"October's Party" by George Cooper

Elizabeth Sechrist

One Thousand Poems for Children

Philadelphia; Macrae Smith, 1946

Activity 39 F

To use adjectives to create a more visual sentence after using mental imagery.

Objectives: (LA) 4, 22

Write the following sentence on the board or on a large sheet of chart paper.

The pumpkin sat.

Read the sentence to the class. Ask the children to close their eyes and look at the pumpkin, think about how it looks. Have the students open their eyes and tell you something about how the pumpkin looked. As students respond add their word to build the sentence.

Example:

The pumpkin sat.

The orange pumpkin sat.

The fat, orange pumpkin sat.

If they have difficulty thinking of words to add, ask the children to close their eyes and take another look. The teacher may or may not wish to label the words as adjectives. After several adjectives have been added, the teacher may ask the children to think about where the pumpkin is sitting. Again, closing the eyes may help the children to more easily imagine.

When a very descriptive sentence has been constructed, the students may be asked to illustrate their sentence. The teacher should record the sentence on each picture

unless the students are able to do that without assistance.

Some other sentence starters:

The leaf fell.

The bird flew.

The snowflake floated.

The snowman stood.

The rabbit hopped.

The apple dropped.

Evaluation: Demonstrated ability to express mental images in words, and the ability to transfer the completed sentence to drawings.

Activity 40 F

To develop an awareness of the benefits of having spiders in our world.

Objectives: (SS) 1, 5; (S) 16, 17, 32; (M) 1, 6

Show the class a Halloween spider decoration and the spider on the cover of the book Spiders. Ask the class to tell how these pictures (creatures) make them feel. Ask them to tell you everything they already know about spiders. Make two lists, one list of all the bad things about spiders and one list of all the good things about spiders. Count the entries in each list and write the appropriate numeral at the top of each list. Which list has more?

Read the book Spiders to the class. After reading the book ask the class to think about adding more ideas to their lists. Can they add more ideas to the "good" list?

Evaluation: Evidence of an awareness of the importance of spiders and evidence that there is better understanding and less fear demonstrated through listing and discussion.

Spiders

Lillian Bason

National Geographi Society, 1974

Also see:

"Commando spiders live by derring-do" in

"Smithsonian" October 1983

"Don't fiddle with a fiddleback" in

"Missouri Conservationist" February 1983

Activity 41 F

To increase the awareness of and knowledge about spiders as beneficial not malicious creatures.

Objectives: (SA) 16, 22; (SS) 7, 12, 13; (A) 23;
(S) 1, 8, 9, 16, 17

Read the book Aranea; A Story of a Spider by Jenny Wagner to the class. List places the children have seen spiders. The month of October is an excellent time for this activity as real spiders may be seen in our environment easily; and the pretend spiders of Halloween are everywhere.

Ask someone from a local college or high school biology department who may have some photos, models or real spiders to show to the children. Discussion should include the sizes, shapes, diets, and habitats of spiders; stressing the value of spiders to man and dispelling some of the frightening "Halloween" concepts most children have of spiders. During the close observation is a good time for learning patience and waiting for "my turn" to see.

In Ms. Wagner's book a step by step example of how a spider builds a web is given. White crayon on black paper is a simple way to construct a web; however, gluing pieces of white thread to the black paper gives added texture. An additional art activity to follow the visit uses black pipe cleaners for the spiders'

legs and sweet gum balls painted black for the body. Walnuts, styrofoam balls, or marshmallows; all painted black could be used if sweet gum balls are not available. Paint the body part with black tempera, bend four 4 inch long black pipe cleaners into a horseshoe shape, and glue these to the body. An elastic thread should be added to the tail-end of the spider so it may hang from the ceiling or bounce as the child carries it by the thread.

Locate some spiders and webs in and around your school. Read Be Nice to Spiders by Margaret Graham as a follow-up to the art activities. Look at the original list of places one might find spiders. Add to it and delete any the children now feel are inappropriate. Ask them to explain their decisions. Group the items on the list by those places which are indoors and those which are not. Count the items in each list. If one list is considerably longer than the other, the students may wish to have the teacher help them with further research to determine if and/or why spiders do prefer the out of doors or the indoors.

Extension: Read A Web in the Grass by Berniece Freschet.

Evaluation: Awareness that spiders are not creatures to be afraid of, nor are they so unpleasant that they must be killed if one is found demonstrated in discussion.

Enjoyment of the art activities and pride in the final

products noted through observation. Evidence of interest in locating spiders when taking walks outside in fall by the children looking for and locating webs and spiders.

Note:

A biology professor at Lindenwood visits our class each year with common spiders, a tarantula, and a very well-caged brown recluse. The children are fascinated by the tarantula in particular. Our professor, lets the children watch the tarantula crawl over his hands and arms. This amazes the children who have seen television shows depicting spiders and tarantulas as terrible creatures. What a good way to compare reality to television make-believe; and a good time to extend the lesson to include discussion of what is real and what is pretend.

As all schools do not have a "spider man" on staff; local colleges, high schools, zoos, wild life areas, or county extension services may have someone with a knowledge and interest in spiders.

Aranea: The Story of a Spider

Jenny Wagner

Scarsdale, N. Y.; Bradbury Press, 1975

Be Nice to Spiders

Margaret Graham

N. Y.; Scholastic Book Services, 1967

A Web In the Grass

Berniece Freschet

N. Y.; Charles Scribner's Sons, 1972

Activity 42 F

To identify and gain an understanding of the purpose of our skeletons and compare this to the make-believe Halloween skeleton concept.

Objectives: (LA) 15; (SS) 1; (A) 4, 8, 10; (PE) 9;
(S) 24

Learn to sing the song "Have You Seen the Ghost of John."

In your area locate a facility which has a human skeleton model which you may examine with the class. High school and college biology departments will usually allow you to bring your class in for a field trip. In most laboratories of this type you will also be able to look at the skeletons of other creatures.

You may wish to show the children two or three skeletons and ask the class to determine which is the skeleton of a person. After identifying the human skeleton ask them to explain what things about it helped them to decide that it was the human skeleton and not the skeleton of some other creature. Ask the class to also identify in the same way the other skeletons. Compare the skeletons finding what is alike and what is different about each. Compare the human skeleton to each child's body by pointing out the spine on the skeleton and asking the children to locate this part on their own body. Do the same with other bones such as the lower jaw, ribs, sternum, pelvic girdle, etc.

Ask the children to think of something in a tent that they can compare to a skeleton. What is it? What would happen to the tent without it? Ask the same questions about an umbrella, a skyscraper, a lampshade, etc. How are these things like your skeleton and you? What would your body be like without a skeleton? What might happen to your lungs, your eyes, or your brain without your skeleton to protect them?

Discuss the need and the purpose of the skeleton.

Compare these ideas about the skeleton to the ideas we often have about skeletons at Halloween time as in the song sung earlier. Which is the true concept we should all have of the skeleton and which is the make-believe one that is fun to think about at Halloween time?

Evaluation: Ability to compare the real skeleton to the ways skeletons are presented at Halloween time demonstrated in discussion of both concepts. Ability to identify the skeleton and its purpose shown in discussion.

"Have You Seen the Ghost of John"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 43 F

To introduce a study of bats designed to disspell the frightening concepts associated with this creature at Halloween time.

Objectives: (SS) 1; (A) 2, 4, 10; (S) 15, 32

Ask the class, "What are bats?" List the responses.

Group the responses into two groups. One group should contain ideas about bats as scary Halloween creatures, the other list should contain factual information.

Which list is the longest? Why?

Look at pictures of bats in Wildlife magazines and reference materials. You may be able to take a visit to the zoo and watch the bats on display there. After seeing these things, ask the children if any of the pictures or the encounter with the zoo bat showed the bat as a bad or frightening creature. Why then, do many people fear bats? Do they do terrible things or are they helpful creatures? Information in the sources listed below will give ways in which the bat is a beneficial creature in our world.

To make some bats, either good or bad, cut a bat shape from black construction paper, glue this to a spring-clip type clothespin. You may wish to add small circles of orange or yellow for eyes. These may be clipped to curtains, pull cords or other objects in the classroom.

Evaluation: A beginning awareness of bats as being not

so fearsome observed through discussion. Enjoyment in making the clothespin bat as observed by the teacher.

"Most 'Facts' About Bats are Myths" in

"National Wildlife Magazine" August-September 1982

Also read to the class:

Bats In the Dark

John Kaufmann

N. Y.; Thomas Y. Crowell Co., 1972

Wufu: the story of a little brown bat

Berniece Freschet

N. Y.; G. P. Putnam's Sons, 1975

(This book is a bit long for young children, but it is factual and points out the benefits of bats. It is also quite interesting and your young students will probably enjoy it.)

Activity 44 F

To see bats, spiders and skeletons as scary, Halloween creatures, and as they are in reality. To create a class book based upon comparing concepts.

Objectives: (A) 7, 13, 16, 22, 23; (SS) 1; (A) 2, 4, 9; (S) 15, 24, 32

Following the preceding activities, ask the children to list real and make-believe information they have learned about bats, spiders, and skeletons. Divide the class in to three groups; bats, spiders and skeletons. Each child in the "bats" group will be responsible for drawing two pictures of bats. One picture should be representative of factual information gained about bats, the second picture should show the bat as it is typically depicted during the Halloween season. The other two groups will do the same type drawings with either skeletons or spiders as their subject.

After the drawings are completed, each child will explain his/her two pictures. Guide each child into use of adjectives and adverbs when telling about the picture. Ask the child for alternatives to frequently used words such as scary. The teacher should record the comments on the appropriate drawings.

Combine all the illustrations to make a book titled Bats, Spiders, and Skeletons: Real and Make-Believe.

Evaluation: Ability to differentiate between factual and make-believe concepts. Enjoyment of the final product.

Activity 45 F

To examine the history and traditions of the celebration of Halloween.

Objectives: (LA) 9; (SS) 1, 2, 3, 4, 19

The children in the class will be asked to tell everything they already know about our celebration of Halloween. Write the responses on a large piece of chart paper or on the chalkboard. Ask the children to group ideas together that are alike in some way.

Discuss how Halloween may have been celebrated in early America; did the pioneer children get candy bars?

What may have been the same as now, and what may have been different? Why? What about the time long before people came from Europe to America? Was Halloween celebrated even then? If so how and why? How did Halloween, as a celebration, start?

Read Halloween by Helen Borten.

Check the responses listed to the information given by the class to the information gained in reading the book.

Evaluation: Evidence of interest in the book shown by attentiveness during the reading.

Halloween

Helen Borten

N. Y.; Thomas Y. Crowell Co., 1965

Extension: Sing the songs

"Halloween Mask" and "Jack-O-Lantern"

Activity 45 F

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Objectives: (LA) 9; (SS) 1, 2, 3, 4, 19

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Helen Borten

N. Y.; Thomas Y. Crowell Co., 1965

Extension: Sing the songs

"Halloween Mask" and "Jack-O-Lantern"

The All-Year-Long Songbook

N. Y.; Scholastic Book Services, 1980

Activity 46 F

To develop concepts of real (fact) and make-believe (fiction) in stories read.

Objectives: (LA) 5, 9, 10, 13; (SS) 1; (A) 9; (S) 15

Read Spooky Night by Natalie Carlson and One Dark Night by Edna Preston. Compare the two books. How are they alike and how are they different? Which did you like best? Why? List the main characters in each book. Discuss the stories, illustrations, and main ideas of these two books and compare them to the books about bats, spiders, skeletons, and owls you have previously read.

Make a list of the realistic stories and a list of those which are make-believe.

Evaluation: Ability to compare the books demonstrated in the discussion.

Spooky Night

Natalie Carlson

N. Y.; Lothrop, Lee & Shepard, 1982

One Dark Night

Edna M. Preston

N. Y., Viking Press, 1969

Extension: Learn to sing "The Witch Rides" and "Halloween's Here" in The All-Year-Long Songbook.

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 47 F

To provide a seasonal situation for problem solving and creative thinking after Halloween.

Objectives: (LA) 9, 13, 18; (SS) 13; (A) 4, 23;

(S) 1, 3

The first school day following Halloween ask the class, "What if the garbage collectors announced that they would not pick-up any used jack-o-lanterns?" "What can you do with a jack-o-lantern after Halloween besides throw it away?" "Does it have any further use?" List the responses on a large sheet of paper as the students give them. Go back and read each response. Write the child's name and the response he/she has chosen to illustrate on a 9 x 12 sheet of construction paper. Using crayons, paints, markers or watercolors each child illustrates the response written on his/her paper. Bind the pages together to make a book about the uses of used jack-o-lanterns.

After reading the book the class has written, read Edna Miller's book Mousekin's Golden House. Compare the class book to Edna Miller's by looking at the illustrations and comparing the uses for the jack-o-lantern thought of by the children and the way a discarded jack-o-lantern is used by Mousekin. Which book does the class prefer? Why?

While reading Mousekin's Golden House note the references

to the migration and hibernation of animals and birds. Use these references as reinforcement or introduction to these topics. Also note the creatures who seem to prefer to be out at night.

Evaluation: Observed flow of ideas when listening. Demonstrated ability to illustrate the ideas, and to give reasons for preferring one book over the other in discussion.

Extension: Read Night Animals and list the animals shown in this book and in Mousekin's Golden House. Using the list and the two books as reference draw a large mural of these creatures. To create a nighttime effect finish the picture with thin black tempera for a crayon resist painting. Allow each child to tell about his/her part of the mural.

Books: Mousekin's Golden House

Edna Miller

Englewood Cliffs, N. J.; Prentice-Hall Inc., 1964

Night Animals

Millicent E. Selsam

New York; Four Winds Press, 1979

Activity 48 F

To introduce a study of owls as they are in the wild, and to examine the habits of these night creatures.

Objectives: (LA) 4, 9; (S) 14, 31, 32

After reading Night Animals (used in preceding activity), show the class some pictures of owls. These may be photos and realistic or fanciful painting and drawings. Calendars and magazines are good sources for locating pictures. Ask the class, "If you were an owl when would you go hunting?" List answers, and ask each student why they responded as they did. List the reasons. Ask, "What do owls eat?" List the responses. "When would the things the owl eats be away from the protection of their homes?" List responses. Ask again "Why would the owl hunt at night?" "Is there proof in our answers that the owl hunts at night, during the day, in bad weather etc.; if so, what is that proof?" Students will defend their ideas through a deductive approach. "Which answer to the very first question appears to be most correct and why?"

Evaluation: Students are able to generalize and defend their generalization.

Extension: Read Barn Owls and compare the answers in the activity to the information in the book. Mark the responses that agree with the book. Using a stencil

draw and cut-out owl shapes, draw on details, paste the owl to a large piece of construction paper and add scenery to depicting the owl's habitat.

Books: Night Animals

see preceding activity

Barn Owls

Phyllis Fowler

Harper and Row; N. Y. 1978

Also see:

"Owls" in

"Missouri Conservationist" December 1983

Missouri Dept. of Conservation

Jefferson City, Mo.

"Homing In On the Hunter" in

"National Wildlife" April-May 1984

Activity 49 F

To compare different kinds of owls by noting their appearances and habits.

Objectives: (LA) 9; (S) 8, 9, 13, 14, 15, 32

Read About Owls by May Garelick and identify the three owls in the book. Write each owl's name at the top of a large sheet of paper. Use a different color marker for each name. In the remaining space on the paper list the sizes, types of food, habits and habitats of each owl; using a black marker. Go back and underline each item that pertains to the Elf Owl using the color used to write the name Elf Owl, do the same with the Barn Owl and the Great Horned Owl. Do some items have more than one line under them? Make guesses as to why the Elf Owl can survive on insects while the Horned Owl eats larger rodents. Determine why each owl has chosen its particular habitat. Review the information on the chart the children have made. Compare it to the information on the chart made in the preceding activity. Do the charts agree? Should more information now be added to the first or the second chart?

Evaluation: Demonstrated ability to see and identify differences and similarities. In making guesses the students should use information which has been previously gained.

About Owls

May Garelick

N. Y.; Four Winds Press, 1975

Activity 50 F

To make comparisons of ways of responding to events, and gaining an understanding of differing reactions to the same stimuli.

Objectives (LA) 6, 7, 8, 9, 10, 13, 19 (SS) 5; (A) 1, 3, 13; (S) 2, 3, 13, 32

Read The Happy Owls by Celestino Piatti. Discuss the owls in each season. List their reasons for liking each season. List reasons some people have for not liking each season. Would those reasons for not liking certain aspects of the seasons affect the owls in any way? If they do, how could the owls stay happy? Do people ever think too much about the bad parts of something and overlook the good? Name some incidents, times, etc. Are you more like the owls and able to find good in things, or are you more like the barnyard fowl who were always fighting and complaining? Think of something which makes you feel like fighting or complaining. Can you think of something that might be good about it which you have overlooked?

Make paper bag puppets of the owls and the barnyard fowl. Role play using some of the situations or things the class has named as being unpleasant.

Evaluation: Ability to see the possibility of finding something good or enjoyable about something or someone that usually seems unpleasant noted in discussion.

Evidence of verbal interaction during role play
observed by the teacher.

Extension: Using colored chalks on wet paper draw
the "Happy Owls" trying to use the broad black outlines
of the illustrator in the book.

Book: The Happy Owls

Celestino Piatti

N. Y.; Atheneum, 1964

Activity 51 F

To kinesthetically respond to syllables and punctuation marks.

Objectives: (LA) 3, 11 24

To allow students an opportunity to kinesthetically "feel" a sentence, prepare 4 or 5 easy to read sentences on sentence strip paper. Try to include some compound words and two syllable words for variety. Ask the students to stand and listen as the teacher reads the first sentence. The children should read (repeat) the sentence with the teacher. Reading the sentence a third time ask the students to clap on the beats (syllables) of the words. If the sentence ends with a period, the students should sit down. If it ends with a question mark, they should raise both hands. If the sentence ends with an exclamation point, they should jump at the end. If a capital letter appears in the sentence, the students might be asked to turn around one time. Repeat the 4 or 5 sentences several times to make the children feel more at ease with the movements, then present some new sentences as a challenge.

Evaluation: Students should react quickly to the movement commands after some practice, and with confidence when the new sentences are presented as observed by the teacher.

Activity 52 F

To identify nouns and verbs in sentences.

Objectives: (LA) 21; (S) 1, 2, 3,; (A) 2, 4

Prepare simple seasonal sentences on chart paper or a large piece of construction paper. Sentence examples are:

Geese fly south.

Bears sleep in caves.

Squirrels gather nuts.

Leaves fall from the trees.

Pumpkins grow on vines.

Read the sentences to the class.

Ask the children to name the words in each sentence which could be replaced by a picture (nouns). Underline these words with a blue crayon or marker. Ask the children to then identify the words which tell what each thing is doing (verbs). Underline these words with a red crayon or marker. Re-read the sentences leaving-out either a noun or a verb. Ask the children if the sentence makes much sense without that word. Why? With the students note how each sentence has a word underlined with blue and one underlined with red. At this point the words may be labelled as nouns and verbs. Make-up some new Autumn sentences and decide if they too have a noun and a verb. Ask the students to determine if nouns and verbs are

necessary in making a complete sentence.

Try re-writing the original sentences with words used in science such as hibernate and migrate. Substitute nouns by asking the student to suggest what other creatures "go south," "hibernate," "store food," or "grow on vines" in Autumn.

Draw or find pictures in magazines which illustrate the sentences. Or have the class work in groups to draw or paint a large mural which depicts an Autumn scene. Try to have each sentence represented in the mural, and write the sentences at the bottom of the drawing.

Evaluation: Demonstrated ability to identify the words which could be shown easily with a picture and to identify the "doing" words. Observed ease of altering the sentences by changing the nouns and verbs, and creating new sentences. If a mural is made, the ability to depict in pictures those ideas presented in words shown by the contents of the mural.

Activity 53 F

To provide an opportunity to become familiar with a public library and to develop skills for locating books.

Objectives: (LA) 6, 9, 10, 13, 15, 16, 20; (SS) 6, 8, 12; (A) 9

Before taking a field trip to a local public library select one or two students as group leaders. Discuss the responsibility of being a part of a group and of being the leader in terms of listening, following directions, and pedestrian safety.

At the library listen to a story told by the librarian. Look for and locate a book by using the card catalogue. Ask the students to determine the method used in locating books on the shelves. Locate a book by Bill Peet, by first identifying the author's name, the letter to look for and then by going to the shelves where that book would be found.

After the trip discuss the observations made by the students. Review the story read by the librarian and re-write it in the students' words. The students may then present the story in dramatic play.

Evaluation: Students should be able to locate a book on the shelves if the author's last name is known.

Ability to reenact the story in proper sequence shown in dramatic play.

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Evaluation: Students should be able to locate a book on the shelves if the author's last name is known. Ability to reenact the story in proper sequence shown in dramatic play.

Activity 54 F

To see color used to communicate feelings and moods, and to convey seasonal characteristics.

Objectives: (LA) 4, 5, 7, 8, 9, 19; (A) 1, 2, 3, 4, 9, 22, 23; (S) 1, 2, 3, 30, 31, 32; (SS) 5

After reading Bill Martin, Jr.'s book The Turning of the Year, discuss the use of color to express the changing months and seasons. List things which are "hot," list things which are "cool," and give the color of each item listed. What colors appear most often in the "cool" list, in the "hot" list? Has Mr. Martin used the colors in this way? Experiment with crayon, marker, watercolor and tempera; which media works best to reproduce the type pictures in the book? Play with the watercolors by adding more paint, more water, and by lifting the paper to let the colors run together.

After experimenting with the colors, ask what colors best represent each of the four seasons. Each student should then select 3 colors with which he/she will create a watercolor design that will represent one of the seasons. Allow the students freedom in selecting, but encourage thought as to the mood--"hot" or "cool" feeling--they wish to express. It is usually best to eliminate black and brown as they may "muddy" the painting more than the student desires.

After the paintings have dried, look at each, and ask each artist to tell what season he/she has illustrated. They should then explain why their painting is representative of the season they chose. Record the responses directly on the painting or type them on plain paper. Later cut-out these typed dictations and paste each to the appropriate painting. Bind the paintings into a class-made book. Read the book to the class and discuss what the book is about. Ask the students to suggest titles for their book. Discuss which title most clearly explains the main idea of their book, and eliminate those which do not. A class vote may be in order. A whispered vote to the teacher may help eliminate hurt feelings; however, the students should be able to discuss openly why certain titles are more appropriate than others. Illustrate the cover with title and more watercolor design, list important words on a back page, leave a blank page for parent comments, and send the book home with a different child each day until all have shared it with their parents. Each day read the comments written by the parents.

Evaluation: Demonstrated in discussion, the ability to differentiate between the "hot" and "cool" colors and the ability to identify the mood created by the use of certain colors and the movement of the colors

on the page. Ability to express with watercolor and idea imagined, and then to verbalize that idea demonstrated in making the book. Enjoyment of the end product shown when looking at the completed book. Willingness to accept the ideas of others in selecting a title as observed by the teacher.

Books: The Turning of the Year

Bill Martin, Jr.

N. Y.; Holt, Rinehart and Winston, 1970

Activity 55 F

To kinesthetically identify word parts (syllables).

Objectives: (LA) 3, 11; (A) 17

Use words, sayings, or nursery rhymes to clap rhythms for isolating word parts. An example is, clap parts of names; the name "Ben" would get one clap as it has one syllable; while "Nancy" would get two claps; and "Jeremy" would get three as it has three syllables.

Ben	Nan cy	Jer e my
clap	clap clap	clap clap clap

Use sayings such as "Trick or Treat" or "Merry Christmas," and nursery rhymes.

After clapping the beats or word parts, have the students stamp their right foot on the word beats or slap their left knee. Rhythm band instruments may also be used to "play" a nursery rhyme.

Evaluation: Demonstrated in participation, the ability to hear and respond to the syllables or word parts.

Observed enjoyment in "playing" a nursery rhyme.

Activity 56 F

To identify, hear and reproduce high and low pitches.

Objectives: (LA) 3, 11; (A) 21

Say rhymes, poems, or words using high and low pitches.

The teacher raises her/his hand when the pitch is to go up, and lowers the hand when the pitch goes down.

The hand held in front of the chest would indicate a middle, normal speaking tone.

Examples:

encyclopedia

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"Monday's child is fair of face,"

fair

face,"

is

of

child

"Monday's

or

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fair face,"

"Mon

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child

day's

Try matching tones on the piano or xylophone to create a melody. If this is done for a complete verse, the

class can sing their new song which they have written. The appropriate notes should be recorded on paper so the song may be enjoyed again later in the year.

Evaluation: Ability to hear high and low pitches and enjoyment of composing a tune demonstrated by participation in the activities.

Activity 57 F

To introduce a study of American Indians through seeing and discussing the illustrations created for a well known poem.

Objectives: (LA) 5, 9, 10, 13; (SS) 4, 5, 17, 19;

(A) 1, 2, 3, 9

Introduce the study of the American Indian by reading Henry Wadsworth Longfellow's Hiawatha in the book illustrated by Susan Jeffers. Read the poem first without showing the cover or text illustrations. Ask the class what they believe the poem is about. Who are the characters? When did it happen? Is the poem sad, happy, lonely, silly, etc.? Re-read the poem showing all the illustrations as you read. Examine the details of the illustrations to decide what the artist has tried to show with her drawings. Do her pictures have the same feelings (mood) as the words? Ask the students to explain their ideas and responses. Ask the students to think about the ways Hiawatha learned and the things he learned. Did he go to school? Why not? Did he learn the things he needed to know? Discuss the answers he was given to his questions about the stars, shadows, rainbows, and owls. Were those answers scientific or imaginary?

Discuss the clothing, weapons, houses, and the surroundings of Hiawatha's people. Locate this area on a United

States map. Ask the children to guess why so many things were made of wood. Ask the children to guess what foods Hiawatha's people ate. Why did they eat those foods? Why didn't they eat buffalo meat and live in buffalo skin tepees? Would you have liked to have lived with Hiawatha? Why or why not?

Evaluation: Observed by the teacher in discussion, an appreciation for the ways of the woodland Indian. Enjoyment of the words of the poet and drawings of the artist expressed in discussion. Awareness of the different life styles of the many Indian tribes and nations shown through discussion.

Hiawatha

Susan Jeffers

N. Y.; E. P. Dutton, Inc., 1983

Activity 58 F

To develop an awareness of the varying lifestyles of different American Indian nations by comparing those discussed in the stories.

Objectives: (LA) 8, 9; (SS) 4, 12, 17, 19; (A) 2, 4, 5, 7, 8, 10, 14

Share with the class the book Three Little Indians by Gene Stuart reading one story at a time and completing the following activities.

After reading each story, locate the area inhabited by the tribe or nation depicted in the story. Mark the area on the map for future reference as was done in the activity for the book Hiawatha. Compare each Indian child's life to that of the children in the class by asking what they would have liked if they had lived with that Indian, and what they would not have liked. Make a chart which shows each Indian's type home, house, food, clothing, and crafts. Enter the appropriate responses after reading each story. After reading all the stories make a comparison of the three. You may wish to also include the information from the story of Hiawatha on the chart for an extended comparison. After each story do the following art activities.

Little Knife - Cheyenne

Examine some examples of picture writing in books such as Plains Indians by Christopher Davis and Tribes of

North America: The First Americans by Jane Werner Watson. Discuss the symbols and their meanings. Give each child some practice drawing the various symbols on manila paper. You may want to give each child a piece of manila cut in a semi-circle to decorate with the symbols. Wrap the paper to make a cone using a stapler to hold the ends together. Then, bend a soda straw in half and staple this to the inside of the hole at the pointed end for the tent poles of a tepee. After some practice with the symbols, ask each child to write a story in Indian picture writing. Ask each child to tell you his/her story explaining the symbols. You may wish to write the story in words on the back of the picture story.

She-Likes-Somebody - Creek

Provide for each child a tennis ball size lump of "Ovencraft Clay" (available through most school supply catalogues). Review the pictures of the Indians making clay pots and bowls. Assist the children in working the clay into balls and then into coils. Instruct them to wrap the coils around and around, one on top of the other until a bowl or pot shape is formed. Using the thumb, smooth the inside of the bowl or pot until the coil lines have blended together. Follow the same procedure to smooth the outside of the pot or bowl. You may then wish to etch designs on the

bowl using twigs or plastic knives. Bake the clay as instructed and finish the project by painting the pot or bowl with acrylic paints. (Explain that these bowls may not be used to hold food of any type.)

Center-of-the-Sky - Nootka

Examine the totem poles in the illustrations and in the book by Jane Watson mentioned previously. Give each child three or four wooden thread spools and instruct them to glue these together. If the spools are of varying sizes explain that the largest must go on the bottom. Use tempera or acrylic paints to paint the spools and decorate with faces.

When you begin this activity you may wish to start learning the following songs and dances.

"Ki Yi Yi" and "Playing Indians"

Making Music Your - Kdg.

Mary Tinnon Jaye

Silver Burdett, 1970

"In My Birch Canoe," "Canoe Song," "Follow the Leader," "Hi-Yo-Witzi," "Blue Corn Grinding Song" and "My Owlet"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Use sticks and drums from your rhythm band collection to beat the rhythms of the songs. Begin by asking the

bowl using twigs or plastic knives. Bake the clay as instructed and finish the project by painting the pot or bowl with acrylic paints. (Explain that these bowls may not be used to hold food of any type.)

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The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Use sticks and drums from your rhythm band collection to beat the rhythms of the songs. Begin by asking the

children to clap the beat and to count the beats with you.

Evaluation: Demonstrated in the chart, an awareness of a variety of lifestyles practiced by the American Indian.

Three Little Indians

Gene S. Stuart

National Geographic Society, 1974

Plains Indians

Christopher Davis

N. Y.; Gloucester Press, 1978

Tribes of North America: The First Americans

Jane Werner Watson

N. Y.; Pantheon Books, 1980

Activity 59 F

To learn to sing and dance American Indian dances.

Objectives: (LA) 13, 19; (M) 17; (SS) 1, 2, 17;

(A) 2, 4, 5, 7, 8, 19; (PE) 2, 3, 4

Learn the words to and the dance for "Creek Ribbon Dance" as presented in Holiday Singing & Dancing Games. This is a dance performed by the Creek women on the first day of the Green Corn ceremonies. Note the 4/4 time signature and count the beats of a measure. Clap the rhythm with the students.

Using drums from your rhythm band collection, assist the children in beating the rhythm of "Rain Dance." Those children without drums may use sticks or clap to the beat of the song. After some practice with the drums and clapping, teach the dance as instructed in Dancing Games for Children of All Ages. Ask the children to dictate to you what they believe the dance is about. Write the story as an experience story which may be illustrated.

Also use "Indian Dance" and "Prayer for Rain" for creative movement and rhythm activities.

Extension: Make an Indian rattle using L'Eggs stocking containers, 7 inch long 1/4 inch dowel sticks and dried pinto beans. Drill a hole in the center of the bottom half of the egg shaped container large enough for the dowel to slip through. After pushing the dowel

through the bottom half, place a small quantity of beans in this part. Put white glue in the pointed end of the top half of the container and quickly snap it back on to the bottom half. At the same time, push the dowel into the top half of the "egg" so it is pressed into the glue. Hold the dowel and container for several minutes, or prop them in juice cans until the glue has begun to set and the dowel is secured. When the glue has thoroughly dried, paint the rattle with acrylic paints.

Shake the rattles and determine why they make noise. Experiment with other rhythm instruments to find out which make noise when shaken and which must be struck. In each case, what makes the sound? Continue the exploration with the piano and melody bells if possible. Use the rattles to perform some of the Indian dances. Evaluation: Observed by the teacher, the ability to follow directions and to work together in performing the dances. Enjoyment of the dancing and singing, and in making and using the rattles indicated by desire to participate.

"Creek Ribbon Dance"

Holiday Singing & Dancing Games

Esther L. Nelson

N. Y.; Sterling Publishing Co., Inc., 1980

"Rain Dance"

Dancing Games for Children of All Ages

Esther L. Nelson

N. Y.; Sterling Publishing Co., Inc., 1973

"Indian Dance" and "Prayer for Rain"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 60 F

To develop an understanding of what makes legends and myths different from other stories.

Objectives: (LA) 6, 7, 8, 9, 10, 13, 14, 19; (SS) 4, 5, 17, (A) 2, 3, 9, 15, 23; (PE) 8; (S) 2

Read the book How the First Rainbow Was Made by Ruth Robbins. Who are the characters in the story? Where did the story happen? When did this happen? Is this story factual, is it true, could it have really happened? Why do you believe this story was told? What parts of the story suggest to you that it is make-believe, a legend? What parts do you like best? What parts didn't you like? Why? Can you name some other legends?

Ask the class to think of some other natural happenings which might be told about in an Indian legend. List these. Select one and ask the class to name the characters they might use, the time, and the setting.

What things must they include in the story to make it a legend? List these. As a group write a legend using the book shared as a guide.

After writing the book's text ask each child to illustrate some part of the story they have created. Display the story on chart paper and surround it with the illustrations.

Evaluation: A beginning understanding of legends and

and myths indicated by discussion responses. Ability to name characters, time and setting demonstrated in discussion. Demonstrated ability to elaborate upon a story heard, and to illustrate the ideas shared as shown when writing the legend and illustrating the created story.

How the First Rainbow Was Made

Ruth Robbins

Boston; Houghton Mifflin, Co., 1980

Activity 61 F

To gain information concerning the turkey at Thanksgiving time.

Objectives: (SS) 1, 2, 3,; (A) 2, 4, 8, 10, 23;

(PE) 3, (S) 15

Ask the class to explain why turkey has been a favorite food for Thanksgiving feasts for many years. In fact, the turkey is used as a symbol of the holiday. Where do we get turkeys for our feasts? Does anyone go to a poultry farm? Talk about where turkeys are raised. Ask the class to pretend for a while that they are turkeys on the days just before Thanksgiving. What might they do to avoid being the Thanksgiving dinner. List ideas.

Use the wet chalk method and draw turkeys. You may begin this activity by asking the class to use the side of the brown chalk and make a fat circle for the turkey's body. At the top of the circle add a small circle for the head. Use black to add features and red for the waddle. Use many bright colors to add tail feathers and an orange beak and legs. They may want to show the turkey in a barnyard eating corn or in the forest among the trees. Learn the song "Five Fat Turkeys" and act out the song with one child as the cook and five as the turkeys.

Evaluation: Demonstrated use of imagination in thinking of a way for the turkey to avoid his fate by uniqueness

of responses. Enjoyment of the art activity and ability to follow directions and enjoyment of the song and dance activity exhibited in participation.

"Five Fat Turkeys Are We" in

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman
Boston; Ginn & Co., 1965

and

Dancing Games for Children of All Ages

Esther Nelson

N. Y.; Sterling Publishing Co., 1973

Extension: Enjoy the poems of Thanksgiving in
It's Thanksgiving.

It's Thanksgiving

Jack Prelutsky

N. Y.; Greenwillow Books, 1982

Other songs to enjoy

"Proud Turkeys," "The Turkey," "The Turkeys
Run Away" and "Gobble Gobble."

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 62 F

To write and read rebus sentences about Thanksgiving topics.

Objectives: (LA) 4, 21, 22; (SS) 1

On 3 x 5 cards write the following words (one word per card):

The	On	Under
the	on	under
A	In	Near
a	in	near
Is	By	An
is	by	an
		and

Draw pictures of the following on 3 x 5 cards (one picture per card):

Indian Man	Canoe
Pilgrim Man	Cabin
Pilgrim Woman	Ship
Pilgrim Boy	Rock
Pilgrim Girl	Fence
Indian Woman	Wigwam
Indian Boy	Forest
Indian Girl	Cornfield
Turkey	Tree
	Table

Use the cards to build sentences: "The (picture card)

is near the (picture card)."

Evaluation: Demonstrated ability to construct many sentences by using mental images and previously gained information about the Pilgrims and Indians when using the cards.

Extension: Make similar picture cards with characters and symbols from each holiday or season. The word cards could be used with each group.

Activity 63 F

To create awareness of the commonality of all the world's people in observing the sun.

Objectives: (LA) 9; (SS) 4, 15; (S) 6, 7, 31, 32

Ask the class to tell you where the sun was when they got up that morning; where it is at the present; and where it will be at dinnertime (evening). Where does the sun go when they are sleeping? Who sees the sun in one day's time? Locate your city, state and country on a globe; then trace a line from your state, over the North Pole to locate the country on the opposite side of the world. Ask the class if the sun is shining on that country at the present time. Why do they believe it is or isn't?

Read the book Follow the Sun by Herman & Nina Schneider to trace the sun around the world. In this book we follow the sunset as it occurs in all countries.

After reading the book, review the opening questions to check for accuracy and to clarify statements made.

Evaluation: Curiosity about the locations of the sun throughout the day shown during discussion and reading of the book by questions asked and responses given.

Follow the Sun

Herman & Nina Schneider

Garden City, N. Y.; Doubleday & Co., 1952

Activity 64 F

To develop a concept of America as a home for people from all countries of the world.

Objectives: (SS) 4, 6; (A) 4, 11

Each student will ask his/her parents from which countries their ancestors came. Using a large world map, locate and mark the countries the children report as their families' homelands. Place a small pennant bearing the child's name on the country or countries he/she names. Some children may be able to bring pictures, books or information about the country to share with the class.

After identifying and locating the appropriate countries, assist the children in locating pictures of the flags of the countries marked on the map. These may be found in most encyclopedias and in books such as Flags of All Nations: And the People Who Live Under Them by Mary Elting and Franklin Folsom. Discuss the appearance of the flags noting colors and symbols which are used most often. List these.

Use tempera paints and white construction paper to make a flag for each country marked on the map. The children may work in small groups deciding as a group how their work should be done.

Evaluation: Remembering to ask their parents about their ancestors' homelands and reporting the information to the class. Completing the flags with a minimum of

teacher assistance and with observed evidence of group planning.

Flags of All Nations: And the People Who Live Under
Them

Mary Elting & Franklin Folsom

N. Y.; Grosset and Dunlop, 1967

Activity 65 F

To gain an understanding of the commonalities of all humans.

Objectives: (SS) 4, 12, 14; (A) 1, 2

Look at the painting "Golden Rule" by Norman Rockwell in Norman Rockwell and the Saturday Evening Post: The Later Years, 1943-1971. Discuss how the people in the picture are alike and how they are different in their appearance. Record these responses on chart paper or the chalkboard. Next, discuss what the needs of these people might be, and if their needs are similar. List as many ways as possible that the people may be alike, and how they are different. This list should not duplicate the first list which was based solely on appearance.

After reviewing the lists suggest to the class that several of the people in the painting have chosen to move to America. Select two or three and try to identify their native homeland by exploring encyclopedias, books about other lands, and background knowledge. Ask the class to predict what problems or changes these people might experience in coming to America.

The length of time needed to accomplish this activity will depend upon the previously learned information each student has about other lands. If there is little previously learned information, after selecting the two

or three people from the painting; some time must be spent examining pictures, books, and other materials about the native land. The teacher may wish to prepare a set of pictures cut from magazines such as "National Geographic," travel posters, or old social studies books for the class to use as reference materials. Evaluation: Demonstrated in discussion and making lists, the ability to identify likes and differences, common needs, and the problems to be faced by all peoples.

Norman Rockwell and the Saturday Evening Post: The Later Years 1943-1971

Stoltz, Dr. Donald K. & Marshall L.

N. Y.; Curtis Publishing Co., 1976

Activity 66 F

To create an awareness of the hardships faced by the Pilgrims in leaving their homelands.

Objectives: (SS) 1, 4, 5, 12, 18, 19

Discuss the reasons the Pilgrims had for coming to America. If you had been a Pilgrim how would you have felt when your mother and father told you that you must go far away to a new land with them, and that you would not see some of your friends again? What things might have made you feel sad, happy, frightened, and excited? Imagine that you have to make a journey as the Pilgrims did. Your parents tell you that you may take along only one special thing. What would it be? Why?

Read the book The First Thanksgiving by Ann McGovern. What things would you have liked if you had been a Pilgrim boy or girl? What things would you have not liked? Why? Compare the schooling the Pilgrim children had to your school. What are the differences? How are the two alike? List.

Look at the poster "What we Know About the Mayflower" and discuss sailing on a small ship. Look at the cut-away picture to gain a better understanding of the limited spaces. Read the passenger list to find out if anyone's last name is on the list.

Use the punch-out figures which come with the Thanks-

giving book and set-up a diorama of the first Thanksgiving feast.

Evaluation: Demonstrated ability to compare today with the world of the Pilgrims in discussion. An awareness of the hardships encountered expressed in discussion and making lists.

The First Thanksgiving

Ann McGovern

N. Y.; Scholastic Book Services, 1983

"What We Know About the Mayflower" a poster

Glenview, Illinois; Scott, Foresman & Co., 1965

Another poster printed by Scholastic Magazines, Inc. accompanies another Ann McGovern book, If you Sailed On the Mayflower.

Activity 67 F

To celebrate Thanksgiving and gain information about other countries.

Objectives: (SS) 2, 4, 8

On the day before the Thanksgiving holidays, hold an International Feast at school. Each child may select a country to represent, and will bring a dish from that country for the feast. Select foods that the Pilgrims and Indians would not have had on the first Thanksgiving such as ravioli, tacos, coconut, pineapple, etc.

As the parents will be involved with helping the children plan and prepare their dish at home, the parents should be included in the festivities. A sign-up sheet with a list of food choices could be posted so the parents and children may select their contribution together.

Simple hats decorated with symbols of the various countries maybe made at school for the children to wear the day of the feast. A headband type crown works well if it is wide enough to allow for drawing the chosen symbols.

Entertainment for the day should be songs and/or dances from the foreign lands represented. A list of these is provided at the end of this activity.

Small flags of the countries represented provide table

decorations. A 2 x 3½ inch paper flag stapled to a popscicle stick is suggested. Use large gumdrops as a base for the flag by pushing the stick into the gumdrop.

Evaluation: All children and parents taking part, and observed evidence of enjoyment of the celebration.

Flags -

Flags of All Nations and the People Who Live Under Them

Mary Elting and Franklin Folsom

N. Y.; Grosset and Dunlap, 1967

Songs and Dances:

Mexico -

"Mexican Hat Dance" and "La Cucarache" -

The All-Year-Long Songbook

"Sur le Pont d'Avignon" - The Magic of Music:

Book One

France -

"Frere Jacques," "Alouette," "Les Petites

Marionettes" - The All-Year-Long Songbook

Scotland -

"Loch Lomond" - The All-Year-Long Songbook

China -

"After School" - The Magic of Music: Book One

Spain -

"Buenos Dias" - The Magic of Music: Book One

Japan -

"Pichipichi Jabujabu" - The Magic of Music:

Book One

"Springtime Is Coming" "Chi Chi Pappa" - Making

Music Your Own: Kdg.

Germany -

"Ach Yah!" - Dancing Games for Children of All Ages

Africa -

"Che Che Koole" - Dancing Games for Children of

All Ages

Israel -

"Zum Gali Gali" - The All-Year-Long Songbook

Dutch

"Sarasponda" - The All-Year-Long Songbook

These are only a few suggestions. Any country may be chosen, and appropriate foods, songs and dances may be found in a variety of sources at the school or public library.

Songs in:

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup &

Beckman

Boston; Ginn & Co., 1965

Making Music Your Own: Kdg.

Mary Tinnin Jaye

Morristown, N. J.; Silver Burdett, 1971

Dancing Games for Children of All Ages

Esther Nelson

N. Y.; Sterling Publishing Co., 1973

Activity 68 F

To make comparison of today and early America. To determine needs of the early settlers.

Objectives: (M) 1; (SS) 4, 12, 14, 19; (A) 8, 9

Ask the children to imagine that they are early settlers of our country. Perhaps they have travelled across the ocean from a far away land to make a new life in America. What things might they bring with them to America? Remember these people could bring only what they could carry. What things might they need to go into the wilderness of our country, clear the land and build homes? If you were an early settler, and you could carry only five items with you into the wilderness what would they be? Would they be keepsakes from your home in Europe, perhaps pictures of your mother and father? Would it be tools for cutting trees and building a cabin? Would it be food to live on until you could grow food for yourself? The things listed must be things which were available during this period in history. While a flashlight might be a handy tool, the early settlers were not fortunate enough to have them. After making the list of each child's five choices, count to determine which things were the most commonly mentioned. Determine why those things were necessary. Ask the children to now think of one thing from modern times

which would have been very helpful to the early settlers. List each child's response and ask each child to tell why he/she feels this item would have been valuable. Take a poll to determine which of the modern conveniences seems most valuable.

Read When I First Came to This Land by Oscar Brand.

Also learn the words and sing the song as music and words are provided at the end of the book. This song is also presented on the album "You're A Grand Old Flag: Patriotic Music for Every Child."

Evaluation: Evidence of an awareness of the basic needs of the early settlers, and the lack of many modern devices which would have made their work easier shown in discussion and listing. Enjoyment of the story and song observed during listening and participation.

When I First Came to This Land

Oscar Brand

N. Y.; G. P. Putnam's Sons, 1965

"You're A Grand Old Flag: Patriotic Songs for Every Child"

Tinkerbell Records

Newark, N. J.; (n. d.)

Activity 69 F

To introduce the acts of migration and hibernation.

Objectives: (S) 1, 2, 3, 4, 5, 14, 16, 17, 32

Ask the children to look at the calendar date for that day. Name the month and day of the week. What season is it now? (Fall) What season will it be next? (Winter) What are the differences in the two seasons? What will happen in the coming season (winter)? Why don't we see robins, bluebirds, and wrens in the winter? Where do the butterflies go? What happens to bears, snakes, and field mice in the cold part of the year? If the students have been aware of ducks and geese migrating, where are they going? Why?

Share the following two books with the class.

Animals That Travel by Jennifer C. Urquhart

Animals in Winter by Ron Fisher

Review the questions asked previously and see if the class has more answers.

Use old wildlife magazines to find pictures of animals which either migrate or hibernate. Make a chart by writing the two words at the top and pasting the pictures found under the appropriate word.

Evaluation: Awareness of the effects of weather changes on animals, insects and birds demonstrated in discussions. Development of understanding of the words migrate and hibernate demonstrated in making the chart.

Animals That Travel

Jennifer C. Urquhart

National Geographic Society, 1982

Animals in Winter

Ron Fisher

National Geographic Society, 1982

Also suggested:

Snow Is Falling

Franklyn Branley

N. Y.; Thomas Y. Crowell, 1963

Animal Travelers

David Swift

N. Y.; Greenwillow Books, 1977

National Geographic WORLD article

"The Story of the Amazing Monarch," August 1976

Activity 70 F

To reinforce gained information concerning hibernation.
To increase the sight word vocabulary. To identify
long and short vowels.

Objectives: (LA) 2, 4, 6, 8, 9, 12, 14; (A) 2, 4, 9,
15; (S) 1, 2, 3, 32

Read Sleepy Bear by Lydia Dabovich. Discuss what other
animals hibernate, and select one of these to be the
subject of a book the class will write. Re-write and
illustrate the story read substituting the animal the
class has chosen. Use the book's text as much as pos-
sible substituting new words only where needed to fit
the new animal's habitat and behaviors. Ask the chil-
dren to decide which words must be changed and why.
Write the new text on separate sheets of 9 x 12 con-
struction paper following the format of the original
book, and bind these together to make a new book.
Use both books as reading group material, making word
cards from the vocabularies of both. With the word
cards new sentences can be constructed for the class
to read.

In the book written and illustrated by the class, locate
short vowel words. Underline these with blue marker.
Locate verbs and underline these with red marker. Use
green marker to add diacritical markings to the under-
lined words.

Evaluation: Demonstrated ability to substitute new words and rewrite the story. Ability to locate long and short vowel words shown by accuracy when locating and underlining these.

Sleepy Bear

Lydia Dabovich

N. Y.; E. P. Dutton, 1982

Use as a reference and as a book the children may look at the book Where They Go In Winter.

Another book to share with the class is When Winter Comes.

Where They Go In Winter

Margaret Waring Buck

Nashville; Abingdon Press, 1968

When Winter Comes

Charles P. Fox

Chicago; Reilly & Lee Co., 1962

Activity 71 F

To create an awareness of frost as an autumn weather phenomenon.

Objectives: (LA) 22; (A) 2, 4, 8, 9, 10; (S) 1, 2, 32

After a heavy frost ask the children to describe how it looked on window, cars, grass and roof tops. What can you see when you look through a frosted window?

Prepare for each child a 9" x 12" sheet of white construction paper by drawing 5" x 6" rectangle on the paper. The rectangle may be located in any portion on the page.

Explain to the children that this is a wall in a room, and the rectangle is a window. The students should draw what they might see through a window inside the rectangle. Around the rectangle they should draw the inside of any room they choose. When the drawing is completed, give each child a 5" x 6" piece of frosted looking plastic wrap often used in packaging fragile items. You may wish to check in the china and giftware departments of some local stores to find this. Using white glue trace around the rectangles sides and glue the "window" over the picture in the rectangle. Make a narrow border of any color construction paper strips and place these around the edges of the "window."

After completing the art project, read Here Comes Jack Frost, and sing the song "Jack Frost."

Evaluation: Awareness of the changing weather conditions and enjoyment of the activity demonstrated by discussion and participation.

Here Comes Jack Frost

Sharon Peters

Mahwah, N. J.; Troll Associates, 1981

"Jack Frost" in

The Magic of Music Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman
Boston, Ginn & Co., 1965

Activity 72 F

To gain information concerning theatre arts and to create interest in acting and plays. As a preparation for attending performances in the future.

Objectives: (LA) 6, 9, 16; (SS) 7, 12; (A) 1, 2, 3, 6, 22, 23; (PE) 2, 9

Prior to a visit by drama students from a high school or college drama or theatre group, discuss the kinds of behaviors appropriate for an audience. Ask the children to list audience behaviors they would not like if they were the actors; and list audience behaviors they would like. Discuss participation and allow students to express some fears they might have about performing in front of a group as well as some of the pleasures of performing.

A classroom visit by drama students may serve as a performance for the children or as a workshop for the children's participation. The drama students may wish to present a skit for the children's enjoyment, and then work with the children in games of movement, using the voice in funny ways or creative movement.

A discussion of the areas an actor or actress must study may be conducted in a question and answer period, with ideas about make-up, costuming, scenery, etc. being discussed.

After the visit by the drama students, the class

should list reasons why they would like to be actors/actresses; and list reasons why they would not like to. Look at the lists and determine which list has the most entries; do some of the pros out-weigh the cons; could some of the negative aspects be overcome; are some of the good points really worth the hard work? Take a final poll to find each child's feeling and ask why he/she feels that way.

Evaluation: Observed enjoyment of the presentation.

Involvement in the activities. Carry-over into dramatic play situations at other times in the school year.

Ability to see both positive and negative aspects of a career.

Extension: The class will enjoy seeing stage presentations with the gained information they have acquired. Local junior and senior high schools and colleges usually give several performances each year. Attending these would be enjoyable field trips.

Activity 73 F

To provide kinesthetic experiences in identifying colors, color words, alphabet, numerals and letter sounds.

Objectives: (LA) 1, 4; (M) 1; (PE) 2, 4, 9; (F) 1, 4;
(S) 24

Use the following activities from "Learning Basic Skills Through Music" a record album by Hap Palmer.

"Colors"

In this activity the children sing a color song and stand up or sit down as the words instruct. You may wish to begin this activity by selecting a red, blue, yellow or green block for each child to hold and call his/her color. Later, write the color words on white file cards and perform the game with the color words rather than objects of the specified colors.

"Marching Around the Alphabet"

Use this early for alphabet recognition. Later, when a child stops on a letter, require them to name the letter, give its sound, and name a word that begins with that sound. You might also select only certain letters to be used and require the children to name a word that ends with that letter/sound. With the later activities the teacher may wish to stop the record to give a little extra thinking time.

"The Number March"

Use this early in the year as the lyrics only take the children from 1 through 5. It's always fun to do later in the year, but serves the academic purpose in the beginning months.

Evaluation: Recognition of letters of the alphabet, numerals, colors, color words, and letter sounds demonstrated in participation. Enjoyment of the songs and movements shown during participation by involvement in the activity.

"Learning Basic Skills Through Music" Volume I

Hap Palmer

Freeport, N. Y.; Educational Activities, Inc., 1969

Activity 74 F

To improve gross motor skills, especially balance, by using the balance beam.

Objectives: (PE) 6, 7

Using the low balance beam, ask the students to walk the length of the beam heel to toe. The child should step up onto the beam when beginning and step down at the end, they should not jump from the beam. If a child is having great difficulty, the teacher may hold his/her forearm at a height where the child may rest his/her hand on it. The student should not, however, hold onto the arm. He/she should merely rest his/her hand on the arm for balance. After each child has had several opportunities to walk the length of the beam, ask them to stand on one foot near the center of the beam for three to five seconds.

Give each child a bean bag to carry as they walk the beam. When they reach the center of the beam ask them to toss the bean bag to you. The teacher should stand three or four feet away. When the children are confident with this activity, toss the bean bag back to them so they may catch it while on the beam.

Evaluation: Observed evidence of improved balance and eye hand co-ordination. Observed willingness to try again when they fall or are unable to catch the bean bag.

Activity 75 F

To provide an obstacle course for strengthening a variety of motor skills.

Objectives: (PE) 1, 5, 6, 7, 8, 9

Set up an obstacle course in the gym, classroom or on the playground. The activities to be completed will depend upon the location, however, some suggestions are provided here. The activities have been set-up at "stations" which should be scattered about the area being used. Number the stations for ease of flow of students from one point to the next. While this may be done with only one teacher, if possible, helpers whether they be staff or parents, are desirable.

Station 1 - Throw three bean bags in a waste basket from a distance of three feet.

Station 2 - Walk the length of a balance beam, heel to toe.

Station 3 - Jump a rope five times without missing. If this is not accomplished on the first try, the child must try one more time.

Station 4 - Crawl through a large cardboard box opened at both ends.

Station 5 - Bat a tennis ball which has been suspended from above with a rope. A tennis racket, ping-pong paddle or Whiffle ball bat may be used.

Station 6 - Walk a taped line from beginning to end. The line should curve over itself in at least two places.

Station 7 - Toss a bean bag into a swinging basket. A large Easter basket suspended on a rope works well for this. Be sure it is swinging when the child attempts the toss. Give each child three tries to hit the basket.

Station 8 - Do squares 1 through 4 on a hopscotch game.

Station 9 - Balance on a rocking board and count to five.

Station 10 - Sit tailor fashion until the others finish.

Evaluation: Observed evidence of enjoyment and willingness to try again on failed attempts.

WINTER ACTIVITIES

December

January

February

Activity 1 W

To gain confidence in problem solving and defending ideas.

Objectives: (LA) 5, 9, 14

Read an adventure story stopping at a point in the story just before the problem is resolved. Ask the children to predict what will happen next, or how the character(s) will solve the problem. Write an ending for the story using the students' suggestions. Finish reading the book to the class. Compare the two endings and choose which is best. The students should defend their choice by explaining why the ending selected is better.

Evaluation: Ability to complete the story. Comparison of the two endings and defense of preferred ending.

Books suggested: (time of year most appropriate)

Hot Air Henry (winter) Mary Calhoun

Henry Explores the Mountain (fall) Mark Taylor

The Whing Ding Dilly (anytime) Bill Peet

Lentil (anytime) Robert McCloskey

Tikki Tikki Tembo (anytime) retold by Arlene Mosel

Mike Mulligan and His Steam Shovel (anytime)

Virginia Burton

Activity 2 W

To use mental imagery when an auditory stimulus has been presented.

Objectives: (SS) 5; (A) 1, 2, 3, 4, 23

Listen to portions of the following recordings:

"Clair de Lune" - Debussy

"Symphony No. 5 in E Minor;-I Andante" - Tchaikovsky

"L'Arlesienne Suite No. 1; Minuetto" Bizet

"Rodeo; Hoe Down" - Copland

"Fanfare for the Common Man" - Copland

After listening to each, ask the students to describe how the music sounded in terms of sad, happy, quiet, noisy, proud, or terms they (the students) choose.

Replay the recordings and allow the children to move about to the music. Remind them to move the way the music "directs" or "tells" them to move.

Ask the students to sit down again and listen to each recording asking them to think of a color they might use if they were painting a picture of the music. Ask them why the color they have chosen seems "right" for the music. Ask each student to select the music they liked best and why they liked it. Write each student's response on a 12 x 18 sheet of white construction paper. Tell the student the correct name of the music and the composer's name and write those on the paper below the student's response. Each student should then illustrate

his/her favorite song of the group heard.

Look at the illustrations made by children. Discuss the feelings or moods of the music and those shown in the pictures.

The illustrations may be displayed on a bulletin board or bound together to make a book about music, mood and color.

Evaluation: Observed enjoyment of listening and moving to the music. Ability to verbalize their feelings about the mood of the music, and to use visual art to convey that mood demonstrated in discussion and illustrations.

Debussy - "Nocturne"; The Philadelphia Orchestra,
Eugene Ormandy conducting: Columbia
Musical Treasures, 1968.

Tchaikovsky--"Tchaikovsky Symphony No. 5 in E Minor";
Otto Klemperer Philharmonic Orchestra:
Angel, 1963.

Bizet - "Two Favorite Suites: Grieg: Peer Gynt
and Bizet: L'Arlesienne"; George Szell,
The Cleveland Orchestra: Columbia Master-
works, (no date).

Copland - "Copland's Greatest Hits"; Leonard Bernstein,
New York Philharmonic; Aaron Copland,
London Symphony Orchestra; Eugene Ormandy,
Philadelphia Orchestra: Columbia Master-
works (no date).

Activity 3 W

To use mental imagery while listening to music and then verbalize.

Objectives: (LA) 19; (SS) 23; (A) 1, 2, 7; (PE) 2, 8, 9

Select one song from the Hap Palmer album "Seagulls" and ask the students to sit quietly with their eyes closed while they listen to it.

After hearing the selection ask the students to scatter around the room so they each have room to move. Instruct them to think about the music they have listened to and about what they thought the music was about. Ask them to move about in any way they choose while listening to the recording a second time.

Select several students or ask each student to tell what they felt the music was about and why they moved as they did.

Evaluation: Observed ability to express in movement and words the music which was heard.

Extension: Use watercolors or fingerpaint and "paint" the music.

"Seagulls"

Hap Palmer

Freeport, N. Y.; Educational Activities, Inc., 1978

Activity 4 W

To provide opportunity for using French in everyday situations.

Objectives: (F) 6

To encourage some usage of French, greet the children in the morning and tell them good-bye at the end of the school day using the correct French words. Request that they return the greetings in French also.

When counting objects frequently count them in English and then in French.

Evaluation: Ability to respond verbally in French.

A French dictionary will provide the words needed for greeting and saying good-bye.

Activity 5 W

To familiarize children with people in medical professions.

Objectives: (LA) 16; (SS) 7, 13, 22; (A) 9; (S) 22, 24
25, 32

Invite a pediatric nurse or pediatrician to visit your classroom. Many hospitals have an education staff who have developed special materials for classroom presentations. If you have a particular subject such as the ears, eyes or muscles you wish to be discussed, suggest this to the medical professional when you contact him/her.

After the visit in the classroom, ask the class to tell why they would or would not want to be a doctor or a nurse. What do they think would be a good part of the job, what would be a bad part? List things they heard about from the visitor and tell which were the most interesting and why.

Ask each child to draw a picture of the visitor at work in the hospital or doctor's office. After the drawings have been completed, write each child's explanation of his/her drawing on the drawing itself. Use these for a bulletin board or combine them to make a class book.

Evaluation: Evidence of interest in and information gained from the visit and presentation demonstrated by discussion and illustrations.

Activity 6 W

To provide an opportunity to meet and learn from people in the dental health field.

Objectives: (LA) 9, 14, 16; (SS) 13, 14; (S) 23, 25

Invite a dentist or dental hygienist to the classroom to talk about his work and to discuss dental hygiene with the class. If possible, ask the dentist to bring a model of a tooth, or borrow one from a local high school. Ask the dentist to explain to the class the parts of the tooth and to tell why cavities can become painful if not treated properly. After the visit ask the student to tell why they would or would not want to work as a dentist or hygienist.

Make a list of the foods which are often harmful to the teeth if eaten too often, and make a list of those foods which are better for the teeth. You may wish to turn this into a picture chart of "Good Snacks" and "Bad Snacks."

Ask the children to tell when they brush their teeth. Do any of them brush their teeth at school? As most do not, are there any foods they could bring for snack time which might help to keep their teeth clean? List these and post these to give the mothers and fathers some ideas for snacks they might want to send to school for the class instead of cookies or cakes. (In our school, the children take turns bringing a snack for

their classmates each day. Many parents appreciate some new ideas for snacks. If you do not have snacks at school, the chart could serve as a helpful hint for after school snacks.)

Read I Know a Dentist

Naomi Barnett

N. Y.; G. P. Putnam's Sons, 1977

Evaluation: Awareness of the needs for good dental hygiene and the importance of eating properly demonstrated in discussion.

Activity 7 W

To improve dental health awareness.

Objectives: (S) 23, 32

After the visit from the dentist, ask the children to keep track, for one week, of how often they brush their teeth. Each child can make a chart to be checked (✓) each time he/she brushes.

On 12" x 18" pieces of paper draw lines to provide places for writing the days of the week. These seven lines may be one inch apart on the bottom half of the paper when it is placed so the long sides of the paper are vertical. Above the top line write the words "morning," "afternoon" and "bedtime." Then draw lines to divide the seven lines into those three sections. You may write the days of the week for the children, or provide models for them to copy if they are unable to spell the words themselves. Decorate the top half of the paper with a picture of a toothbrush and a tube of toothpaste. Make cardboard cut-outs or stencils of these for the children to draw around, cut out and color to add details.

Each child should complete his/her chart at home and bring it back to school after the week is over. Give each child with a good record a special sticker for their achievement. Ask those with poor records to suggest ways of improving.

Evaluation: Evidence of efforts to improve dental care through completion of the charts.

Extension: In the St. Louis area your class might make a trip to a presentation at the Dental Health Theatre at 727 North 1, St. Louis, Missouri.

Activity 8 W

To improve body awareness.

Objectives: (PE) 1, 2, 8, 9; (S) 24

For body awareness and movement exploration use the following songs on Hap Palmer's record "Getting to Know Myself."

"Sammy" - Sammy must go to the store to get a loaf of bread. He considers what it would be like to travel like a bird, fish, bug, and bunny.

"Touch" - The teacher should not lead the movements of this song as it requires the child to solve the problems of touching his/her nose to his/her toes, toes to toes, and other such actions.

"Shake Something" - Try to get as many different responses as possible with this song. There are no wrong answers as long as the correct movement is accomplished. The music is lively and fun.

"Turn Around" - Use this when confidence is not quite what it should be. The teacher may lead and the students may follow his/her movements.

Encourage the children to think of new ways to follow the directions on the records. Give them the opportunity to solve the problems.

Evaluation: Observed enjoyment and evidence of willingness to try to do things in another way, and the ability to locate body parts when required to do so.

"Getting to Know Myself"

Hap Palmer

Freeport, N. Y.; Educational Activities, Inc., 1972

Activity 9 W

To improve comprehension of spoken French.

Objectives: (PE) 4, 8, 9; (F) 3, 5

Play "Simon Says" by first giving the directions in French then repeat the directions in English. After some practice, give the directions in French and do not repeat them in English; or give part of the direction in French and part of the direction in English.

For example, "Simon Says, Touch your right jambe."

Evaluation: Observed ability to follow simple directions when given in French.

Activity 10 W

To identify characteristic contents of fruits and vegetables.

Objectives: (M) 1, 3, 13, 17; (S) 11, 13, 28, 30, 31, 32, 33

Examine some vegetables such as carrots, tomatoes, cucumbers, potatoes, and onions. Cut each vegetable in half and examine the inside. Compare the appearances. Ask the class to determine if there is water in each of the vegetables examined.

Cut the tomato and add several other tomatoes which have been chopped. Combine the tomatoes with a chopped cucumber and a bit of the onion which has been diced. Put the tomato, cucumber and onion in a blender and blend until you have made a liquid. You may wish to add some celery salt for seasoning. Let each child have a taste. Ask the children to decide how a liquid was made from what had been solids.

Is there liquid in the carrot? How do you know? Weigh a carrot on a balance beam scale using the metric unit for weight (gram). Record the weight. Using a food grater, grate the carrot into a pie tin or on a plate. Cover the pan with plastic wrap and put it in a warm, dry place. Ask the children to predict what will happen. After one day the class should see moisture collected on the inside of the plastic wrap. Ask the class to

guess how it got there, and from where it came. If possible try to collect the moisture in a paper cup for further examination. Leave the carrot pieces in the pie tin for several more days until they appear to be dry. Weigh them again on the scales. What has taken place? How and why did this happen? When mom buys fruit or vegetables at the produce stand or in the store what things have protected the fruits or vegetables from drying-out too quickly? List the responses. Experiment by peeling one half of an apple and leaving the peeling on the other side. After a few days examine the apple to determine which side has lost more moisture. Peel the side which has not been peeled and compare it to the side which has been exposed. Try to draw some conclusions concerning the moisture content of fruits and vegetables, and the function of the rind, peel, pod, and skin.

Evaluation: Observed willingness to make predictions and to use intuition and guessing as a means of answering or solving a problem. The awareness of the function of the coverings of fruits and vegetables, and recognition of moisture in these things demonstrated in discussion.

Extension: You may wish to ask the class to ponder upon the functions of their own skins. Does our skin in any way, protect the moisture content of our bodies? Do our bodies contain moisture? Why do you believe

this to be true or not true.

Provide some dried apricots, apples or prunes for the class to sample during a snack time. Also examine those foods which are dehydrated or freeze dried such as apple or banana chips and dried onion.

Activity 11 W

To introduce stories of the constellations and to identify the constellations.

Objectives: (LA) 5, 6, 9, 14; (SS) 4; (A) 2, 4;

(S) 6, 7, 20, 32

Ask the class to explain what a legend or myth might be. Review the story in How the First Rainbow Was Made which was shared in November. Was it a legend? What qualities made it a legend? Why did people of long ago create legends and myths? Did these stories help them to understand the mysteries of the natural world? Do we believe these legends today? If not, why then do we still read and enjoy them?

Discuss the story of "The Great Bear" in The Heavenly Zoo. What qualities does this story have that make it a myth or legend? Were Callisto and Arcas wise? Was Zeus cruel or loving? What are the names of the star formations told about in this story? (The Great Bear, The Little Bear, Ursa Major, Ursa Minor, The Big Dipper, The Little Dipper). Has anyone in the class ever seen the Big Dipper? When and where? Count the stars in the Big Dipper, how many are there? Begin with the handle and ask the class to place white crayon dots on black construction paper where the stars would be to form the Big Dipper. Connect the dots and stick self-adhesive stars to the dots.

You may wish to discuss other stories in The Heavenly Zoo and locate each constellation in the book Find the Constellations.

Evaluation: Observed interest in the myths and legends told by people of earlier times and pride in the finished art work. Awareness of Big Dipper demonstrated in discussion.

The Heavenly Zoo

Alison Lurie

N. Y.; Farrar, Straus, Gieoux, 1979

Find the Constellations

H. A. Rey

Boston; Houghton Mifflin Co., 1976

Information also available in:

The Universe

David Bergamini

N. Y.; Time-Life Books, 1972

Activity 12 W

To continue study of the stars and to observe a Van Gogh painting.

Objectives: (LA) 9; (A) 1, 2, 3, 4, 7, 10, 11; (S) 6, 32

Look at the painting "The Starry Night" by Vincent van Gogh. Ask the children to locate the stars in the painting. What do they look like? Do they resemble small suns? How is the moon depicted in the painting? What are the colors used most by the artist in this painting? Why do you believe he chose those colors? Are the stars really small suns as they appear to be in van Gogh's painting? Is the sun a star? Research in books such as Find the Constllations by H. A. Rey to locate the facts. (As most of the children will be unable to do their own research, select several books on the topic of stars and some not on that topic; then, ask the students to select the book which would be the most likely to contain the information needed. Read the chapter headings, the table of contents, and the index asking the class to determine which part of the books selected will be most beneficial. Read the located information to the class.)

After reading the information, give each child a sheet of newsprint, which has been soaked in water, and colored chalk. Ask them to make their own drawing of "The Starry Night." Before beginning you may want to remind

them of what colors van Gogh used and why they felt he used those particular colors. Ask them if they will also use those colors, or will they use others? Why? They may wish to look at the picture of the painting while they work; this should be allowed as many may wish to look at van Gogh's ways of swirling and attempt to achieve the same effect.

Evaluation: Demonstrated ability to assist in locating reference materials and acquisition of information about the sun and stars. Observed evidence of an appreciation for the work of the artist and courage to attempt to create a "Starry Night" with the materials supplied.

Find the Constellations

H. A. Rey

Boston; Houghton Mifflin Co., 1976

"The Starry Night" may be found in

Impressionism

Pierre Courthion

N. Y.; Harry N. Abrams, Inc., 1977

Activity 13 W

To identify a "pair" and to create matching designs.

Objectives: (A) 4; (PE) 8

Prepare for each child a paper with the outlines of the right and left hand.

Examine a pair of mittens and a pair of gloves, and discuss how they are alike and different.

Look at several pairs of gloves noting the patterns and designs on each. Note how the design is the same on each glove in a pair, also discuss the location of the thumb on the gloves.

Give each child the copy of the outlined hands. Explain that they are to make "Designer Gloves" by decorating the left hand only. After each child has decorated the left hand on the paper, he/she should exchange papers with a neighbor. The children must then duplicate the left hand design created by first child on the right hand of the paper they now have. After completing the design, each child will return the paper to the child who originally drew the design on the left hand. Ask questions about the difficulty of duplicating a design created by someone else, and look at each pair of "gloves." Playing singing games such as "Hokey Pokey" and "Left to the Window" to reinforce the right and left concept is fun.

Evaluation: Demonstrated ability to duplicate the design, imagination in creating the original design,

and success in playing the singing games.

Songs in:

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 14 W

To create a sound and visual presentation of a familiar story.

Objectives: (LA) 5, 6, 9, 13; (A) 2, 7, 10, 13, 15, 21, 23

After reading Little Red Riding Hood have the children illustrate important settings in the story on 24 x 36 sheets of construction paper. Two or three children may work together on one illustration. A separate picture for each scene or event is most desirable. Select a rhythm instrument to represent each character. For example, a drum could be the wolf and a triangle used for Red Riding Hood. Ask the students to assist in selection of the instruments by asking them to tell why certain instruments would be a good or bad choice to represent each character. When the illustrations are completed and the instruments selected, give each student either an instrument or one of the pictures to hold. As the teacher reads the story (or re-tells it), the students with instruments will sound their instrument when their character is mentioned. Those with scenery will hold up the pictures at the appropriate time in the story. Tell the story several times giving the children an opportunity to change instruments and scenes.

Evaluation: Appropriateness of selected instrument to character. Demonstrated ability to identify and illus-

trate the settings. Observed enjoyment of participation in the activity.

"Little Red Riding Hood" - Grimm's Fairy Tales

edited by Frances J. Olcott

N. Y.; Follett Publ. Co., 1968

Little Red Riding Hood

Brothers Grimm

N. Y.; Scholastic Book Services, 1972

Activity 15 W

To develop awareness of individual's emotions and characteristics.

Objectives: (LA) 5, 9, 13; (A) 2, 13; (SS) 5

Display for the children to observe, pictures of the seven dwarfs from Snow White and the Seven Dwarfs.

These may be found in coloring book illustrations, on record album covers, in story books, or any source the teacher has available. If possible try to have illustrations by different artists. This will enable the class to note differences in the visual interpretation of each dwarf's appearance.

Ask: How can the name of each dwarf be written to illustrate the name's meaning? How can we write Sleepy's name to make the word look sleepy? What could we do to the letters in Grumpy's name to make the word look grumpy and grouchy? Can we make the letters in Doc's name make us think of a doctor?

Continue with each name, then ask the children to try one name on their own with paper and crayons or markers.

Look at each child's finished product allowing the students to explain and defend their ideas. Note again how people have different interpretations of the names.

Evaluation: Appropriateness of visuals used to represent the meaning of the name and/or valid defense of the interpretation and illustrations used.

Snow White and the Seven Dwarfs

a Walt Disney Book

N. Y.; Random House, 1973

Also see:

Snow White

Paul Heins

Boston; Little, Brown & Co., 1974

Activity 16 W

To create a story from a visual art form.

Objectives: (LA) 19, 22; (SS) 4, 23; (A) 1, 2, 3, 7
11, 16, 23; (F) 1, 2, 3,; (S) 1, 2, 3

Look at the painting "Snow at Louveciennes" by Alfred Sisley. Give the students several minutes to look closely at the painting before asking them the following questions.

What is happening in the picture? What things do you see? List some words which describe the painting and the objects in the painting. How does the painting make you feel? Why do you think it makes you feel this way? What colors has the artist used most often? Are his lines clear and straight or are they fuzzy? Why do you believe he did that?

Explain to the class that the work is called impressionism and that impressionists often painted with fuzzy outlines. Some used tiny brush strokes and some even used tiny dots of color to create their paintings.

Tell the children that the scene is of a snowy day in France so it would be good to learn some French words to describe the painting. List some nouns, verbs and adjectives used in the preceding discussion and use a French dictionary to find the French word. Construct one or two sentences describing the painting in French.

Instruct the class to think about the lady in the picture. What is her name, where is she going, why is she going there; what will happen when she gets there? Use the ideas to write a short story about the painting. Evaluation: Interest in and appreciation for the artist's work demonstrated in discussion. Ability to imagine and build a story around the painting demonstrated in the creation of the story. Efforts made to say and remember the French words.

"Snow at Louveciennes" by Alfred Sisley

Impressionism

Pierre Courthion

N. Y.; Harry N. Abrams, Inc., 1977

Activity 17 W

To learn a song and to identify characteristics of snow.

Objectives: (A) 2, 4, 8, 10; (S) 1, 2, 3

Learn and sing the song "Sky Bears." Discuss how snow can sometimes look like feathers. Ask the children to describe the appearance of snow when it is falling. Discuss also the sounds we might hear when it snows. On light blue construction paper, use tempera to paint a picture of the bears' pillow fight and the feathery snow falling from the clouds.

Evaluation: Observed enjoyment of the song and the art activity. Observed ability to imagine snow falling and to describe it.

"Sky Bears"

Making Music Your Own: Kdg.

Mary Tinnin Jaye

Morristown, N. J., Silver Burdett, 1971

Extension: List ways snow is good and ways snow is bad for people, animals and plants.

Also read:

Snow Birthday

Helen Kay

N. Y.; Farrar, Straus & Giroux, 1955

Activity 18 W

To create awareness of dance as a form of communication.

Objectives: (LA) 5, 9, 16; (SS) 13; (A) 1, 2, 3, 6, 7
(PE) 2, 8, 9

Ask members of a local dance company or instructors from a dance studio to visit your class to demonstrate by performing some different types of dancing, talk about the tools of their art, and about the training required to become a dancer. If possible, ask them to bring examples of several types of shoes used in their work. After the visit ask the class to name and compare the different types of dances performed, and the shoes worn when the dances were performed. If you saw a ballet number and a pointe number, ask how the ballet shoe and the pointe shoe were alike and different. Do the same with tap shoes, jazz shoes, character shoes, acrobatic shoes. Whatever the class had the opportunity to see, make the same types of comparisons with the music used. Write an experience story about the visit and ask each child to draw a picture of the dancers performing.

Evaluation: Observed enjoyment of visit. Ability to compare and differentiate.

Extension: Read At Every Turn It's Ballet! and pantomime the illustrations in this book which compare ballet to everyday activities. After doing the pantomimes

discuss the parts of the body used and how they were used. Ask, "How did you feel moving these ways?" Choose some records and let the children use these same movements to "dance."

At Every Turn It's Ballet!

Stephanie Riva Sorine

N. Y.; Alfred A. Knopf, 1981

Activity 19 W

To gain an appreciation of music and dance as forms for storytelling.

Objectives: (LA) 9, 10, 18, 19; (SS) 1; (A) 1, 2, 3, 5, 6, 7, 8, 9, 19, 23; (PE) 2

Listen to a recording of "The Nutcracker Suite" during a listening period. Identify the music and the composer but do not discuss the story.

After listening to the story, ask the children to tell how the music made them feel. What images did they get in their minds as they listened? Play portions of the different movements and ask the children to tell what could be happening if this music had a story. Allow the children several opportunities to move about to the music, instructing them to move the way the music "tells" them to move.

Later in the day read The Nutcracker adapted by Warren Chappell. Play on the piano some of the music included in the book. Does it sound familiar? Did the music they listened to earlier have a story? Play a portion of the suite which the children seemed to like particularly well and ask them to close their eyes and imagine what is happening, then, ask them to tell about it. Show to the class "The Nutcracker" which is available on video tape. After viewing the film, ask the children to comment on the dancers, the story and the music.

In many areas near Christmas, "The Nutcracker" is performed by local ballet companies. This would be an enjoyable field trip as the music and story are now familiar to the children.

Evaluation: Observed enjoyment of the music and story, and an awareness that music often communicates to us a story without words, and that there are many forms of communication.

The Nutcracker

Warren Chappell

N. Y.; Alfred A. Knopf, 1958

"The Nutcracker Suite"

Tchaikovsky, Artur Rodzinski. London Philharmonic

Fall River, Mass.; Sine Qua Non Prod., 1978

"The Nutcracker"

An MGM Home Video Presentation

Jodav Prod. Inc., 1977

Many books on ballet contain photos of costumes used in this ballet.

The Young Ballet Dancer

Liliana Cosi

N. Y.; Stein & Day, 1977

Also see:

Ballet Stories

John Lawson

London; Ward Lock, 1978

Activity 20 W

To provide an opportunity to name and use antonyms.

Objectives: (LA) 5, 12, 23; (SS) 1

Present to the students four sentences about the upcoming holiday. The students are asked to change as many words as they can to their opposites (antonyms). As a warm-up, the teacher may want to ask the students to tell him/her the opposite of some words such as: hot, dark, fat, go, fast, tall and easy. The precede with the following sentences. Try to change the underlined words.

Show The elves went up the mountain at night to work.

At Santa was sad about the warm weather.

slowly The reindeer walked slowly to the sleigh.

and The tiny stockings were filled with sour candy.

Ask the students to explain what happens to the sentence when the words are changed. Does it mean the same thing as it did?

Evaluation: Demonstrated ability to name opposites for the indicated words. Evidence that the students understood how the sentence had taken on a new meaning through discussion.

When the students
each had a chance
students
in their own

Activity 21 W

To create an illustrated poem based on a visual art form.

Objectives: (LA) 5, 6, 7, 9, 10, 11, 13, 19; (SS) 1, 5, 6; (S) 1, 2

After reading the book Stopping By Woods on a Snowy Evening illustrated by Susan Jeffers, discuss the illustrations and the poem. Discuss and explain that the poem was written and enjoyed many years before it was illustrated by Ms. Jeffers. Look at other books where a poem or an old tale has been illustrated.

Other poems by Robert Frost might also be read.

Show the class a copy of Normal Rockwell's "Stockbridge at Christmas" (one source is listed below). Ask the students to list what is felt or seen in the painting; events, objects, and mood. The teacher should write the responses on a chart paper or chalkboard as the students respond. From the list select several key words and ask the class to think of some words which rhyme with these. Write the lists of rhyming words on the chart paper or chalkboard beside the original list. Using both lists and the painting as a visual aid compose a poem about the depicted scene in Stockbridge. When the poem is completed, ask the students to think about each line as the teacher reads it to the class. Ask the students to close their eyes so they may "make pictures in their minds." Choose a title by asking for suggestions

and voting on the one that is best for the poem. Discuss each suggestion before voting. Write each line of the poem on the bottom of a 9 x 12 piece of light blue construction paper. Read the line on each page asking, "Who would like to illustrate this part of our poem?". Continue until all pages are assigned. A title page and a cover must also be designed by someone in the class.

When all pages are illustrated, and the cover and title page are completed; bind the pages together to make a class book. Compare the students' work to that of Rockwell, Frost and Jeffers by noting that each of these artists did only one part of the task, either illustrating or writing; while the class has accomplished both jobs.

Evaluation: Observed enjoyment and pride in the final product.

Stopping By Woods on a Snowy Evening

Susan Jeffers

N. Y.; E. P. Dutton, 1978

Norman Rockwell's Counting Book

Gloria Taborin

N. Y.; Harry N. Abrams, Inc., 1977

Activity 22 W

To create a seasonal visual art form.

Objectives: (LA) 9; (SS) 1, 3,; (A) 2, 4, 10; (S) 8, 11

Read the legend of the poinsettia to the class. (Source listed below.) Look at the pictures of the plant and locate the places poinsettias might be blooming naturally in December. Examine a real plant and locate its stem, leaves, and the blossoms. Using wet chalk method draw a large poinsettia on 9 x 12 or 12 x 18 newsprint. This is done by wetting the paper and drawing with the dry chalk on the wet surface. The children should be encouraged to use the sides, not the ends of the chalk as much as possible. The chalk should also be broken into pieces of no longer than 1 inch. When the drawings are dried, an art fixative or hair spray may be used to "set" the picture. As visual motivation for the drawing, Christmas cards, Christmas gift wrap or the real poinsettia may be used.

As the leaves and blossom of the poinsettia are velvety in texture, the children may make some comparisons of the real flower's texture and that of their finished art work. Discuss reasons for using chalk rather than crayon or watercolor markers.

Evaluation: Observed pleasure in doing the art activity and in the final product.

Christmas in Mexico

"Mexico's Christmas Gifts to the World" p. 61 & 62

Corinne Ross

Chicago; World Book Encyclopedia, Inc., 1976

Activity 23 W

To create an awareness of various holiday traditions.

Objectives: (LA) 6, 9, 10; (SS) 1, 2, 3, 4, 5,;

(A) 2, 4, 10

Using a globe locate Mexico. Review some of the information learned about Mexico in the unit preceding Thanksgiving - Americans from Many Lands.

Show the children a piñata and discuss its construction. Near the Christmas holidays piñatas are usually available in large department stores or import shops. Sources for the instructions for making large pinatas are provided at the end of this activity also.

Read Nine Days to Christmas by Marie Hall Ets. Ask questions about the story such as:

How did Ceci feel when she was in the old market?

Why did she feel this way? Have you ever felt like that? When?

Why did Ceci believe her piñata had become a real star?

If you could choose a piñata, what kind would you select? Why?

What is a posada? Why is this a Christmas custom in Mexico?

Make small piñatas for Christmas tree ornaments or room decorations. Use two small paper cups. Punch two holes in the bottom of one of the cups, and thread

a six inch long piece of yarn through the holes tying the ends together. This will serve as the hanger. Place candies or nuts in the second cup. Place the cup with the yarn on the cup containing the candy with the rims of the two cups touching. Secure the cups together at the rims with masking tape. Paint or decorate the cups, or use cups which are bright in color or already decorated with a holiday or party design. Paper Hawaiian leis (the type often given as prizes at carnivals or used as party favors) may be cut apart and glued around the cups to cover the masking tape. This also adds a festive touch to the piñata. Scraps of yarn, ribbon, or crepe paper can then be taped or glued to the bottom of the cups as streamers. Another possibility for decorating the piñata and hiding the masking tape would be to use art tissue paper gluing it on in strips or cut into one inch squares and twist around a pencil before gluing on to add dimension.

The piñatas provide an international addition to the Christmas decorations as a continuation of the unit begun in November.

Extension: The students will design a piñata. Ask the students to think of how they would design a piñata if some piñata makers from Mexico came to our class to get new ideas for piñatas they would be making for the holidays. The piñata should be drawn in color on a

large sheet of art paper. Depending on the abilities of the children in the group front, back and side views could be drawn. Remind the children that the makers of the piñanta will copy the real piñata from what they have shown in their drawings, so they must provide all the details.

Evaluation: Observed enjoyment of the story and the ability to respond to the questions about it. Observed enjoyment of making the small piñatas, and imagination in creating the piñata designs.

Nine Days to Christmas

Marie Hall Ets

N. Y.; Viking Press, 1959

Other sources for instructions on construction of a piñata.

Piñatas

Virginia Brock

Nashville; Abingdon Press, 1966

Christmas in Mexico

Corinne Ross

Chicago; World Book Encyclopedias, Inc., 1976

(This book provides a pronunciation guide.)

Activity 24 W

To create international ornaments for a Christmas tree.

Objectives: (SS) 1, 2, 3, 4,; (A) 2, 4, 10

Two more international decorations for your Christmas tree.

(1) Sugar plum baskets from England.

Use 4 or 6 inch round paper doillies. Staple two 1/2 inch wide by 6 inches long strips of construction paper in an "X" onto the doillie for a handle. Fill the doillie with candies, and hang by the handle from a tree branch.

(2) Stars from Finland.

Push five toothpicks into a small styrofoam ball (ping-pong ball size) to make a star. Paint the ball and toothpicks with thinned white glue. Drop the star into a paper bag containing gold glitter, shake, then remove the star. Place these on the tree limbs.

Evaluation: Observed enjoyment of creating the baskets and stars.

Activity 25 W

To create a holiday countdown calendar.

Objectives: (LA) 18; (SS) 1, 4, 5,; (A) 9

Ten days before the Christmas party is to be held at school begin a "Countdown to Christmas" chart. Ask the class to talk about what they have done that day and how they are feeling. Write "10" on the chart and enter the responses they have given. Ask them then to predict what they will do and how they will feel on day "9", "8" continuing to "0." Remind them that their schedules may be different on weekend days and they may feel differently if they have been out shopping, visiting Santa, or helping bake Christmas cookies at home. As the days pass check each day to see if the predictions are accurate. Decide why some are accurate and some are very wrong.

Read Countdown to Christmas by Bill Peet.

Evaluation: Demonstrated willingness to make predictions and to make suggestions why these predictions may have been wrong.

Countdown to Christmas

Bill Peet

No City; Golden Gate, 1972

Activity 26 W

To practice mental imagery, verbalizing the image, and creating in visual form.

Objectives: (LA) 13; (SS) 1; (A) 2, 4, 9, 10, 14

Make a list of all the wonderful things the class expects to find in their Christmas stockings by asking each child to complete this sentence. "On Christmas morning I looked in my stocking and there I saw a _____."

Their replies may be realistic or fanciful.

Give each child paper which has been cut in the shape of a stocking, and ask him/her to draw what they saw.

Combine all the pictures to make a book and record each child's statement on his/her page. Ask the children to help you decide upon a title for this stocking shaped book.

Evaluation: Observed enjoyment of the project.

Activity 27 W

To create a Christmas program to present for parents.

Objectives: (M) 13; (SS) 1, 2, 3,; (A) 2, 7, 8, 12;
(PE) 2, 3,

After learning the following songs and poems for the winter holidays, present a special night-time program for the parents to attend.

"Christmas Is Coming" England (song)

This old English tune may be sung by the group while three or four children act out the words. One child will be the old man wearing a hat. As the song is sung he will approach the other children and remove his hat. Each of the two or three other children will place a penny in the hat. As they do the old man bows to show his appreciation and then moves along across the stage.

"My Dreydle" Israel (song)

As this Hannukah song is sung, several children seated on the floor in front of the singers will play the dreydle game.

"O Christmas Tree" Germany (song)

Try singing this song in German then in English. A tree placed on stage may be decorated as the song is sung. Provide

one or two unbreakable ornaments for each child to place on the tree.

"Patapan" French (song)

Sing this song with several children providing rhythmic accompaniment on drums.

"Day Before Christmas" (poem)

Provide props for several children to act out this poem as all recite it.

"Silent Night" Germany (song)

As this song is being sung four or five children should set-up a nativity scene under the Christmas tree.

"We Wish You a Merry Christmas" (song)

All children sing this song, and invite the parents to join with them on a final chorus.

As many of these songs are from a foreign land, a large map of each of the countries represented might be used as part of the stage decoration. Costumes for the children are not necessary and needed props have been suggested with each song.

Evaluation: Observed enjoyment of performing and enjoyment of the parents in the presentation.

Songs:

"Christmas Is Coming"

Dancing Games for Children of All Ages

Esther Nelson

N. Y.; Sterling Publishing Co., 1973

(This book provides an idea for a dance to accompany the song.)

"My Dreydle," "Christmas Is Coming," "O Christmas Tree," and "Patapan"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

"Silent Night"

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan Gallup & Beckman

Boston; Ginn & Co., 1965

Poems:

"Day Before Christmas"

More Poetry for Holidays

Nancy Larrick

N. Y.; Scholastic Book Services, 1973

Activity 28 W

To create a directed activity for relaxation.

Objectives: (A) 7; (PE) 2, 8, 9; (S) 24

Ask the children to sit on the floor with enough space around each child for freedom of movement of the arms and legs. Each child should sit tailor fashion with his/her wrists resting on the knees. Ask each child to close his/her eyes and drop his/her chin to the chest. Instruct the children to slowly raise their head and arms until the head is straight and the arms are over the head with fingers and wrists relaxed. The students should cross their hands over their heads, make fists and then sharply extend fingers back to ceiling. The arms are then lowered with tension to the starting position. Repeat the movement several times. Ask the children to tell what parts of their bodies moved, and how that part felt as it was moving. For example, did the arms feel the same or different when they were being raised and lowered? Did it feel good or bad to relax the arms after they had been tensed in lowering? Ask the students to describe the feelings when the arms were relaxed, and when tensed. Use Hap Palmer's recording "Seagulls" and repeat the exercise with music. When the exercise has been done four or five times, ask the students if their bodies feel relaxed or if their bodies feel tired.

Extension: Use the exercises suggested with the album.

Evaluation: Demonstrated ability to relax and tense the muscles, and to differentiate physically and verbally between the two.

"Seagulls"

Hap Palmer

Freeport, N. Y.; Educational Activities, Inc., 1978

Activity 29 W

To present a story in musical form and to identify musical instruments by sight and sound.

Objectives: (LA) 5, 9, 10; (A) 1, 2, 3, 4, 5, 8, 9,
18, 23

Listen to a recording of "Peter and the Wolf." After the listening experience ask the children to name the characters in the story, the setting of the story, and to explain the events of the story. From the list of characters ask each child to select one to illustrate. You may wish to listen to the story again this time instructing each child to listen carefully to the instrument and narration associated with his/her character. After each child has illustrated the characters in the story, discuss the reasons they drew the characters as they did. Why did they make them large or small? Why did they draw them with smiles, frowns or evil looks? Did they choose to put clothes on the animals? Why or why not?

Read the book Peter and the Wolf illustrated by Erna Voigt. Compare the children's illustrations to those in this book. Are they similar or very different? How are they alike? How are they different? Examine the illustrations of the instruments as shown in this book. Each child may then add a drawing of the instrument associated with their drawing to their illustration.

They may wish to add this illustration in a corner or on the back of the paper. The students should then write the name of their character and the name of the instrument on the drawing.

Using this book's instrument illustrations again listen to the recording and locate the instruments as they are heard. You may wish to use the music notation in the book to play the identifying music for each instrument before listening to the recording again. This will help the children identify the character/instrument and the associated melody more easily.

You may also wish to use the Disney Production record and book of "Peter and the Wolf" as a follow-up for further comparison of illustrations. Ask the children to compare the illustrations in each book by asking them how they are alike and how they are different. Which do they like best? Their own illustrations, those in the Disney book or those done by Erna Voigt?

Evaluation: Observed enjoyment of the story and music. Demonstrated ability to distinguish between the various musical sounds, and the ability to name the instruments by sight and sound. Ability to draw an image after hearing musical and narrative clues about it. Ability to compare illustrators' impressions of the character, and ability to name character, setting and events during discussion.

"Peter and the Wolf"

Sergei Prokofiev

"Exploring Music Record 9"

N. Y.; Holt, Rinehart & Winston Inc., 1967

Peter and the Wolf

Erna Voigt

Boston; David R. Godine, 1980

Peter and the Wolf

Disneyland Record

Disney Productions

Activity 30 W

To identify characteristics of winter and snow.

Objectives: (LA) 9; (S) 1, 2, 3,; (A) 8

Ask the class to explain to you what characteristics of winter make it so different from the rest of the year. In what ways does the cold effect animals, buildings, us? What about snow, is it a bad thing or a good thing? List all the good things about snow. List all the bad things about snow. Which list is longest? Why do you think that happened? Can we add some ideas to the shorter list? What?

Read the book Snow Time to discover how snow effects people in the city and in the country.

Also read The Big Snowstorm.

Evaluation: Awareness of the effects of snow on living and non-living objects demonstrated in discussion.

Snow Time

Miriam Schlein

Chicago; Albert Whitman & Co., 1962

The Big Snowstorm

Hans Peterson

N. Y.; Coward, McCann & Geoghegan Inc., 1975

Sing the songs "The North Wind Doth Blow," "Snow Balls," "Making a Snowman" and "The Mitten Song." All are found in

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 31 W

To verbalize mental images stimulated by poetry.

Objectives: (LA) 5, 9, 13, 19; (A) 1, 2

After listening to a poem about winter or snow, each child will illustrate something he/she recalls from the poem. During the reading of the poem, no illustrations should be shown. No verbalization about the poem should take place until all illustrations are completed. It may be helpful to the children to close their eyes while the teacher reads the poem. After the students have completed their drawings, each child should present his/her picture and explain what part of the poem it illustrates; or tell why the poem made him/her think of what has been drawn.

Evaluation: Demonstrated ability to make mental images of poem, by constructing these in illustration, and then verbalizing the images. Each child should be able to justify his/her interpretation of the poem.

Activity 32 W

To provide experience in creating and repeating a pattern or design.

Objectives: (LA) 9; (A) 2, 4

Read the book One Mitten Lewis. Examine pairs of mittens and gloves worn to school that day by the children in the class. Compare the mittens to the gloves by asking how they are alike and how they are different. What helps us to know which mittens and gloves belong together? How do we know which ones make pairs?

Compare designs.

Provide brightly colored construction paper and crayons for the children to make a pair of mittens and a scarf to match. The children may draw around their hands to make the mittens. A long piece of paper is needed to make the scarf. Encourage the students to repeat the pattern on the mittens and scarf so "we can tell which ones belong together." The scarf may be fringed by cutting the ends of the paper in small strips.

Evaluation: Demonstrated ability to draw the same pattern on the mittens and the scarf.

One Mitten Lewis

Helen Kay

N. Y.; Lothrop, Lee & Shepard Co., Inc., 1968

Activity 33 W

To introduce the Earth and planets of the solar system.

Objectives: (LA) 5, 9, 15; (A) 2, 4,; (S) 6, 7, 32

Display a chart of the planets in the solar system.

Ask the class if they know the names of some of the planets. As they name the planets locate them on the chart. Ask the class if they know which planet is the hottest, the coldest, the closest to Earth, the largest, and the smallest.

Read The Planets in Our Solar System pages 1 through 9.

Stop here and discuss the parts of the solar system presented so far in the book. Make a chart of the moon orbiting the Earth as shown on page 9.

Continue reading the book at a later time. Read and discuss pages 10 through 23. Why do the authors call Earth the "life planet"? Compare the Earth's temperatures to those of Mercury, Venus, Neptune and Pluto.

The remainder of the book gives instructions for making solar system models. Use these or design one of your own and make a solar system model. Before beginning, list each planet and ask the children to describe the appearance of that planet. You may wish to divide the students into groups giving each child in a group the responsibility of making one part of the solar system. Each group may also wish to design their own way of depicting the solar system.

Evaluation: Awareness of the bodies which make up the solar system and the Earth's place in that system exhibited through discussion.

The Planets In Our Solar System

Franklyn M. Branley

N. Y.; Thomas Y. Crowell, 1981

Information also available in:

Find the Constellations

H. A. Rey

Boston, Houghton Mifflin Co., 1976

The Universe

David Bergamini

N. Y.; Time-Life Books, 1972

Extension: Take a field trip to a local planetarium to examine models and view a presentation of the solar system.

Also read to the class:

The Sky Is Full of Stars

Franklyn Branley

N. Y.; Thomas Y. Crowell, 1981

Activity 34 W

To develop an understanding of the correlation of sound and vibration, and size and pitch.

Objectives: (A) 2, 5, 18, 21, 22; (S) 30, 31, 33

Without allowing the class to see the instruments, ring some melody bells. Ask the class to guess what you have just played. Continuing to present the sounds with the bells still hidden, ring first a bell with a high pitch and one with a low pitch. Ask the class to describe the difference between the two sounds. Repeat the procedure this time asking them to guess why one has a high pitch and one a low pitch. If they are unable to make guesses ring the bells again asking the same question. At this time you may show them the two bells allowing them to see the size difference. Without ringing the bells, ask the class to guess which has the lower pitch. After they have drawn a conclusion, examine the full set of bells and compare sizes and pitches. Compare the strings on a piano, an auto-harp and a guitar. Does the size of the string effect the sound it produces? Why? Pluck the strings and note the movement. Strike a small drum and a large drum. Look and listen. Is there a difference? Guess why.

Ask the class to watch as each instrument is played.

Is there movement? What might this movement be called?

Present the word "vibration" and ask someone to tell its meaning. Are the instruments vibrating? Does this make the sound? Strike a triangle or a tuning fork. What happens if the vibration is stopped? Ask the class to draw a conclusion from the experiment. When they have made their statement try to prove or disprove it by using all the instruments previously used in the activity. Does the sound stop if the vibration is halted?

Evaluation: Observed awareness of vibration and sound, and the effects of size upon pitch.

Extension: Hum the tune "Mary Had a Little Lamb."

Using the melody bells try to match the pitches.

Continue until the song can be played on the bells.

Give each child an opportunity to play one of the bells in the song.

Activity 35 W

To prepare a puppet show using a familiar story.

Objectives: (LA) 8, 9, 10, 14; (A) 1, 2, 4, 9, 10,
12, 13, 14, 15

Read the story of The Three Billy Goats Gruff by Peter Asbornsen. Discuss the characters in the story. Which were good characters, which were bad? Why do you think they were good or bad? Who was the bravest in the story? Why do you think so? Retell the story in proper order as a group. Ask the children to describe how they might talk or act if they were one of the goats, or if they were the troll. Ask different groups of children to come forward and act out certain parts of the story.

Use old socks, felt, yarn and pipe cleaners to make the characters of the story. The felt, yarn, and pipe cleaners should be glued onto the sock to create the faces of the characters in the story.

Each child should choose a character he/she wishes to portray in a puppet activity. Simple scenery may be created by each group. Use a large appliance box with a window cut in the upper portion of one side for the stage. However, if possible, try to have one troll for every three goats which have been selected. Divide the class into groups with three goats and a troll in each group. Using these characters have each group present

their own interpretation of the story. Invite parents to attend the performances just before dismissal time one school day.

Evaluation: Demonstrated ability to identify the characters of the story and to describe them, and the ability to follow directions and make the puppets.

Awareness of story sequence when retelling the story.

Pride, which is observed by the teacher, in presenting the play.

The Three Billy Goats Gruff

Peter Christen Asbjornsen

N. Y.; Harcourt, Brace & World, Inc., 1957

In the St. Louis, Missouri area and exciting field trip after working with the puppets would be to see a presentation by Kramer Marionettes at 4143 Laclede in St. Louis.

Activity 36 W

To introduce an experiment with magnets.

Objectives: (S) 8, 26, 29, 30, 31, 32

Provide a box filled with a variety of small objects for the class to examine. These objects should be of a variety of materials. Some suggestions are: a pencil eraser, a paper clip, a piece of coral, a wood chip, a feather, a pine cone, a nail, a key, a rock, a stick of gum, a piece of chalk, a metal lid, and an aluminum measuring spoon. After the class has had an opportunity to closely examine the objects, ask them to explain which are living and which are non-living; and to justify their responses. Continue by asking them to explain if any of these objects were ever living or are made from materials which were once living. This may be accomplished by asking the children to determine what materials have been used to make each object. Show the class a large horseshoe magnet. For this activity, the large red plastic horseshoe shaped "magnet" with magnets on the ends works well. It is especially helpful if the poles are marked on the magnet. Ask the children to predict which items will be attracted to the magnet and which ones will not be, defense of each response should be expected from each child. Experiment with the magnet to determine if the children are correct in their predictions. If an error is made

ask the class to re-examine the object and make guesses as to why their prediction was incorrect.

Suggest to the class that if a magnet is able to pick-up all the items proven in the experiments, it is a powerful tool. But what would happen if two magnets were placed very close together, would they attract each other and hold so tightly that we could not get them apart? Provide for the children two horseshoe magnets of the same size, with the poles marked as suggested earlier. Give each child the opportunity to hold the two magnets and see what happens when the two magnets come close together. Hand the magnets to each child so he/she will be trying to connect the like poles. As each child experiences the pushing-away force of the magnets ask them to describe what is happening. In some instances the magnets may twist causing the unlike poles to connect. If this occurs ask the children to guess why the magnet twisted; did they cause the magnet to turn or did it do that by itself? Allow the children time to experiment and enjoy the magnets. If after some time examining the magnets no one has a clue to the causes of the magnets' behaviors perhaps you can note the pole marks on the magnets. Ask the children to experiment further noticing the pole markings.

Also share the book The Real Magnet Book by marking

particular pages in the book and providing the materials needed for doing the activity on those pages at your science table during free play times. Evaluation: Observed awareness of the powers of magnets. Identification of the materials from which certain non-living objects have been made, and the identification of objects which were once alive.

The Real Magnet Book

Mae Freeman

N. Y.; Scholastic Book Services, 1967

Activity 37 W

To gain information about means of transportation.

Objectives: (LA) 1, 13, 20; (M) 1, 2; (SS) 22, 23

Ask the children to name as many kinds of trucks as they can. They should name dump truck, moving van, etc. rather than Ford, GM, etc. Make a list of the trucks named. Ask the students to explain what job each truck might have, for example, a milk truck brings milk from the dairy to the processor or supermarket. After making the list and discussing the trucks ask the children to name their favorite kind of car. This time they may list make and/or model. Write these car names on a large sheet of paper or on the chalkboard. Ask each child to tell why the car they named is best. Read the book I Can Read About Trucks and Cars by Norman Olson. Add to the list of trucks any trucks that were in the book, but were not on the list. Count the number of trucks listed, and write the number above the list. Each child should then select one type of truck to illustrate. Crayons, markers or tempera may be used to make the pictures. After the pictures are completed ask each child to tell which type truck they have drawn. Put a check by the truck type on the list for each student who drew that kind of truck. Count the check marks and write the numeral near the truck type. Decide which truck was most popular with the class.

Each child should then tell the teacher what job his/her truck is doing. Record this on the picture.

At another time during the day refer back to the list of favorite cars. Write the alphabet vertically and well-spaced on the board. Go through the list of cars and alphabetize the car names by asking each child to name the beginning letter and locating it on the chalkboard. Write each car's name in the appropriate space. Count the entries by each letter to determine which letter is used most often as the beginning letter of the cars named.

Evaluation: Growing awareness of the importance of transportation in our society through discussion and listing. Ability to count and alphabetize demonstrated in listing and alphabetizing of lists.

I Can Read About Cars and Trucks

Norman Olson

Mahwah, N. J.; Troll Associates, 1973

Activity 38 W

To provide an opportunity for problem solving.

Objectives: (LA) 9, 14, 15, 18; (SS) 23; (A) 4, 8

Read the following to the class:

"Close your eyes and pretend you are at a busy train station. You are the engineer of a little steam locomotive and you have gotten out of the engine to check on your time schedule in an office right beside the track. As you talk to the man in the office, you see your engine suddenly chug away and out of the train yard. It goes faster and faster and is soon racing down the track. No one is on board to stop the train. As the engineer, you must decide what to do. How will you stop the train? You must do this without harming the engine or other objects near it."

List the responses of the children. After the list has been made, read each response and ask if it will solve the problem and if it is something which can be done.

Write yes or no to answer the questions beside each response. Select the best solution(s) from the list.

The best answers will have "yes" beside them two times.

Read Choo Choo the Runaway Engine to the class. Compare the solution in this story to the one chosen by the class. Which is best, the class solution or the one in the book?

Evaluation: Ability to solve the problem and select

the best solution from the list made. Observed enjoyment of the story.

Choo Choo the Runaway Engine

Virginia Lee Burton

N. Y. Scholastic Book Services, 1937

Extension: Sing the song "Down by the Station" in The All-Year-Long Songbook.

Take a field trip to a Museum of Transport. In the St. Louis area there is a large one at 3015 Barretts Station Road.

Make a train by pasting rectangular shapes on a 6" x 18" strip of construction paper and adding details with crayon.

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 39 W

To create awareness of boats as a means of transportation.

Objectives: (LA) 5, 7, 9, 13; (SS) 23; (A) 1, 2, 4, 23

Read Boat Book by Gail Gibbons. After reading discuss the different types of boats and their uses. List the kinds of boats. Ask each child to cut from a 9" x 6" piece of manila any type boat shape they wish. Each child should then paste their boat on a 9" x 12" piece of light blue construction paper. Look again at the pictures from the book focusing on the scenery and backgrounds. Discuss where you might see different types boats. What would be in the background or scenery? Ask each child to finish their picture with appropriate scenery. Use crayon or marker. After each child has completed his/her picture, write the name of the boat on the picture. Ask each child to tell something about the illustration, and write this on the paper also. Make a cover and add a back page then bind all the pictures together with brads to make a class book about boats. Give the book a title.

Evaluation: Evidence of knowledge that different types of boats may be found in different locations demonstrated in illustrations. Observed enjoyment in the project and pride in the finished product.

Boat Book

Gail Gibbons

N. Y.; Holiday House, 1983

Also read

Eric and the Little Canal Boat

Lillian Bason

N. Y.; Parents' Magazine Press, 1967

Activity 40 W

To demonstrate knowledge of various means of transportation.

Objectives: (SS) 8, 23; (A) 2, 4, 10, 14, 23

After completing the projects in the preceding activity, ask the students to name other means of transportation. Record the list. Read the list and discuss where we might see these things. Prepare for the students, on a large mural paper, an outline drawing of a road, hills, mountains, trees, a lake and an ocean. Re-read the list of means of transportation asking the children to work in groups to draw (paint) in the scenery and to add all the means of transportation listed. Tell them they must work together and decide who will paint the train and the train track, for example; and whose job it will be to put airplanes in the sky.

Evaluation: A variety of means of transportation should be drawn with the children organizing their groups to eliminate duplication. There should be a sense of working together to make the product as good as possible without quarrels over who wants to paint certain things.

Extension: Sing the transportation songs listed in The All-Year-Long Songbook.

(Compiled by) Roslyn Rubin and Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 41 W

To provide an experience in measurement.

Objectives: (M) 13, 17; (S) 28, 29, 32, 33

When January begins to drag by due to cold weather, snow, and the "after-the-holidays" let down; this activity provides the class with some fun and a delicious, nutritious snack as well.

Have available for observation metric measuring devices as well as standard. If possible, try to use a cup measure which is marked with metric measures as well. Examine the measuring tools and note the differences between standard and metric. Write the following recipe on a large chart paper so the class may read it and follow along as the mixture is being prepared.

Edible Playdough

1/2 to 1 cup powdered milk

1 cup peanut butter

3 to 4 Tablespoons honey

Mix the above ingredients together to make a dough. Add powdered milk if the mixture is too moist, and add honey if it is too dry.

Read the recipe and note that it calls for measurement in cups. Fill the measuring cup with water to the cup mark. Also note where other lines are on the measuring device, ask what would happen if you failed to measure accurately or used the wrong measuring system.

Ask what we must all do before we can prepare food.

(wash hands)

Examine the ingredients. Are they solids, liquids, or gases? How do we know which they are? Also taste and smell each ingredient by providing a small amount for each child on a paper plate.

Follow the recipe allowing the students to assist with the measuring and mixing. Give each child a large piece of waxed paper and a small ball of the dough. You may also wish to provide a small amount of powdered sugar for the children to roll their dough in. They may use the dough as clay and form sculptures, or you may wish to have them press the dough into a flat patty and use cookie cutters. Raisins, chocolate sprinkles and other confection decorations may be used to finish their work. After all the work they have put into their creations, some children may be reluctant to eat the dough; but most will be eager to get to "the best part." Eat and enjoy the finished products.

Make copies of the recipe and send it home with each child.

Evaluation: Awareness of the variety of measuring tools used in food preparation. Awareness of variety of textures, smells, and tastes. Enjoyment of the activity.

Activity 42 W

To prepare a balanced aquarium.

Objectives: (SS) 14; (S) 9, 14, 30, 31, 32

Prepare a balanced aquarium with the class.

You will need a one gallon jar with lid, a small amount of aquarium gravel, two live aquarium plants, one or two coiled snails, and two Black Mollies, two sword tails or two zebra fish. Distilled water should be used.

Place the gravel in the gallon jar, and add the water. Set the plant in the gravel. Add the fish and the snails. You may wish to sprinkle a very small amount of food in the jar when making the aquarium, but you will not feed the fish again. Seal the jar with the lid and leave it on. No cleaning or feeding is necessary from this point on. Avoid exposure to sunlight because algae will grow and ruin the aquarium. Avoid extremes of temperature as these may be fatal to the fish.

Watch the aquarium and ask the children to predict what will happen. Explain that you will not feed the fish ever again. Record the predictions. After it becomes obvious that the fish and snails are not dying due to lack of food, ask the children to guess why they are still living. The life of the inhabitants of the aquarium may be several months or a year. This depends on many factors. What must be noted by the children

is what does occur if one thing does die. What happens to the balance of the aquarium? How does it effect the remaining living creatures? Compare this small world to the world the children live in. Can they predict what might happen if the bees, bats, butterflies and other pollinators all disappeared? How would this effect humans and other animals?

Evaluation: Awareness of the need for balanced environments gained through observation of the aquarium.

Willingness to make predictions demonstrated in discussion.

Activity 43 W

To compare greater pandas, raccoons and lesser pandas.

Objectives: (LA) 9; (SS) 14, 21; (A) 4, 14; (S) 9, 14,
15, 31, 32

Look first at the pictures of the pandas in the book Pandas by Donna Grosvenor. Discuss the pandas color, size and appearance. Ask the children if they believe the panda is a bear. Show the class pictures of an American raccoon and the lesser panda. Compare these two animals, then compare those two animals to the greater panda. Read the book to the class. Also share some of the antics of pet raccoons and wild raccoons from Little Raccoon by Suzanne Noguere, and compare the behaviors of the panda and the raccoon.

Locate the natural homeland of the panda on a world map. Pretend the class is making a trip to China to study the panda and to help save it from extinction. List ways the panda can be saved. What ideas does each child have for preserving this endangered animal. List. Look at the list and decide if there are things on the list that the class could do without being scientists or travelling all the way to China. What things can be done now in our own communities?

Make a panda with construction paper. Use the following:

1 9" x 9" white (head)

1 9" x 12" white (body)

8 3" x 3" black (ears, paws, eyes)

From each square cut a circle (see activity #6M), and cut an oval from the rectangle. Paste the large circle on one end of the oval to make a "sitting" panda. Paste two black circles on the sides (two on each side) of the oval for the four paws. Two black circles should be pasted on the top toward the sides of the large circle for ears, and two black circles are placed on the circle for eyes. Use a black crayon to draw on a triangle nose and curved mouth lines.

Design a bulletin board using green crepe paper for bamboo leaves.

Evaluation: Observed enjoyment of the project and the evidence of concern for endangered animals through discussion.

Pandas

Donna K. Grosvenor

National Geographic Society, 1973

Little Raccoon

Suzanne Noguere

N. Y.; Holt, Rinehart & Winston, 1981

pictures of panda and lesser panda in:

National Geographic Book of Mammals Vol. 2 K-Z

Washington, D. C.; National Geographic Society, 1981

Also read:

The Raccoon and Mrs. McGinnis

Patricia Miles Martin

N. Y.; G. P. Putnam's Sons, 1961

Activity 44 W

To identify tools and their uses.

Objectives: (LA) 5, 9, 13; (A) 2, 4, 9; (S) 27, 32

Read The Toolbox and have available for examination some of the tools listed in the book. List the tools in the book and ask the children to think of other tools. List these in a separate list. To get imaginations moving, ask the children to name something a beaver might use for a tool. What about a rock star, a spider, or a surgeon? Add these and other responses to your second list. Group these several ways. Select some of the more unusual "tools" assigning the task of drawing each tool being used. Give each child one to illustrate. After they have completed the drawings, ask them to explain how "A _____ is a tool for a _____." Write their responses on their illustrations. Add these to a bulletin board which also has pictures of the typical "tools" such as hammers and saws. Or, combine the illustrations to make a book about tools. You might want to begin the book with a picture of hammer and text which begins, "A hammer is a tool for a carpenter and . . .". Continue on the next page with one of the more unusual responses such as, "a tail is a tool for a beaver."

Extension: This activity follows the pattern of the book A House Is A House for Me so you may wish to read

this book to the class.

Evaluation: Demonstrated ability to think of many varied tools by creating book.

The Toolbox

Anne & Harlow Rockwell

N. Y.; Macmillan Co., 1971

Activity 45 W

To identify machines and their uses.

Objectives: (LA) 9; (S) 26, 27

Use a screwdriver to pry the lid off a can, look at the wheels on one of the riding toys in your classroom, examine a pulley, and ask one of the children to ride a big wheel in a circle. Ask the children to tell you which of these things are machines. Ask them to explain their answers.

Show them pictures of a car, a sewing machine, a computer, and an airplane; and ask if those are machines. After the responses, ask the children to tell why these things are or are not machines.

Read Machines. Go back to the beginning of the activity and discuss again those things which the class previously decided were not machines. Do they still feel that these things are not machines? What have they discovered that a machine does not have to have? (an engine) Make a list of possible other machines. Group those with motors or engines in one group and those without in another.

Evaluation: Demonstrated ability to identify a machine.

Machines

Anne & Harlow Rockwell

N. Y.; Macmillan Co., 1972

Extension: At the science table have several simple machines for the children to explore during free times and during science. Pulley, levers, inclined planes, magnets, etc. will provide many exploration opportunities.

Activity 46 W

To elaborate upon a book to create a new story by using the original's pattern.

Objectives: (LA) 4, 5, 6, 9; (A) 2, 4, 9, 15; (S) 2;
(SS) 6

Read King of the Mountain by Bill Martin, Jr. to the class. Discuss the pattern of the story. Ask the children what was happening at the beginning of the story. ("It began to rain.") Ask them to think of some other weather words they could use if they were going to write a book with a pattern similar to Mr. Martin's. They may suggest snow, wind began to blow, storm, etc. As a group, select the weather word the class wishes to use. Then write the first sentence of the book, as in the original book substituting the weather word chosen by the class, on a 9" x 12" piece of construction paper. On another sheet of construction paper write the next sentence as in the original book substituting appropriate words as the class suggests. Continue in this manner until the book is completed and/or there will be enough pages for each child to have one to illustrate. Read through the prepared pages, then begin with page one, re-read the page and ask for someone to volunteer to illustrate it. Continue until each child has a page to illustrate. When the class has completed their illustrations, choose a title

for the book, design a cover and bind the book with brads. Read the book and show the illustrations.

Evaluation: Demonstrated ability to follow the pattern as set in Bill Martin's book. Observed enjoyment of the process and end product.

King of the Mountain

Bill Martin, Jr.

N. Y.; Holt, Rinehart & Winston, 1970

Activity 47 W

To provide an experience for studying shadows.

Objectives: (LA) 9, 13, 18; (A) 2, 4, 10; (PE) 8, 9,
(S) 30, 31, 32

Hang a sheet with a bright light behind it, or use a movie screen and a film strip projector. Experiment with making shadows and silhouettes on the screen or sheet. Ask the students to predict what would happen if they stood behind the light source, or in front of the sheet, or behind the screen. Ask children to move between the light source and the screen or sheet, to move behind the screen or in front of the sheet, and to move behind (in back of) the light source. What happens? When do they make a shadow or silhouette, and when don't they? Why? Use props to make funny scenes. Hats from the dress-up corner work well for this. Can three or four students plan and set-up a scene that tells a story? Discuss what they did. How they moved/posed.

After exploring with the light and the silhouettes they can make, ask the children to imagine in their minds the way a silhouette might look. Give each child a piece of white construction paper and make available crayons, watercolors, tempera, scrap pieces of colored construction paper, and markers. Let the students think about the choice of color and medium which would

be best for drawing the silhouette they saw in their mind. Create the silhouette on the paper, and tell about it.

If possible, look at some silhouette type pictures and drawings before beginning the art portion of the activity.

Evaluation: Appropriateness of the medium chosen for the art work. Evidence of understanding the importance of the light source's location in creating a silhouette on the sheet or screen.

Activity 48 W

To improve gross motor skills.

Objectives: (M) 1, 13, 17, 18; (PE) 1, 5, 7, 8, 9;

(A) 8

On a sunny winter day when there is plenty of snow on the ground set-up the following obstacle course for some outdoor winter fun. Choose a safe place away from traffic. Number and post visual clues for the following stations, or ask for parent volunteers to assist the children.

Station 1 - Slide down a small slope on a saucer sled.

Station 2 - Make a snow angel by lying down in the snow and moving the arms up and down to make wings.

Station 3 - Hop on one foot to Station IV.

Station 4 - Make a snowball and throw it at a basket, bucket, or cardboard box.

Station 5 - Walk around a prepared figure eight path in the snow.

Station 6 - Everyone joins together to build one snowman.

Station 7 - Return to the room, take off boots, coats, mittens, etc.; and prepare hot chocolate with the children helping with measuring and mixing. Everyone enjoy the product.

Sing some snowy day songs such as:

"The North Wind Doth Blow"

"Fun In the Snow"

"Making a Snow Man"

Evaluation: Successful completion of the obstacle course. Enjoyment in the activity.

The three songs may be found in

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 49 W

To create an awareness of the work of the post office.

Objectives: (LA) 15; (SS) 7, 13, 22

Ask the children to tell what they believe happens to a valentine they mail from a mailbox. Who handles it?

Where does it go? Who are the community helpers we rely on to handle the mail? What other items do they carry and deliver besides valentines? List these.

Use the poster provided by "Let's Find Out" to trace the path of a valentine. Ask the students to decide what would happen if Kate wanted to mail a valentine back to Billy? Take a field trip to your local post office. After the trip write an experience story.

Evaluation: Awareness of the job of the post office and postal workers demonstrated by discussion.

"What Happened to the Valentine Billy Mailed to Kate?"

"Scholastic Let's Find Out"

Feb. 1983 Vol. 17 No. 5

Learning Game 2

N. Y.; Scholastic Inc., 1983

Activity 50 W

To create a valentine and to reinforce the concept of hibernation.

Objectives: (A) 2, 4, 8, 9, 10; (SS) 1, 5; (S) 1, 3,
14, 32

Ask the class to pretend they have valentines to give to a turtle, a hummingbird, and a bear. Where would they send the valentines? Where are each of these animals in the early part of February? Ask each child to use paper; items from a scrap box of yarn, fabric trims, and buttons; glitter; scissors; crayons and glue to create valentines for a turtle, hummingbird and bear. Each child should dictate a special sentiment for the teacher to write on the card. Make a bulletin board depicting the three animals in their winter home, and display the cards by the appropriate recipient.

Read The Valentine Bears by Eve Bunting.

Evaluation: Demonstrated awareness of the winter homes of the animals mentioned through discussion. Enjoyment of preparing a special valentine for one animal as observed by the teacher.

The Valentine Bears

Eve Bunting

N. Y.; Clarion Books, 1983

Extension: Enjoy singing some valentine songs: "Love

Somebody," "My Valentine," "A Jolly Party," and
"Valentine Song."

"Love Somebody"

Making Music Your Own: Kdg.

Mary Tinnin Jaye

Morristown, N. J.; Silver Burdett, 1971

"My Valentine" and "A Jolly Party"

Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman

Boston; Ginn & Co., 1965

"Valentine Song"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 51 W

To provide an opportunity to discuss feelings.

Objectives: (SS) 1, 4, 5

On Valentine's Day tell the following story to the class:

"I know someone named Gus. He is a terrible grump. No one is Gus' friend. He never has anyone to play with. Some people are even afraid of him."

Ask the children to guess why Gus is such a grump. What could they do to change Gus so he would not be a grump? The children may be able to tell about people they know or experiences they have had when someone they know, who is usually not grumpy, has been grumpy. Ask the children to tell about a time when they felt grumpy. Who helped them to feel happy? Have they ever really helped someone to not feel grumpy anymore? When? Who? How did they make the person feel better? After the discussion read Valentine's Day Grump by Rose Greydanus. Leave the book out for the children to look at again, and for those who are reading to re-read.

Give each child a self adhesive Valentine heart. The children should be instructed to notice someone that day who looks unhappy or grumpy. They should give their sticker to that person and say, "Happy Valentine's

Day." They should report back to the class the reaction they received from the recipient of the sticker. While most will get positive reactions, some may experience a negative response. Discuss the positive and negative responses, and try to decide why some people did not act happy after receiving the sticker. If a child received a negative response to their act of kindness, do they feel it was a silly thing to do in the first place; or do they feel that they might get a positive response if they tried again with another person. If the day is not over, these children could be given another sticker. The children should be encouraged to feel that their failure to make someone feel better is not defeating, and that they should try again to share and give happiness.

Evaluation: Observed evidence of a desire to take a caring attitude for others, and to not be defeated when the outcome of an act of kindness is not well received.

Valentine's Day Grump

Rose Greydanus

Mahwah, N. J.; Troll Associates, 1981

Activity 52 W

To gain information about and to celebrate the Chinese New Year.

Objectives: (M) 12; (SS) 2, 3, 4, 21; (A) 8

(Chinese New Year comes between January 21 and February 19.)

Name the months of the year and note the year. Refer to New Year's day on our calendar. Discuss the new year as a beginning. List things people might want to do to start a new year in a good way. Locate the dates of the Jewish New Year and the Chinese New Year on a calendar. Does every calendar begin the new year on January first?

Note that the Chinese years are named for animals. Show the class a chart illustrating the sequence of the animals. One source is provided below. Explain that each year a different animal is the symbol of that year, and that twelve animals are in the cycle. Find on the chart the symbol for the current year and that for the coming year. Using watercolors draw a picture of the symbol for the Chinese New Year. Write the numeral for the year on our calendar and the name of the Chinese symbol on the picture. Local newspapers often carry articles about Chinese New Year celebrations in the Chinese communities throughout the United States. If a large Chinese population lives in your city some local

activities may be available as a field trip. A trip to a local Chinese restaurant could also be planned, or cook some Chinese food at school.

Read The Chinese New Year by Hou-tien Cheng or Moy, Moy by Leo Politi.

Evaluation: Observed enjoyment of the activities.

Demonstrated awareness of the different ways of celebrating a new year in discussion.

Source for Chinese calendar: "New Monthly Activity Units" for Kindergarten. Elizabethtown, Pennsylvania; The Continental Press, Inc., 1971

The Chinese New Year

Hou-tien Cheng

N. Y.; Holt, Rinehart & Winston, 1976

Moy Moy

Leo Politi

N. Y.; Charles Scribner's Sons, 1960

Extension: Make a dragon mask out of a large brown grocery bag. Use paints, crepe paper, and construction paper to create a "fearsome" face. One child wears the mask and two or three children follow him/her covered by a sheet or blanket to make a parade dragon. Several "dragons" could parade through the school followed by drummers and other musicians playing triangles, cymbals and bells. Also sing "After School"

a Chinese folk melody in The Magic of Music, Book One.
Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman
Boston; Ginn & Co., 1965

Chinese rhymes may be found in
Chinese Mother Goose Rhymes

Edited by Robert Wyndham

N. Y.; The World Publ. Co., 1968

the pictures and design a poster to create interest in saving that particular species. One caption such as, "Help Save This Animal" could be used for all the posters on a bulletin board with other pictures of endangered species.

Evaluation: Posters should show one animal that each child has an interest in. Evidence of each child being satisfied with his/her final product.

Activity 54 W

To develop an awareness of the impact of human's on wild animals. To differentiate between "endangered" and "extinct."

Objectives: (SS) 12; (S) 1, 14, 15, 18, 20, 32

Locate the homes of the endangered animals drawn on the posters made in the preceding activity. Use a large world map and mark with thumb tacks the natural homelands of these birds and animals.

Ask the class to tell you how they might learn more about these animals as many of them live in countries far away. List the ways the class names.

Discuss and compare the words "endangered" and "extinct."

Compare pictures of such animals as the panda and a dinosaur and ask which is endangered and which is extinct. Predict where some extinct animals might live today if they had not become extinct. Guess why they may have become extinct. Why do we have endangered species today? Make suggestions as to ways we may keep some endangered animals from becoming extinct. List these responses. Ask the class to predict why we may or may not be able to preserve some of the endangered species.

Read Farewell to Shady Glade by Bill Peet. Does this book tell why some animals may become extinct? What can be done to eliminate this problem?

Evaluation: Demonstrated ability to differentiate between endangered and extinct in discussion. Evidence of awareness of modern man's impact on the lives of wildlife through discussion.

Farewell to Shady Glade

Bill Peet

Boston; Houghton Mifflin, 1966

Activity 55 W

To provide an introduction to an American symbol, the bald eagle.

Objectives: (SS) 19; (S) 14, 15, 32

Look at pictures of the bald eagle in publications such as: "National Wildlife" December-January 1982

"Missouri Conservationist" - March 1982

Materials are also available from the Squaw Creek National Bird Refuge, Mound City, Missouri 64470 concerning the Eagle Day observed there each year. Discuss the bald eagle as an endangered species and as our national bird. Questions could be:

Is the bald eagle really bald? Note also that the white feathers do not appear until the bird has reached adulthood. Where can we find pictures of the bald eagle? Check coins and paper money as well as Presidential seals. Note also the symbol for the 1984 Summer Olympic Games in Los Angeles. Why do you think the people of long ago selected the bald eagle as our national bird? Do you think they made a good choice? Why or why not?

If you could select our national bird would you pick the bald eagle? If not, what bird would you select? Why? Is it a good choice for a bird to represent our nation?

Evaluation: Discussion should indicate a recognition

of the bald eagle as a symbol of our country and a species that many people hope to preserve.

Extension: Research to learn the names of the birds which are symbols of your state and those near your state. Decide if the state birds are good choices for the states they represent. Why or why not?

"National Wildlife" December-January, 1982

"Missouri Conservationist" January, 1982

Activity 56 W

To become familiar with coins. To gain information about Abraham Lincoln.

Objectives: (M) 16; (SS) 1, 19; (A) 2, 4, 8, 9

Select from a group of assorted coins enough pennies for each child in the group to have one. Examine the pennies by discussing their size, color and designs.

Ask the student to tell how much a penny is worth.

Whose picture is on the penny? Why is his picture there, why is he important to our country?

Make stick puppets by gluing pennies (with Lincoln's profile showing) to popsicle sticks at one end of the stick. Glue stove pipe hats cut from black construction paper to the tops of the pennies. Tie brown or black pieces of yarn in bows below the pennies. Secure the yarn with tape.

Sing songs and recite poems about Lincoln using the puppets.

Songs: "Old Abe Lincoln" - The All-Year-Long Songbook

Poems: "To Meet Mr. Lincoln" by Eve Merriam

"Lincoln Monument: Washington" by Langston Hughes

Both poems in - More Poetry for Holidays

Nancy Larrick

N. Y.; Scholastic Book Services

Song -

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services,

1980

Evaluation: Observed evidence of gained information about Abraham Lincoln through discussion. Enjoyment of making the puppet and using it with the songs and poems indicated through observation.

Activity 57 W

To create Abraham Lincoln's log cabin.

Objectives: (SS) 1, 4, 19; (A) 2, 10

After discussing Abraham Lincoln make a folded paper log cabin. Fold a 12" x 18" sheet of light brown paper so the dimensions are 9" x 12". When completed the inside of the fold will be the interior of the cabin and the outside of the folded paper will be the exterior. After folding the paper, on the folded edge, cut off the two corners to form a slanted roof line. With crayon draw the front and back of the cabin, by drawing lines for logs and add windows and a door to the front. On the back of the cabin draw a chimney from the base of the cabin to the fold line. Cut the door "open" on one side and across its top, then crease on the uncut side. Open the folded cabin and continue decorating the inside as Lincoln's cabin might have looked. Draw the fireplace in the location chosen for the chimney on the outside back of the cabin. Use a piece of construction paper in an appropriate color to extend the chimney, on the outside, above the roof line.

When the project is completed the child will have a log cabin which will open to reveal the interior. The door will open also to reveal a portion of the interior.

Evaluation: Observed enjoyment of the activity and awareness of the limited space and lack of luxuries

found in the homes of early American settlers demonstrated in discussion and art.

Extension: Read If You Grew Up with Abraham Lincoln
by Ann McGovern.

If You Grew Up with Abraham Lincoln

Ann McGovern

N. Y.; Four Winds Press, 1966

Activity 58 W

To provide practice in copying and repeating a visual pattern.

Objectives: (LA) 3, 13; (M) 15, 17; (SS) 1

Each student will fold a 12" x 18" piece of newsprint so the folded piece measures 6" x 18". Fold again to the dimensions 3" x 18". Open the folded paper and trace along the crease lines with black crayon. This will make four lines on the paper. On the top line each student will write his/her name.

The teacher will then demonstrate by drawing on the second line a repeating pattern of two red hearts followed by three purple hearts. Continue the pattern to the end of the second line. On the third line the pattern could be two tall black stovepipe hats followed by a brown hatchet. After beginning the pattern the teacher will ask the class to copy the pattern and continue it to the end of the line. On the fourth line draw a log cabin and a cherry tree. Tell the children to copy and repeat the pattern. Identify basic geometric shapes used to make the pictures. When the patterns are completed ask the children to guess why you have chosen these particular symbols for this activity. Review what may have been previously discussed about Valentine's Day, George Washington, and Abraham Lindoln. Ask the children to turn their

papers over, and on one line create another repeating pattern with other symbols appropriate for February. Present words such as hat, cat, bat; fine, line, mine; etc. and note patterns.

Evaluation: Demonstrated ability to identify and draw basic shapes and repeat the patterns appropriately, and the ability to create a repeating pattern. Ability to recognize patterns in the words presented as demonstrated in the discussion.

Activity 59 W

To gain concrete experiences with coins, and to recognize these and the presidents who appear on them.

Objectives: (M) 16, 17; (SS) 19; (A) 2, 4, 10

Provide for the students several sets of real coins. Each set should include a penny, a nickel, a dime, a quarter, and a half dollar. Ask the students to select the coin worth one cent. They should identify it by name and be able to locate it within the set of coins. Continue with each coin until all have been identified. Remove all the coins except the penny and the quarter. Ask the students to identify the men whose pictures are on these two coins.

Prepare profile cut-outs, from cardboard, of Abraham Lincoln and George Washington. One set of the two profiles for every four children is sufficient. The Lincoln profile should be approximately 5 inches tall and 4 inches wide. The profile of Washington should be about 6 inches tall and 4 1/2 inches wide. Draw the profile freehand or use an opaque projector to project the image for copying. The cardboard used in dress and shirt boxes is the proper thickness. Give each child a circle, 10 inches in diameter, which has been drawn on white paper; and a 6 inch circle drawn on brown wrapping paper. Center the profile cut-out of George Washington

under the white paper circle and rub (pulling or pushing in one direction) across the paper with a black or gray crayon. Use the side of a crayon which has had the paper covering removed. This will produce a relief crayon rubbing of the profile. Repeat the procedure with the brown circle, the Lincoln profile, and a brown crayon. Cut out each circle, write 25¢ on the white circle and 1¢ on the brown circle. Ask the children to name the coins they have made. Paste both coins to a 12" x 18" piece of dark blue construction paper. A red scalloped construction paper border could also be added.

Extension: Using a dark crayon and sheets of newsprint, try "rubbing" various surfaces and objects in the classroom and outdoors. Suggestions are: cement surfaces, tree bark, lids, tiled floors or walls, feathers, and leaves. Discuss which objects showed the most texture when rubbed. The students may wish to create a composition by grouping several rubbings on one paper.

Evaluation: Demonstrated recognition of the two coins and the two famous Americans. Observed enjoyment of making the coins, and the evidence of interest in making other rubbings.

Sing the songs "George Washington," "My Hat, It Has Three Corners" and "Old Abe Lincoln."

Songs found in

The All-Year-Long Songbook

Roslyn Rubin and Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 60 W

To gain and improve the awareness of our national anthem's importance.

Objectives: (LA) 10, 11, 14, 18; (SS) 4, 5, 19;
(A) 1, 2, 3, 5, 8, 9

Listen to selections about the American flag on the recording "You're a Grand Old Flag: Patriotic Music for Every Child." Identify and listen to or play on the piano "The Star-Spangled Banner." Listen to a recording of, or play on the piano the national anthems of France and England.

Ask the children to name places they have been when they heard our national anthem. What did they do? What did the people around them do? What is a national anthem? Do all people from all nations stand when their anthem is played?

Listen to the words of "The Star-Spangled Banner" and ask the children to make a guess about the meanings of the song. Do they have any ideas about when or where the song may have been written?

Read The Star Spangled Banner by Peter Spier. Discuss ways Mr. Spier has communicated Francis Scott Key's words through pictures. Ask what means both men have used for communicating an idea. What does the class feel both men are saying? Try for a generalization. Look again at the book and ask the children to sing the

song as they look at the pictures.

Evaluation: Development of understanding of meanings and emotions conveyed by music and art demonstrated in discussion. Evidence of sense of respect for nation and flag seen through discussion and observation. Observed ability to sing the song.

The Star-Spangled Banner

Peter Spier

Garden City, N. Y.; Doubleday & Co., 1973

Extension: Enjoy and sing along with the patriotic songs on the album "You're a Grand Old Flag: Patriotic Music for Every Child."

"Your're a Grand Old Flag: Patriotic Songs for Every Child"

Tinkerbelle Records

Newark, N. J.; (n. d.)

Activity 61 W

To create an art project with patriotic symbols.

Objectives: (SS) 1, 19; (A) 2, 4, 5, 10

On George Washington's Birthday look at the various pictures of George Washington in the magazine "Smithsonian" February, 1982. List the media used to show likenesses of Washington. Why are there no photographs of Washington? Where might we find other pictures of George Washington? Must we go to a museum to find them? Why has his picture been used on coins and paper money? Are there other things created or named for this famous American? List these.

Look at pictures of the Washington Monument in Washington, D. C.. Travel agency brochures of the nation's capitol are often good sources for pictures of this monument and others which may be studied. Several books with pictures of the monument are listed below. After looking at the pictures, give each child an 8" x 2" piece of newspaper. The print gives a masonry appearance when the picture to be made is viewed from a distance. Cut off the corners on one end of the newspaper strip to resemble the monument's shape. Each child should also cut out eight to ten 1 to 1 1/2 inch circles from green construction paper. Prepare for the students 1 1/2" x 4" pieces of light blue construction paper (one per child). Give each student

a 12" x 18" sheet of dark blue paper and instruct them to paste the monument in the center of the paper. At the bottom center the light blue strip vertically with one edge against the bottom edge of the dark blue paper. The light blue represents the reflection pool adjacent to the Lincoln Memorial. Along the sides of the light blue paper paste the circles for the trees bordering the pool. Around the Washington Monument draw a circle of flag poles. On each pole draw a small United States flag. A reflection of the Lincoln Memorial may be drawn in the "water" of the reflecting pool. A border of white stars may be added to the dark blue paper.

Evaluation: Observed enjoyment of the activity and evidence of pride in the finished product.

This Is Washington, D. C.

M. Sasek

N. Y.; Macmillan Co., 1969

District of Columbia in Words and Pictures

Dennis B. Fradin

Chicago; Children's Press, 1981

Activity 62 W

To prepare an early American recipe.

Objectives: (M) 13, 17; (SS) 19; (S) 28, 29, 32, 33;

(A) 1, 6, 7, 19

Read Yankee Doodle with illustrations by Ed Emberley and notes by Barbara Emberly. Included in this book is the recipe for hasty pudding. At the end of the book is the music for the song "Yankee Doodle." After reading the book discuss the meanings of some of the words in the song. Ask if any children have eaten hasty pudding. Ask the children to make a guess about what hasty pudding might be like. Follow the recipe in the book and make the hasty pudding. As you make the pudding, compare the measuring cups and spoons noting the markings and the amounts. Discuss the color, smell and texture of the corn meal, salt, butter, and maple sugar; but, do not name the ingredients. Ask the children to guess what each ingredient is and to tell what it has been made from, or has it always been as it is. After preparing the pudding, serve it to the class and ask the children to comment on the taste and texture. Do they like or dislike it? Is it similar to some other food they have eaten? The colonial child may have thought of this dish as a special treat, do the children in the class think it is a treat?

Write an experience story about making and eating the

hasty pudding.

Evaluation: Demonstrated ability to describe the ingredients and the finished product by using the senses to examine them. Recognition of the differences in the measuring tools and their importance in preparing the food. Ability to relate the experience in proper sequence in the experience story, and the use of words to describe the textures, smells, tastes, and appearance of the ingredients and finished product.

Yankee Doodle

Ed Emberly, illustrator

Barbara Emberly, notes

Englewood Cliffs, N. J.; Prentice-Hall Inc., 1965

Also read:

Steven Kellogg's Yankee Doodle

Edward Bangs

N. Y.; Parent's Magazine Press, 1976.

Activity 63 W

To make a comparison of and to gain an understanding of the symbols used on flags.

Objectives: (SS) 1, 6, 19; (A) 1, 2, 4, 10, 11

Look at the various flags in the book Yankee Doodle read in the preceding activity. Locate and compare these flags to those illustrated in encyclopedias and booklets such as, "How to Respect and Display Our Flag" and "Our Flag" published by the United States Marine Corps. Also look at the flags of the states in "Our Flag." Discuss the importance of the symbols on each flag. Ask the children to guess why certain symbols have been used on the flags. For example: Why does the Oklahoma flag have Indian symbols; Why does the state of Washington have a picture of George Washington as a symbol?

Discuss what symbols might be appropriate for a flag for your class. Make a list of the suggestions. Select three or four by asking why each suggestion is symbolic of the class. The children should come to an agreement on the three or four final selections. Ask each child to design a flag using one or more of the four symbols selected. This may be done on newsprint with crayon. Display each flag designed and by secret ballot (the children may whisper their vote to the teacher) decide upon the best design.

Use unbleached muslin or an all cotton fabric and fabric crayons to create the flag for the class. A small group may do this, or the teacher may elect to do this.

Evaluation: Observed evidence that the class understands the significance of symbols used on flags through discussion. Ability to name symbols for their class and illustrate these. Understanding that they should vote for the best and that not all can be selected by actually voting. Observed pride in their class flag.

"How to Respect and Display Our Flag"

U. S. Marine Corps

U. S. Government Printing Office, 1965

"Our Flag"

Office of the Armed Services Information and Education
Department of Defense, 1966

The copies I have were obtained from local V. F. W. Posts and the Women's Auxillaries.

Activity 64 W

To provide experiences with addition equations with a sum of 10.

Objectives: (M) 1, 6, 7, 8, 9; (A) 1, 4

Using the suggestions for using the book at the beginning of Anno's Counting House look at and discuss the illustrations. Read the book forward and backward, and write addition equations to match the story.

After reading the book, each student will make their own counting book. The book's title will be (Name's) Counting Tree. On each page draw identical trees. On page one 10 apples, oranges, or cherries should appear on the tree. Beside the tree each child should write the addition equation " $10 + 0 = 10$." On page two, 9 apples, oranges, or cherries should be on the tree with 1 apple, orange or cherry on the ground. The equation on the page should be " $9 + 1 = 10$." Page three will have 8 apples, oranges, or cherries on the tree and 2 on the ground with the equation " $8 + 2 = 10$." Continue with the following equations:

$$7 + 3 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

$$4 + 6 = 10$$

$$3 + 7 = 10$$

$$2 + 8 = 10$$

$$1 + 9 = 10$$

$$10 + 0 = 10$$

The last tree should have 10 apples, oranges, or bananas on the ground with none left on the tree. To add some variety to the pictures one additional object may be

added to each page. These objects might be; page one, a bird; page two a butterfly; page three, a caterpillar; page four, a flower; page five; a wagon; etc.

Make a cover for the book with the tree and the title. Bind the books with staples.

Evaluation: Equations written correctly and the pictures accurately illustrate equations.

Anno's Counting House

Mitsumasa Anno

New York; Philomel Books; 1982

Note: If the activity is done near George Washington's birthday, cherry trees may be made as a part of that study.

Activity 65 W

To elaborate upon the story and build mental images which will be transferred to drawings.

Objectives: (LA) 9; (SS) 12, 14, 16, 19, 23; (A) 2, 4

After reading Imagination Greene by Edward Ormondroyd, discuss what Georgie wished for. What are those things called today? In early times did those things seem possible to people like Georgie's family or were they "magic." If someone from Georgie's time came to your house what other things would seem magical to him? Be an inventor and try to imagine something that does not exist today which might exist in the future. What you think about does not have to seem real, it may seem like magic just as the things Georgie imagined. Perhaps you can think of something that will help many people, something to stop pollution, something to help people travel safely, or a new way of communicating that is better than the telephone. Draw a picture of your magical machine or idea. Remember nothing is too silly or impossible; however, it must be something we do not already have. After the students have completed their drawings ask them to tell the name of their idea and tell something about it. Record their responses on their pictures. Display the pictures on a bulletin board.

Evaluation: Observed evidence of letting imagination

take over and not being restricted by "what is real" in discussion. Ability to tell about the idea and enjoyment of the process when describing the inventions and drawing those.

Imagination Greene

Edward Ormondroyd

Berkeley, California; Parnassus Press, 1973

Activity 66 W

To make a comparison of life today to that of earlier times in America.

Objectives: (SS) 4, 18, 19, 23; (S) 10, 32

Read The Olden Days by Joe Mathieu. List things they had that we do not use today. List some things we use each day that they did not have. Suppose you were suddenly living back in that time. What would you like? What would you not like? What problems might you have? What problems do we have in our modern world that are similar to the problems of the past? List some problems we have today that did not exist in the past. Which time do you feel is better - then or now? Tell why you believe this to be true. List the reasons for preferring one era over the other. Count to see which list has the most entries.

Evaluation: Demonstrated ability to verbalize reasons for thinking one era was better than the other evidencing an awareness of the differences.

The Olden Days

Joe Mathieu

N. Y.; Random House, 1979

Activity 67 W

To make a comparison of a school of the 1800's and the schools today. To provide an opportunity to examine a painting by an American artist.

Objectives: (LA) 19; (SS) 4, 12, 18, 19; (A) 1, 2, 16

Examine the Winslow Homer painting "The Country School." Ask the children to identify the subjects of the painting, and to determine if it is of modern times or from long ago. Each child should defend his/her response by referring to clues in the painting.

The class should list the objects in the picture which are the same as in their classroom. List those things in the painting which are not in your classroom.

You may also wish to look at "Snap the Whip" another painting by Winslow Homer which depicts school days in early America.

After examining both paintings ask the class to tell what they might have liked about going to school in the time of these paintings. What things would they miss or what would they not have liked?

Use your lists and the ideas shared to write a poem or story comparing school today to the country school of yesterday.

Evaluation: Ability to compare a school of today with one of an earlier time demonstrated in listing and discussion. Appreciation of the many materials available

to children in those schools observed in discussion.

"The Country School" and "Snap the Whip"

The Life and Work of Winslow Homer

Gordon Hendricks

N. Y.; Harry N. Abrams, Inc., 1979

Activity 68 W

To develop an awareness of our responsibilities in improving our environment.

Objectives: (LA) 5, 6, 8, 9, 18, 21; (S) 9, 10, 20, 31, 32 (SS) 4, 14; (A) 1, 3, 4, 14

Read Amy's Dinosaur by Syd Hoff. Depending upon the abilities of your group, this book may be read by the students or by the teacher to the class.

After reading the story ask the students to identify the characters, setting and mood of the story. What parts of this story could be real and what parts are make-believe? What is the problem faced by the people and the dinosaur in the story? Who solves the problem and how do they do it? Do we really have these kinds of problems today? Did the real dinosaurs have these problems? Why or why not? If these problems truly exist in our world what are some ways we can solve them? List the responses. Which ideas are ideas that each of us can do? Will they really help the situation? Is it really up to each of us "to keep the earth clean"? Ask each child to use the ideas listed and shared and make a poster showing a way we can help keep our world clean.

Evaluation: Demonstrated through discussion an awareness of problems in our world which we each can help solve.

Amy's Dinosaur

Syd Hoff

N. Y.; Simon & Schuster, 1974

Activity 69 W

To increase awareness of how adjectives and adverbs are used to describe things and actions. To provide an opportunity for naming synonyms.

Objectives: (LA) 2, 3, 4, 6, 9, 12, 13, 24

Before reading Dinosaur in Trouble present the vocabulary list on flash cards. Read the book in reading group using the cards to construct the sentences from the book and to make new sentences. Use cards with punctuation marks to complete each sentence. To increase awareness of the punctuation marks, ask the students to hold up their right hand when they come to a period; hold up both hands when they reach an exclamation point; and shrug their shoulders for question marks. This should be done when constructing sentences with the word cards not when reading from the book.

After reading the story, sort the word cards into three groups; nouns, verbs, and other words. Display the nouns and ask the students to list some words to describe each noun. Next display the verbs and ask the students to name some words which would describe the action. Use the noun list to generate another list, this time ask for words that mean the same thing. Use the three lists and re-write the story in correct sequence. Substitute the synonyms and add the adjectives and adverbs.

The students may then illustrate portions of the new story.

Evaluation: Ability to use adjectives and adverbs demonstrated by naming describing words.

Ability to name synonyms for the nouns demonstrated by listing.

Dinosaur in Trouble

Sharon Gordon

Mahwah, N. J.; Troll Associates, 1980

Activity 70 W

To gain information about dinosaurs concerning their appearances and characteristics.

Objectives: (LA) 4, 5, 6, 7, 9, 15; (A) 1, 4, 8;

(S) 18, 19, 20

After reading Now I Know More About Dinosaurs by David Cutts, discuss and name the dinosaurs shown in that story.

Take a trip to a nearby museum to observe the exhibits of the dinosaurs and ancient man.

When the class has returned to the classroom, ask them to list the things they saw, the new information they gained, and the things they would like to learn more about. Review the book by looking again at the pictures and discussing the habits of the dinosaurs.

Using tempera paint and large sheets of paper (butcher paper or brown wrapping paper which may be purchased in rolls works well), paint a mural of the dinosaurs seen in the story or at the museum.

Extension: Learn and sing "Dinosaur."

Evaluation: Awareness of the different types of dinosaurs which existed demonstrated in discussion and by the variety drawn in the art work.

Now I Know More About Dinosaurs

David Cutts

Mahwah, N. J.; Troll Associates, 1982

"Dinosaur"

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman

Boston; Ginn & Co., 1965

Activity 71 W

To gain knowledge of what fossils are and how they were made.

Objectives: (LA) 9, 10; (A) 2, 4, 10, 14; (S) 8, 15, 18, 19, 20

After reading the following three books and looking at and discussing the fourth, ask the class to tell how the books were alike; how they were different; and which was their favorite and why. Examine the different methods of illustrating the books and ask which one gives the best "real" information through pictures.

Dinosaurs illustrated by Dot & Sy Barlowe

My Visit to the Dinosaurs by Alike

Dinosaurs by Kathryn Jackson

They Lived With the Dinosaurs by Russell Freedman

Examine some real fossils if possible and discuss their appearances. Using "Ovencraft Clay," available through several educational supply catalogues, and objects from the outdoors make some fossils. Objects to use might be: pine cones, pine needles, leaves, shells, coral, nuts, seeds, and feathers.

Give each child a ball of clay about golf ball size and instruct them to "wake up" the clay by pressing, kneading and rolling it. This will remove air bubbles.

The students should then make a ball and press it flat on several thicknesses of paper towels. Each child should select one object to use to make an impression in his/her clay piece. If the markings do not turn-out as desired, the child should press the clay back into a ball and begin again. This clay will bake to a pottery hardness when baked in a conventional oven at 350° for one hour. It must be thoroughly dried before baking however. After baking the fossils compare the baked clay to the wet clay and to some that has air dried but has not been baked. Discuss the changes that have taken place. Compare the "Oven-craft Clay" to modelling clay. How is it alike and how is it different? Why was the clay which could be baked a better choice for the project?

Evaluation: Ability to compare the three books demonstrated in discussion. Ability to compare the "Oven-craft" clay before and after baking and to compare it to modelling clay demonstrated in discussion. Enjoyment of the activity and pride in the finished "fossil" shown during the activity and when seeing final product.

Dinosaurs

Dot & Sy Barlowe

N. Y.; Random House, 1977

My Visit to the Dinosaurs

Aliki

N. Y.; Thomas Y. Crowell Co., 1969

Dinosaurs

Kathryn Jackson

National Geographic Society, 1972

They Lived with the Dinosaurs

Russell Freedman

N. Y.; Holiday House, 1980

Activity 72 W

To provide written activities which improve skills of visual perception, fine motor control, sequencing and listening. To reinforce gained information concerning dinosaurs.

Objectives: (LA) 5, 9, 25; (S) 18, 19

As accompaniment to the activities about dinosaurs use Frank Schaeffer's Dinosaurs duplicating masters. These provide fine motor, perceptual, sequencing, handwriting and listening skills as well as reinforcing the learned concepts about dinosaurs.

Evaluation: Successful completion of the chosen dittoed material. Enjoyment of the activities as observed by the teacher.

Dinosaurs

Kathey Paredes

Palos Verdes Estates, Calif.; Frank Schaeffer
Publications, Inc., 1983

Activity 73 W

To provide an opportunity for creating new words for a familiar melody.

Objectives: (LA) 11, 13; (M) 14; (A) 2, 7, 8, 19, 20;
(S) 18

Review the information previously gained concerning the dinosaurs and their world. Discuss how they moved about, what the world was like at that time, and how the dinosaur looked.

Select a song which the class knows well, one which has a simple melody and rhythm. ("Little Redbird in the Tree" in Making Music Your Own Book: Kdg. works quite well.) Tell the children you would like them to help you write a song about a dinosaur. Listen first to the music you have selected asking the children to clap the rhythm for you. Ask them to count the beats. Next ask them to listen to the rhythm of the melody line, noting some long notes and some which are quick. Sing the song as they know it, and ask them to try to change the beginning words so they will work with a song about dinosaurs. Some words may be left as they are written. When a phrase has been completed sing that much to see how it sounds. If the class is satisfied continue with the next phrase. Note the location of rhyming words in the original song with the children so they may be prepared to select a phrase

which may be rhymed; but, give them the freedom to make mistakes. This may result in a few "dead-end" attempts, but a phrase which rhymes, makes sense, and has the correct beat will be found. Allow time for trial and error and re-thinking.

When finished sing the new song several times, and enjoy the old song as well. Copy the original words and the new words. Send these home with each child to share with the parents.

Evaluation: Observed awareness of beat and rhythm in music and words as demonstrated in participation.

Evidence of ability to find words that rhyme demonstrated in listing. Enjoyment of the new song observed when singing.

Making Music Your Own Book: Kdg.

Mary Tinnin Jaye

Morristown, N. J.; Silver Burdett, 1971

Activity 74 W

To provide an experience where the children will state a theory and test to prove the theory stated.

Objectives: (S) 28, 30, 31, 32, 33

Cut a paper towel into several strips. Using two water-color markers, make scribbled lines at one end of one paper strip. Put the strip in a glass and add enough water to just reach the scribbled lines. Leave the paper strip in the glass overnight. Ask the students to make predictions about what will happen. Record the responses. The next day, check the paper strip to discover what has happened. (The two colors will separate with one seeping higher on the strip.) Check the predictions made the day before, was anyone correct? After examining the strip ask the class to select two or three more colors to use in repeating the experiment. Again ask the class to make predictions about the experiment. This time asking them to guess which color will seep to the top of the paper. The following day check the strip and compare the results to the guesses made. Ask the students who had made correct predictions to explain why they made that prediction. Prepare several paper strips again to repeat the experiment. This time use several colors and methods to prove or disprove the theories of those who have made correct predictions. On the following day examine

the paper strips. Compare these strips to those done on previous days. Can a conclusion be made? Was anyone's theory correct again? Try to make one concluding statement about the experiment.

Evaluation: Interest in the activity and a willingness to guess and guess again if incorrect the first time demonstrated in discussion and when making predictions.

SPRING ACTIVITIES

March

April

May

Activity 1 S

To provide an introduction to instrument identification

Objectives: (A) 1, 2, 3, 5, 8, 15, 23

Select from the book Musical Instruments of the World those pictures of common symphonic instruments. Look at these with the class identifying them by name and instrument family.

After looking at the pictures of the instruments, listen to a recording of "Tubby the Tuba" by George Kleinsinger. As the children listen ask them to think about the instruments they are hearing by remembering what they looked like. Listen to the recording a second time, stopping the record periodically to identify by name and by picture the instruments heard.

Evaluation: Awareness of the variety of instruments and their sounds. A beginning ability to identify these instruments by name when shown a picture or when their sound is heard in isolation. Evidenced in discussion.

Musical Instruments of the World

Diagram Group

N. Y.; Paddington Press, 1976

"Tubby the Tuba" is available on

"Songs for Children About Music"

Disney Productions

Activity 2 S

To provide kinesthetic activities for musical rhythm.

Objectives: (M) 15; (A) 2, 3, 4, 5, 7, 19, 20;

(PE) 2, 8

Ask the students if they have seen a conductor conducting a large band, chorus or orchestra. If possible, prior to doing this activity, take a field trip to hear and watch a local symphony orchestra or high school chorus or band. Discuss the job of the conductor and the reasons for his/her arm, hand and head movements. Make a list of things the conductor "tells" the orchestra to do with his body.

Listen to any type music on a record or tape, telling the children to listen closely for loud and soft parts, parts which are faster or slower, and for the tempo or beat of the music. After listening as a class, decide what the beat might be. Do they hear a 1 - 2 - 3 count; 1 - 2; or is it 1 - 2 - 3 - 4? Using their right arms they may move their arm in a triangular pattern for a 1 - 2 - 3 count, a square for a 1 - 2 - 3 - 4 count, and in a vertical line (up and down) for the 1 - 2 count. Practice moving the right arm in these various patterns to appropriate music. When the children are comfortable with the movement of the right arm, try using the left arm raised high to indicate loud and lowered to indicate soft. Then play a new selection and allow the students

to "conduct" the orchestra. The teacher may want to begin with easy to follow waltzes or marches, and later try some more complicated rhythms.

Evaluation: Hearing and moving to the beat of the music. Hearing and responding to loud and soft sounds. Letting the whole body "feel" the music, and enjoying the experience. Seen through teacher observation.

Activity 3 S

To provide an opportunity to hear and see an orchestra.
Practice in graph making.

Objectives: (M) 1, 2, 3, 5, 17; (SS) 13; (A) 6, 18

Before attending a concert performed by an orchestra or band assign pairs of children or individuals the task of counting the number of specified instruments in the band or orchestra. For example, two children may be asked to count how many violins are in the orchestra; one child may need to count the number of clarinets; while two other children count the trombones. Besides reviewing the identification of instruments by sight and sound to assist them in the counting, the teacher may wish to give the children each a small picture of the instrument they are to count. It is also advisable for the teacher to make a count of all the instruments as a safeguard against someone forgetting how many or losing the number if they write it down.

After the concert, write the name of each instrument on graph paper which has also been prepared with numerals from one to a number as great as needed for making a bar graph of the instruments seen. Read each instrument name and ask the children responsible for counting that instrument to come forward and fill-in the bar graph to the appropriate number. When the graph is completed

ask questions about which instruments are most common, which are not so common in the orchestra. Why is there only one of some instruments and many of some other instrument. Guess which instruments may be loudest or most important by looking at the numbers illustrated by the graph.

Evaluation: Observed enjoyment of hearing the music.

Ability to count and record the number seen demonstrated by the completed graph.

Activity 4 S

Development of gross motor skills.

Objectives: (M) 1, 17, 18; (PE) 5, 7; (SS) 6, 14

Tell the class they will need to divide in half to form two lines. One line will be "A" the other line will be "B." Ask the students to think of some ways to divide the class into two groups with the same number of people in each group; perhaps, begin by counting all the children in the class. As the children suggest ways to divide the class in half, try the suggested ideas to determine if they will work. If none is successful, place the children in a circle. Instruct the children to stand if you touch their shoulder and say, "A" and to remain seated if you touch their shoulder and say, "B." Go around the circle alternating "A" and "B" calls. Those children who are standing should form a straight line. Those sitting should form another line facing the other group. A space of approximately four to five feet should be between the two lines; and a one foot space should be between each child in each line. Ask the children to count the number of people in each line and determine if the groups are equal.

Give the first child in line "A" a ten inch rubber ball asking him/her to bounce the ball to the first person in line "B." This person should then bounce the ball to the second person in line "A" who will bounce the

ball back to the second person in line "B." Continue down the lines until each child has had a turn; then, begin the procedure starting with the last child to get the ball. Encourage the children to try to get the ball to the other line with one bounce that goes neither too high or too low for the other person to catch easily. Try the same activity with the children sitting in the lines, and rolling the ball rather than bouncing it. Evaluation: Observed ability to bounce the ball toward the appropriate child without bouncing the ball too high or too low. Ability to follow the ball with the eyes and catch it.

Activity 5 S

To identify months of year and seasonal characteristics.

Objectives: (LA) 3, 5, 7, 9, 11; (M) 12, 17; (A) 1, 2,
3, 7, 8, 9; (F) 2; (S) 2, 4

Look at a calendar noting the names of the months. Ask the children to say the names of the months in order.

Read the poem "Chicken Soup with Rice." Write the name of each month and list the rhyming words in each verse.

Write the month's names again and re-read each verse.

Select one word in each verse that describes or relates to that month. For example, the word "ice" in January and the word "roses" in June.

Sing the song "Chicken Soup with Rice." Tell the children to think of other words which could be representative of each month. For example, "snow" for January and "swimming" for June. Select three or four months, and using the suggested words, re-write the verses.

Keep the final phrase "_____ chicken soup with rice" as Mr. Sendak has written it. When rhyming words are needed ask the class to brainstorm for as many as they can. If the class is successful with the three or four months that have been re-written, you may want to re-write the entire poem (song).

Ask the class to select one month and illustrate either Sendak's verse or the one composed by the class.

Sing the song again using the new verses.

As a class repeat the names of the months. Compare the English names to the French names of the months. Note similarities and differences. Ask the class to say the French names with you.

Evaluation: Ability to name particular attributes of each month. Courage to make suggestions when re-writing the poem. A flow of ideas and rhyming words. Interest in saying and learning the French words. Evidenced in discussion.

"Chicken Soup with Rice" poem and song

Maurice Sendak's Really Rosie

Maurice Sendak

N. Y.: Harper & Row, Publishers, 1975.

Activities 6 S

For awareness of the growth of plants in early spring.

Objectives: (A) 1, 2, 4, 10, 11, 14; (S) 11, 32

In late February or early March, read Cindy's Snowdrops by Doris Orgel. If bulbs were planted at school in the fall, as suggested in Activity #26 F, review the charts or pictures used in presenting that lesson. If bulbs were planted and they are sprouting, look at the sprouts and discuss what is taking place.

Using colored chalk on light blue construction paper, draw a picture of snowdrops as they appear in the book. Suggested chalk colors to use are: dark green, light green, brown, white and light blue. Using the side of a short (1 1/2 inch or less) piece of light green chalk, draw the grassy area. Encourage children to push or pull the chalk lightly across the paper and to avoid rubbing or using the chalk as one would a crayon. Use the brown to draw the base of the tree and its roots. Wrap a small piece of paper towel around the index finger, and rub the grass area gently to blend. Use a clean part of the towel to rub the tree trunk to smooth the chalk lines. Draw stems and leaves of the flowers with the end edge of the dark green chalk and highlight these with the light green. Create the blossoms and buds with white chalk and highlight sparingly with blue streaks on the edges of the blossoms.

Throughout this lesson a light touch is important while using the chalk.

Spray the completed picture with an art fixative or hair spray. If available, the art fixative is more desirable and will set the chalk more thoroughly, but hair spray will usually be adequate.

Evaluation: Success should be measured by the reaction of each child to his/her end product and the enjoyment of the process. The ability to control the chalk with a light touch should also be noted as evidence of good fine muscle control.

Cindy's Snowdrops

Doris Orgel

N.Y.: Alfred A. Knopf, 1966.

Activity 7 S

Awareness of the signs of spring. To provide an opportunity to write poetry.

Objectives: (LA) 3, 5, 7, 11, 25; (A) 2, 4, 7, 9;
(S) 1, 2, 3, 32, 33

In the very early spring take a walk near the school or in a local park. Before the walk tell the children to find signs of spring by listening, smelling and looking. Bring to class some signs of the coming season such as a pussy willow branch, a crocus in bloom, or a tree limb with large buds.

Discuss what has been seen, smelled, heard. List all these signs of spring. From the list select four to six that the class feels are most important. List words that rhyme with some of the words in the list. Tell the students that they are going to write a poem called "That's How I Know It Is Spring" by using their observations and the list of rhyming words. Ask them for a beginning line or provide them one to get going. Guide the class through the creation of the poem by reminding them of the things they observed and assisting with rhythm and rhyme.

After completing the poem, the students should write the first line on handwriting paper. This may be done by giving them a sample to copy. Next give each child a sheet of drawing paper the same size as the writing

paper and ask them to illustrate the line they have each written. Remind them to communicate what the line communicates in words with their drawing. Continue this procedure with each line of the poem. This should take place over a period of several days, perhaps one line and one drawing per day until the entire poem has been written and illustrated by each child. When the work is completed each child should have each line written on separate sheets of handwriting paper and an illustration for each line. Give each child two pieces of construction paper slightly larger than the handwriting paper. These will be used for a cover. On the front cover write the title of the poem and decorate the cover in any way each child chooses. Staple the cover and poem together with each line followed by the appropriate illustration.

Evaluation: Observed evidence of the awareness of the changing of the season and the signs of spring. Ability to select rhyming words. Enjoyment of the activity and pride in the end product indicated through verbalization by students.

Activity 8 S

To provide experience in following directions and make a special seasonal project.

Objectives: (LA) 6, 9; (M) 1, 13, 15, 17, 18;

(A) 2, 4, 7, 8, 10, 14; (S) 2, 5; (SS) 6

Discuss kites and kite flying asking questions such as:

"When do we fly kites? Why then?"

"What are some safety rules to remember when you fly a kite?"

"If we were going to make a kite, what would we need?" List these responses.

"How would we make the kite?" List the steps given.

"What design would you put on your kite to decorate it?" List responses. "Why?"

Read Let's Make a Kite by Jack Stokes. Check the steps and materials given in the book with the lists made by the class in discussion. What was omitted from the class list? Follow the instructions as given in the book and make a class kite. Take a class poll to select materials, colors and design. Before beginning ask the class to tell again, in order, the steps as given in the book. As the kite is being made discuss shapes and sizes seen. Use metric measurement as much as possible. After the kite is completed try flying it. Each child may wish to make a construction paper model

of the kite made by the class. Cut kite shapes from 12" x 18" construction paper and use strips of black or brown paper for the braces. Yarn may be used for the kites' tails. Stapling the braces and yarn to the pretend kite shape will work better than pasting or gluing.

Sing the song "Let's Go Fly a Kite" in The All-Year-Long Songbook. The children may enjoy listening to the music and pretending they are flying a kite; or, they may wish to pretend to be the kite as they move to the music.

Evaluation: Observed ability to list steps in sequence and to work co-operatively in making one class kite. Enjoyment of the process of making the kite, flying the kite, and singing and moving seen by teacher observation.

Let's Make a Kite

Jack Stokes

N. Y.: Henry Z. Walch, Inc., 1976.

"Let's Go Fly a Kite"

The All-Year-Long Songbook

Roslyn Rubin and Judy Wathen

N. Y.: Scholastic Book Services, 1980.

Activity 9 S

To provide an opportunity for composing music.

Objectives: (LA) 9; (A) 2, 5, 8, 9, 15, 17, 20, 21

As a group the children should list the words they hear often when Spring weather is talked about. What weather word is often used in March?

Read Follow the Wind by Alving Tresselt, and discuss the things the wind did in the book.

In the story the wind sings a little song and the words are included in the text, but the melody is not. Ask the children to say the rhyming song with you several times until they have picked-up the rhythm of the words. Ask them to sway or clap the rhythm as you continue saying the words. Can they think of a tune to add to the words? Try matching tones with melody bells or on the piano and write down the letter notation for the class. When the tune is completed, sing the song.

You will also enjoy singing: "Mister Wind" and "Who Has Seen the Wind." You may wish to discuss this last song as it was originally a poem.

Evaluation: Awareness of the effects of the wind.

Willingness to attempt the writing of a melody.

Enjoyment in the accomplishment.

Follow the Wind

Alvin Tresselt

N. Y.; Lothrop, Lee & Shepard, 1950

"Mister Wind" and "Who Has Seen the Wind"

The All-Year-Long Songbook

Roslyn Rubin & Judy Walthen

N.Y.; Scholastic Book Service, 1980

Activity 10 S

To increase knowledge of the directions of N. S. E. & W. and United States geography.

Objectives: (SS) 15, 21; (S) 2, 32

After studying the wind, have a balloon launch at school. Each child will need a helium filled balloon with a string. Attach to the string a postage paid card. The card should be printed with the return address of the school, the child's first name, and a note of thanks to the finder for returning the card by mail. Space and instructions for the finder of the balloon to write in the date the balloon was found and the location should also be included. If possible, as an incentive for the finder, you may want to provide a small prize for the cards returned. Those children whose cards are returned may also receive a certificate. As the cards are returned, mark the path the wind carried the balloons on a map.

Evaluation: Observed enjoyment of the activity. Awareness of the direction the winds blow and how far airborne objects may be carried as demonstrated in the map activities.

Activity 11 S

To provide a holiday symbol. To introduce seed germination.

Objectives: (SS) 1, 2; (S) 1, 8, 9, 11, 12, 30, 31, 32

The last week in February or the first week in March provide for each child an outline drawing of a shamrock. The drawing, when cut out, should fit into the bottom of an aluminum pie tin. Ask each child what the drawing is. Look ahead on the calendar to St.

Patrick's Day. Count the days until March 17th.

Determine what information the students may already possess concerning this celebration by asking questions about what they might wear on St. Patrick's Day, what they might see, and what people most often celebrate this special day. Locate Ireland on a globe or world map. Tell the children that they are going to make a special shamrock to celebrate St. Patrick's Day. Give each child the outline drawing and instructions to take it home and use it as a pattern for cutting one from an old towel or wash cloth. They are to bring the terry cloth shamrock and an aluminum pie tin back to school the following day.

At school, wet the terry cloth, place it in the pie tin, and sprinkle the cloth with Black Seeded Simpson lettuce seeds. This type seed germinates well and gives the desired effect although other lettuce seeds may be used.

Discuss what the seeds will need to grow. Good indirect light and a daily spraying of water is usually needed. The children should take the prepared project home with instructions to bring it back on St. Patrick's Day no matter what the condition of the seeds or plants. On St. Patrick's Day some children will bring back well sprouted lettuce plants, while others may have a dried-up pan of seeds, or a molded terry cloth. Examine each child's project and discuss what caused success or failure. For those who have been successful, if weather permits, they may be able to take their shamrock back home; and by loosening the soil in a spot in their yards, plant the shamrock (terry cloth included). By the end of the school year they may have lettuce for the table. Those who met with failure may rinse-out their terry pieces and replant their shamrock to take home for a second try. Review the things needed for the seeds to germinate and the plants to grow.

The teacher may wish at the beginning of the project to prepare three or four shamrocks to keep at school. One may be tended properly, another may be left in the hot sun or left unwatered, another might be placed in closet with no light, or one may be left floating in water each day. Predict what will happen with each. Check frequently to determine what is happening and guess why. This may help those who had failures to

see why their shamrock did not grow properly.

Evaluation: Success and failure are both positive outcomes with this project as plant growth and seed germination will be more easily understood.

Activity 12 S

To build sentence and sight word awareness.

Objectives: (LA) 4, 5, 12, 21, 24, 25

Present to the class for identification the following words on flash cards:

I	in	on
it	is	by
A	a	see
The	the	am
An	an	under

Using pictures of nouns cut from magazines or old reading workbooks create rebus sentences with the word cards and the pictures. Ask the children to read the sentences with you. Ask them to determine if something is missing. The missing object is the period at the end of the sentence. The children should describe to the teacher what the purpose of the period is, and how to make a period. The teacher should then use a flash card to make punctuation marks for the sentences constructed or to be constructed.

Allow the children an opportunity to create their own sentences with the pictures and words.

After some practice, place the flash cards in a location where each child may easily see them, give each child paper on which to write and draw, and instruct them to write some sentences of their own. They may draw pic-

tures of other nouns to make new sentences.

Evaluation: Ability to read and write rebus sentences demonstrated in class activities.

Activity 13 S

To provide a seasonal rhythm activity for improving listening and kinesthetic skills.

Objectives: (M) 14, 17; (SS) 1, 2, 3, 4,; (A) 2, 4, 5, 7, 8, 9, 17, 19, 20

Learn to sing the song "St. Patrick's Day," and practice clapping the rhythm of the song. You may wish to beat the six beats of each measure or you may wish to beat only two times per measure. Also try beating the syllables of the words. In this way, the children would clap the first three measures: quick/slow, quick, slow, quick/slow, quick, slow, quick. After practicing singing and clapping, make drums to use to beat the rhythm of the song.

Prepare for the activity by cutting several shamrock shapes for synthetic sponges. Using green tempera, the children will print shamrock shapes on white paper. Trim the paper to fit coffee or shortening cans with plastic lids. Wrap the shamrock paper around the cans and secure with transparent tape. Use the plastic lid as the head of the drum. Sing the song and add drum accompaniment. Ask some children to play their drums while another group dances, all should sing. Switch groups.

The drums may be played as the children chant, "We're drumming the snakes out of Ireland, We're drumming the

snakes out of Ireland, We're drumming the snakes out of Ireland, Today's St. Patrick's Day."

Share the book St. Patrick's Day in the Morning.

Evaluation: Observed ability to find the rhythm with a variety of clapping patterns. Enjoyment of all the activities as evidenced by student behaviors.

"St. Patrick's Day"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

St. Patrick's Day in the Morning

Eve Bunting

N. Y.; Clarion Books, 1980

Activity 14 S

To develop the ability to name antonyms.

Objectives: (LA) 5, 12, 23; (SS) 1

Write the following sentences about St. Patrick's Day on chart paper. Leave several lines between each sentence.

The leprechaun ran under the large stone.

The pot of gold was lost far from the forest.

The leprechaun walked up the rainbow.

The rainbow arched in front of the large cottage.

Ask the students to change the sentences by changing the words which have been underlined to their opposites. If necessary the teacher may want to give the students some words to name the opposite of as a warm-up. These words could be: stop, run, small, rough, empty, and long. After the sentences have been altered, the students may each select one sentence and its opposite. They should then illustrate the original sentence on one side of a sheet of drawing paper, and the opposite on the other side. The sentences could then be written at the bottom of each illustration.

Evaluation: Ability to name opposites in discussion.

Activity 15 S

To strengthen awareness of seasonal changes.

Objectives: (LA) 5, 9, 13; (SS) 14; (A) 4, 10, 14;

(S) 2, 3

Read The First Day of Spring by Sharon Gordon.

Look at each illustration and discuss what things can be seen which let the reader know the book is about springtime. List these objects. Each child should select three objects from the list. Tell the children they will each make a mobile with the three objects they have chosen. The objects will hang from a coat hanger on varying lengths of thread. Discuss how the objects will be suspended and will turn around so both sides of each object will be seen. Ask for suggestions for making the objects interesting from all angles. What can be done besides coloring the object on both sides? One possibility is to cut two of each object; color one piece for the front and one for the back; glue the two together along the edges, and stuff like a pillow with cotton balls; then, place the string at the top between the two pieces of paper gluing the object closed. The class may, of course, come up with many other ideas. Allow each child as much freedom as possible in carrying-out his/her choice in method. Tie the objects to coat hangers and hang them from the ceiling around the room. A discussion could follow

concerning which methods seemed to work best, which were easiest, which were most difficult, and if they had the project to do again, how would they do it next time.

Evaluation: Observed enjoyment of the activity. Success in designing the mobiles. Observed evidence of an awareness of signs of Spring. Evidence of desire to try another means if first was not as successful as each had hoped.

The First Day of Spring

Sharon Gordon

Mahwah, N.J.; Troll Assoc., 1983

Activity 16 S

To increase the skills of observing and reporting what was seen.

Objectives: (LA) 9; (A) 1, 2, 8; (S) 1, 2, 3, 4

Take a Spring walk to make observances of what signs of Spring may already be seen, and to predict what will soon be taking place in the world of nature.

Make one list of all the things which were actually seen. Make a second list of those things which the class feels will take place within the coming two weeks. Keep both lists. After two weeks, repeat the walk. Refer back to the first list of things which were actually seen on the first walk. Make a note of changes which have taken place. Look then at the list of predictions made following the first walk, have any of those taken place? Put a check mark by those which have occurred. Keep the lists posted, and ask the children to keep their eyes and ears open to find-out when the remaining events take place. If some do not occur before the end of the school year ask the students to suggest the reasons.

After the first walk and the first lists have been made learn to sing "Oh, the Butterflies are flying . . ." in The Pooh Song Book. Discuss the words and what makes the song so silly. What makes it a "Spring" song?

Evaluation: Observations of changes of the seasons.

Courage to make predictions of coming events. Enjoyment of singing the song. Exhibited in discussion.

The Pooh Song Book

Harold Fraser-Smith

N.Y.; E. P. Dutton & Co., 1961

Activity 17 S.

To gain an awareness of the efforts of people such as Johnny Appleseed.

Objectives: (LA) 13, 14, 22; (SS) 4, 12, 19; (S) 10,
13, 32

Ask the class what they would do if a funny little barefoot man wearing a pan on his head was seen in the neighborhood planting seeds. Would they be afraid, would they think he was strange or would they feel he was helping make the neighborhood a better place to live? Why?

Read the story of Johnny Appleseed. Ask the children to describe Johnny. List all the ideas. Make a separate list of adjectives used, or underline them in the original list. Make a comparison of the pioneer days and today. Where did people get their food then? Where do we get it now? Would people of that time have thought Johnny as strange as we might think him to be? Do you feel they were afraid of him? Why or why not? What problems did the pioneers have that we do not have? What problems do you feel we have that they did not experience? Did Johnny do anything to help their way of living? How? Did he do anything which affects our environment today? What? How does it help or not help us?

Evaluation: Evidence of respect for the efforts of

people who work to improve the way of life of all people exhibited in the discussion.

Extension: Plant an apple tree. Look at seeds in an apple, try to sprout the seeds, and eat the apple. List things made from apples. List uses of trees.

Johnny Appleseed

Disney Production

Racine, Wisconsin; Western Publishing Co., 1969

Activity 18 S

Continued awareness of the efforts of individuals in creating a better world.

Objectives: (LA) 9, 14; (SS) 4, 5; (A) 2, 3, 4, 10
(S) 2, 3, 13, 32

After completing the preceding activity about Johnny Appleseed, place some lupine or larkspur seeds in wet paper towels. Keep the towels damp and observe as the seeds germinate. Do not tell the students what the seeds are going to be, what plant they will become. As you begin the project ask them to predict how long it will take for the seeds to sprout, what they will look like as a plant, and if they will need soil to grow.

Read Miss Rumphius closely examining the pictures to determine if the author and illustrator have special feelings they wish to communicate to the reader. Why might this be true? Compare Miss Rumphius to Johnny Appleseed. What did each accomplish? Ask the class to imagine what would be missing if these two story characters had not done what they did. Are each of us capable of doing something like this? What?

Ask the students to now guess what the seeds they put in the paper towels might be. If we plant these seeds outside will we accomplish a task similar to that of Miss Rumphius and Johnny?

Give each child several pieces of light green construction paper and a large quantity of art tissue (various blues and white) which has been cut into one inch squares.

Tell them that you are going to each make a lupine with the paper provided. Ask the class to look again at the illustrations in the book. The students should then make suggestions of ways to make the flowers. As a class decide upon the best idea. (Cutting a long stem and several leaves from the construction paper, and twisting the tissue around a pencil eraser is a suggested way to complete the project. Use white glue to paste the stem and leaves to a large sheet of paper, and to glue the tissue onto the stem. This method will give the flower a three-dimensional quality.) Complete the art project and display the work to add springtime to your classroom.

Evaluation: Through discussion evidence of an awareness of what each can do to make their world more beautiful. Enjoyment of the story and the art project observed by teacher.

Extension: Discuss the illustrations to note how the illustrator has used color and movement to communicate the feelings of Spring.

Miss Rumphius

Barbara Cooney

N. Y.; Viking Press, 1982

Activity 19 S

To provide an experience with color blending and improve fine motor skills.

Objectives: (LA) 9, 13, 22; (A) 2, 3, 4, 10, 11, 14

Ask the class to describe a clown. How does he/she look? What does he/she wear? What does he/she do?

List the responses and read through the lists when they are completed to draw the conclusion that clowns may look and act in many different ways?

Look at pictures of clown in the book Great Days of the Circus and at other pictures of clowns. Compare the clowns costumes and faces.

Give each child white drawing paper and watercolors.

Explain that they are going to make clowns, but that they are not going to "draw" the clown with the paints.

Experiment with the watercolors on scrap paper to find how the colors blend and bleed together when more water is added. Discuss the new colors which can be created by blending. Begin your clown faces with a circle of any light color, yellow works well. Add any color hair and a hat, let the watercolors seep together. Around the clown's neck add some curved or pointed lines and add water to blend. On the face you may wish to add spots of red or blue for cheeks, nose, and eyes. Do not however, attempt to draw on a face. Add water so the paint will continue to blend and bleed together.

Allow the paintings time to dry. Use a black crayon to draw outlines of the hair, hat, collar, eyes, nose and mouth of the clown. Look closely at the painting before beginning to draw. Let the blending of the paints show the children where they should add the necessary features and details.

Sing the song "The Clown."

Evaluation: Observed awareness of the blending of colors to make new colors not in the watercolor trays. Ability to define the painting with details. Enjoyment of the activity.

Great Days of the Circus

American Heritage

N. Y.; Harper & Row, 1962

"The Clown"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 20 S

To provide an opportunity for classification of animals.

Objectives: (LA) 9; (A) 2, 7, 8, 13; (PE) 2, 8;

(S) 11, 12, 14, 15, 30

After making the clowns in the preceding activity ask the class to make a list of all the animals they might see if they went to the circus. Each child should then choose an animal from the list and make a puppet of that animal. This may be done by providing the class with crayons, markers, construction paper scraps, and small paper bags. Using the bag as the body of the puppet allow each child time for thinking and freedom in creating their animal in whatever way they choose. Use the puppets for dramatic play when singing the following songs: "The Elephant," "The Lion," "The Seal." The words of these songs may be altered to create songs for other animals the children might make. The song about the lion could be changed for tigers. New words could be created to change the elephant song to a song about bears or monkeys. During a creative movement time play the above songs on the piano as the children pretend to be each of the animals. The elephant will need a swinging trunk which may be portrayed by the child by clasping his hands together and swinging his arms from side to side. The seal may be acted out by having each child lie on the

floor, push up on his/her straight arms, leave the legs straight and lying on the floor and walk by moving forward with the use of the hands and arms. Also allow the children to come-up with their own methods of moving.

Evaluation: Observed ability to name animals of the circus and to portray these in visual and movement art forms. The enjoyment of creating and singing as observed by the teacher.

"The Elephant," "The Lion," "The Seal"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 21 S

To provide an experimental activity with seed germination.

Objectives: (PE) 2, 8, 9; (S) 9, 11, 12, 13, 30, 31

32

Listen to and do the actions for "Growing" on the record album "Learning Basic Skills Through Music Vol I." Sing the song "A Little Seed" in the Magic of Music; Book One.

Ask the class to list ways seeds might be planted besides by people. How do wild plants' seeds get planted each year?

Examine some grass seed. Ask the class to guess what kind of seeds they might be. Ask them to decide which would be the best place to plant these seeds; in a pan of water, in a wet paper towel, or in a cup filled with potting soil? Give reasons for the choices. As a group select the one which most children prefer. All will produce sprouts, but the potting soil will provide for longer and stronger growth of the grass seed. If your class decides to try the potting soil, decorate styro-foam cups with clown faces by using permanent ink markers. Fill the cup to 1/2 inch from the top with potting soil, moisten the soil and sprinkle grass seed on the soil. Cover with a very small amount of soil, approximately a teaspoonful. Watch the clown as he

grows wild and crazy green hair.

Evaluation: An increasing understanding of seeds and germination as observed through the activity and discussion.

"Learning Basic Skills Through Music Vol. I"

Hap Palmer

Freeport, N. Y.; Educational Activities Inc., 1969

"A Little Seed"

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman
Boston; Ginn & Co., 1965

Activity 22 S

To provide an experience with problem solving.

Objectives: (LA) 8, 9, 14; (SS) 14; (S) 10, 31, 32

Read Wump World by Bill Peet to the class. List the following:

characters

setting

mood

State the problem as it appears in the story and the solution found.

Ask the class to determine if the story is real or make-believe. Why do they think this? Ask them if they believe any part of the story could be real, what part that is and why they believe that part to be realistic. Ask, "Is the problem in the story a real problem?"

"Who has this problem if it really exists?" "Can the problem be solved?" List some solutions to the problem. After the suggestions have been made, ask the following questions about each suggestion. "Will it help solve the problem without causing other problems?" "Is it something which can be done?"

Evaluation: Ability to identify the problem and to offer suggestions for solving it.

Wump World

Bill Peet

Boston, Houghton Mifflin Co., 1970

Activity 23 S

To develop an awareness of the variety of birds.

Objectives: (LA) 9; (S) 14, 15, 31, 32

Ask the class to name ways birds are different from cats, cows, turtles, snakes, spiders, and butterflies. Write the responses on the chalkboard.

Ask the children how to explain ways we can tell the difference between a hawk and a bluejay, a wren and a robin, a crow and a sparrow. If they are all birds, how are they different? Why do they have different names? Record the responses on the chalkboard.

Ask the class to list as many different birds as they can. Write this list on the chalkboard also.

Read If I Were a Bird by Gladys Conklin. After reading the story, add the names of birds in the book which are not on your list of birds.

Start a feather collection at the science center and as a group try to identify each feather's owner. Try identifying birds in your area by their songs when the class takes a walk.

Evaluation: Awareness of the variety of birds native to the United States and to the school's locale indicated through participation in discussion.

If I Were a Bird

Gladys Conklin

N. Y.; Holiday House, 1965

Activity 24 S

To develop the ability to follow directions in an art project.

Objectives: (M) 14, 15, 17; (A) 2, 4, 9, 10, 14;

(S) 3, 15

Read the book Hi, Mister Robin by Alvin Tresselt.

Direct the class in painting large tempera paintings of robins on their nests. The children will need brown, orange, black, green and pink paint. The painting will be done on 18" x 24" newsprint.

Ask each child to draw a curved "smile" line (☺) with their orange paint anywhere they choose on the paper.

Caution the students to avoid placing it at the very top of the paper. Next they should draw a straight line across the top of the "smile" so the orange shape looks like a bowl. Ask the students to make another shape just like that using the orange paint again. These two shapes are the breasts of the mother and father robin in your pictures. To complete the body, direct the children to use brown paint and begin at the sides of the orange bowls and make a "frown" line (☹) above the bowl. The children have now completed the body of the robins and should fill-in the lower half of the oval shapes with orange and the top half with brown. Add three or four straight lines to one end of each oval for a tail, and a circle to the other end for the head.

A branch should be painted across the page bending and curving so the robins will be standing on it when the feet and legs are added. After adding the branch, add eyes, beaks, legs and feet. Some children may wish to put a worm or a piece of straw in one bird's beak. Both birds may be standing near a nest, or one could be sitting on the nest. The nest may be painted in the same manner as the robins' breasts using yellow paint. Add green buds and pink blossoms to the tree branch.

Evaluation: Observed ability to follow directions and make the shapes as instructed. Enjoyment of the activity and finished product.

Hi, Mister Robin

Alvin Tresselt

N. Y.; Lothrop, Lee & Shepard, 1950

Activity 25 S

To develop an understanding of the value of animals to humans.

Objectives: (LA) 9; (S) 1, 3, 14, 15, 32; (A) 8

Learn and sing the songs "A Little Bird" and "Bird Songs." What bird is a symbol of the end of Winter and the beginning of Spring? Has anyone seen a robin yet? Explain that in some areas other birds are a sign of the return of Spring. Read to the class the following books:

Song of the Swallows by Leo Politi

Wheel on the Chimney by Margaret Wise Brown

Robins Fly North, Robins Fly South by John Kaufman

Share one book a day for three days. After reading each book, ask the children to name the bird, their Winter home, where they return to in Spring, where they build their nest, and what their nests are made of. Enter this information on large chart paper with the title of the book at the top, above the entries. After all three books have been read, compare the information recorded on the charts. Ask the children to explain why the storks are important to the people of Hungary. Ask why the people of Capistrano wait and watch for the return of the swallows. Why do the people of Vermont feel happy when the robins come back from Alabama. What about people in Missouri, why do they

smile when they see robins on the lawns in March? Are birds important to us? How?

Evaluation: Observed by teacher, the awareness of the emotional and aesthetic value of birds to mankind.

"A Little Bird"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

"Bird Songs"

Making Music Your Own: Kdg.

Mary Tinnin Jaye

Morristown, N. J.; Silver Burdett, 1971

Song of the Swallows

Leo Politi

N. Y.; Charles Scribner's Sons, 1949

Wheel on the Chimney

Margaret Wise Brown

N. Y.; J. B. Lippincott, 1854

Robins Fly North, Robins Fly South

John Kaufman

N. Y.; Thomas Y. Crowell Co., 1970

Activity 26 S

To provide an activity for classifying animals.

Objectives: (S) 14, 15, 32

Write the words "fur," "skin," "feathers," and "scales" across the top of a chart paper or chalkboard dividing the paper or board into four columns.

Ask the students to name animals who fit in the column labelled "fur," continue with each of the remaining three columns. When you have completed the lists, ask the class to look at each list carefully. Read the animals listed under "fur" and ask the class if these animals have any other characteristics in common.

Continue in the same manner with the other lists.

Write the responses below the appropriate list. Ask the children to look again and decide if there is a name we could give each group. One or two groups may need to be divided or some names may need to be moved to another group during this part of the activity. If the class does not give you terms such as "mammals," suggest this word and ask the class if they know which group it fits. You may also wish to give some of the characteristics of each animal group as you name it. Read the book Rackety: That Very Special Rabbit and review the pictures in Gobble Growl Grunt selecting some of the animals in the book to add to your lists.

Evaluation: Awareness of the characteristics of mammals,

reptile, amphibians, fish, birds, insects and arachnids shown in discussion.

Rackety: That Very Special Rabbit

Margaret Friskey

Chicago; Childrens Press, 1975

Gobble Growl Grunt

Peter Spier

Garden City, N. Y.; Doubleday & Co., 1971

Activity 27 S

To increase knowledge of animal homes, and the sounds made by various animals.

Objectives: (A) 8, 9; (S) 14, 15, 32

Ask the class to name noises they might hear in the city, at the zoo, on a farm. Make a separate list for each location. Are there any sounds which might be heard in more than one of the locations, have you indicated this on your lists?

Share with the class the books, Country Noisy Book and Gobble Growl Grunt.

Ask each child to pick a zoo animal and make the sound it might make. Do the same with farm animals, animals of the jungle, and birds.

Enjoy singing the following songs.

"The Elephant"

"The Lion"

"The Kangaroo"

"Barnyard Family"

"Old MacDonald Had a Farm"*

"My Farm Friends"*

*These two songs may be altered to include animal sounds of the zoo, jungle, forest, etc.

Evaluation: Observed enjoyment of making the sounds.

Awareness of the different homes of animals, wild and domesticated as indicated by discussion and participation.

Country Noisy Book

Margaret Wise Brown

N. Y.; Harper & Row, 1940

Gobble Growl Grunt

Peter Spier

Garden City, N. Y.; Doubleday & Co., Inc., 1971

"The Elephant" and "The Lion"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services., 1980

"The Kangaroo"

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman

Boston; Ginn & Co., 1965

"Old MacDonald Had a Farm," "Barnyard Family," and

"My Farm Friends"

Music: A Way of Life for the Young Child

Kathleen Bayless & Marjorie Ramsey

St. Louis, MO; C. V. Mosby Co., 1978

Activity 28 S

To increase interest in and awareness of animals and how they protect themselves.

Objectives: (S) 11, 14, 16, 31, 32

Ask the children if they have ever gone somewhere wearing a disguise. Where did they go? Did anyone know them? Ask them if they think animals ever put on disguises? Ask them to explain their answers by telling when, where, and how; if they have responded that animals do wear disguises. Explain that you are going to read a book in which the animals are hiding. They are disguised to look like their surroundings or like some other creature. If the children like hidden picture games, they will enjoy searching for and finding the animals and insects in How Animals Hide. Share the book with the class. See how quickly the students can locate the hidden creatures. A guide for locating the creatures in hiding is provided on the last page of the book.

Evaluation: Observed interest in the animal disguises and the ability to locate the hidden creature. (Those children who may have some visual perception difficulties, figure-ground, may experience some difficulty with this activity.)

How Animals Hide

Robert M. McClung

National Geographic Society, 1973

Activity 29 S

To provide an art project in which birds may be classified by habitat.

Objectives: (LA) 9; (A) 2, 4, 10; (S) 14, 15

Read Brian Wildsmith's Birds. List the names of the birds seen in the book. Add the names of the birds which are native to your area. From the list ask the children to select one bird they like best. Ask each child to tell why they like this bird best.

Use dry colored chalk and manila paper to draw the birds selected by the children. This may be done by drawing an oval body, a round head and adding beaks, wings, legs and feet. Rub the drawing gently to blend the chalk colors together. Each child should then cut out his/her bird. As a group sort the birds into categories by naming where each lives. You may have birds which live in trees, jungles, swamps, forests, by lakes, by the ocean, in the mountains, in the desert, etc. If several children have drawn birds of similar habitat, ask them to work as a group and prepare a background on which to place the birds. The background should depict the birds' natural habitat. Those who do not have a group to work with will work alone to create their backgrounds.

Evaluation: Awareness of the variety of birds. Ability to name the birds natural habitat. Awareness of the

aesthetic value of birds to man. All exhibited in discussion.

Brian Wildsmith's Birds

Brian Wildsmith

N. Y.; Franklin Watts, Inc., 1967

Activity 30 S

For development of the skill of sequencing events in a story.

Objectives: (LA) 6, 9, 13, 14, 18

Use commercially prepared sequencing cards or prepare sets of four to six cards each of events in an obvious sequence. Events of nature such as a seed sprouting or an egg hatching are easy for beginners. Present to the children all the cards in a set except the final scene. After the children have put the presented cards in correct order give them a piece of construction paper the same size as the cards and ask them to draw what comes last. Compare the card the child draws to the final card in the set. Ask each child to tell a story using the cards as illustrations. Provide for the children a set of cards in sequence in which a story could be told with several endings. Ask each child to draw the final picture, and then to tell their story. Ask why there are different ideas for the ending. Is there a right or wrong ending? Why or why not?

Evaluation: In the initial activity, each child should be able to put the story in proper sequence and be able to tell the story. In the later portion, when no definite ending is provided, each child should be able to tell a way to end the story and defend his/her idea.

Activity 31 S

To provide an opportunity for verbalizing what is seen in pictures.

Objectives: (LA) 6, 7; (A) 8, 16; (S) 2

Show the class the illustrations in Peter Spier's book Rain, but do not at this time offer any verbal explanation of the story. Simply look at the pictures silently, occasionally reminding the children to look at the details in each picture.

Look at the book a second time and give the children an opportunity to verbalize what they see. Record the responses on a tape recorder. After you have completed the book, look at it again and listen to the tape the children have made. Ask them to decide if they like the tape the way it is, or do they need to add some things to it. Enjoy the book's illustrations and the taped text on rainy days throughout the Spring.

Learn to sing "If All the Raindrops," "Two Little Clouds," and "Pichipichi Jabujabu."

Evaluation: Ability to describe the actions taking place in the pictures, and the use of correct weather words in verbalizing as shown while making the tape.

"If All the Raindrops"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Service, 1980

"Two Little Clouds" and "Pichipichi Jabujabu"

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman

Boston; Ginn & Co., 1965

Activity 32 S

For developing the ability to verbalize what has been seen and to elaborate upon the visual work by creating a new visual work.

Objectives: (LA) 18, 19, 22; (A) 1, 2, 3, 4, 7, 10, 11, 14, 23; (S) 2, 3, 32

Look at the painting "Orchard with Flowering Fruit Trees, Springtime, Pontoise" by Camille Pissarro. Do not tell or show the title to the class. Ask the class to pretend that they have been to a museum and have seen the painting, but you did not get to see it. Ask them to describe it to you carefully. Ask them what colors are not used often or not used at all in the painting. Ask the children what they think the title of the work should be.

Give each child colored chalks and light blue construction paper and ask them to make a drawing similar to the painting, but remove the picture so they can no longer see it.

Remind them of what they told you about the painting using that as a guide in their work.

When the drawings are completed compare them to Pissarro's painting. At this time tell them the title he chose for his work. Do they think it is a good title? Why or why not?

Evaluation: Demonstrated ability to remember the colors

and mood of the painting rather than the actual objects in it: Observed enjoyment of the art and the art project.

"Orchard with Flowering Fruit Trees, Springtime, Pontoise"

Impressionism

Pierre Courthion

N. Y.; Harry N. Abrams, Inc., Publishers, 1977

Activity 33 S

To develop understanding of compound words.

Objectives: (LA) 5, 17, 21; (A) 2

Privately, without the other students hearing, give each child a compound word to illustrate. The illustration should contain two drawings, one for each part of the compound word. When the illustrations are completed, the class will guess the words represented by "reading" the pictures. The illustrator of each "word" should be able to defend his/her pictures' content.

Suggested words:

doghouse	butterfly	mailman
milkman	fireman	moonlight
cattail	cowhand	fireball
firecracker	bushman	catfish

After "reading" the pictures and talking about the words, the meanings of the words may need to be discussed. For example, the teacher may assist the children in finding out what a bushman is and where he lives. Discussions to determine why the words are appropriate for the object they represent may take place. For example, look at a picture of a catfish and determine why this creature was given that name.

Evaluation: Observed appropriateness of illustrations. Ability to name the words demonstrated in discussion.

Activity 34 S

To introduce a study of the farm.

Objectives: (LA) 9; (SS) 7, 13, 22; (S) 13, 14, 15

Ask the class to tell the source of each of the following foods: corn on the cob, hamburgers, scrambled eggs, watermelon, bread, cheese, wheat flakes, hot dogs, apple pie and tuna salad.

Where are most of these foods grown? Which one is not grown by a farmer? How do we get it? What can we say then about the importance of the farmer concerning our food supplies?

Read The Animals of Buttercup Farm and if possible take a field trip to a farm in your area. In the St. Louis, Mo. area, a visit to the Ralston Purina Research Farm at Gray Summit is a most valuable experience. In most areas there are farms which will give special tours to school groups. You may be able to locate these by contacting a local Farm Bureau Agent, a County Agricultural Extension Agent, or a Future Farmers of America Chapter at a nearby high school.

After reading the book and/or taking a field trip discuss the animals by listing them and comparing.

Ask the students to write the name of their favorite farm animal at the top of a sheet of drawing paper and then draw a picture of that animal. When they have finished their drawings, ask each child to tell why

they liked that animal. Write their response on the paper with the drawing.

Evaluation: Awareness of the place of the farmer in our world. Enjoyment of the book and the field trip. Both observed by the teacher in discussion and through the art and writing activities.

The Animals of Buttercup Farm

Phoebe & Judy Dunn

N. Y.; Random House, 1981

The Ralston Purina Research Farm is located at Gray Summit, Missouri. A booklet which provides information concerning the importance of the right kinds of foods for animals and people is provided for each student.

Activity 35 S

To provide information about the farm and chickens and for the strengthening of fine motor muscles.

Objectives: (LA) 5, 8, 9, 13, 19; (M) 15; (A) 2, 4, 9, 10, 14; (S) 14, 15

Read the book Here A Chick, There A Chick asking the class to explain or pantomime the words in the story. Ask the class to list other stories they might know about chicks, chickens, hens or roosters. Ask them to explain who the main characters were in the story they heard, and what happened in that story. Using the information gathered, decide which of these stories might be real, and which are fairy tales. Compare the stories' main characters by determining who the hero/heroine is in each, and determining what problem this hero/heroine faced.

Read Katie's Chickens and compare the chickens in this story to those discussed earlier. How are they alike, how are they different? Discuss the hatching of the eggs in the story. Why was Katie excited when the chicks hatched? How are the baby chicks like their mother? How are they different? Why does a farmer raise chickens?

Give each child a four inch square of yellow construction paper, a two inch square of yellow, and a three inch square of orange. Instruct the child to use their

fingers in a pinching and pulling movement to tear the yellow squares into circles for a baby chick's head and body. Use the orange to tear legs and a beak. Scraps of black may be used to tear eye shapes or use a black crayon and draw the eye. Paste the shapes together to make a chick. Look at the chicks in the pictures in Here A Chick, There A Chick for ideas of leg positions before pasting. You may wish to display the chicks as they are, or ask each child to prepare a background on a sheet of drawing paper, and paste the chick to that. They may choose to show their chick in one of the stories told earlier in the activity, in Here A Chick or as they appear in Katie's Chickens.

Evaluation: Observed enjoyment of telling and hearing stories; an improved concept of what chickens are; and enjoyment of the art.

Here A Chick, There A Chick

Bruce McMillan

N. Y.; Lothrop, Lee & Shepard, 1983

Katie's Chickens

Nancy Dingman Watson

N. Y.; Alfred A. Knopf, 1965

Activity 36 S

To develop an understanding of the life cycle of birds and chickens.

Objectives: (SS) 6, 8; (S) 14, 15, 32; (A) 8, 14;
(PE) 2, 3, 4, 8, 9

Share with the class the photos and information in the book A Chick Hatches. Use this as a preparation for hatching chicks in the classroom. As a group decide upon rules to be followed when handling the chicks, including what times the chicks may be handled. While you may wish to allow some freedom in classroom activities, it is most important to realize how delicate the chick's body is; and how it can be injured severely if over-handled or held too tightly. It is better to keep rigid rules concerning the handling of chick than to allow these small creatures to suffer injury and/or death.

University Extension Centers in your county can assist you in locating sources of information and eggs for hatching. Many such centers provide, for a small rental fee, incubators, fertile eggs, and chicken feed. They also give orientation workshops for those who feel unsure of the hatching process.

Many children will wish to be helpful in the care of the chicks. You may set-up a schedule for taking turns changing water, feeding and checking the temperature in

the box for the hatched chicks. It is best for the teacher or an adult to handle the eggs in the incubator and to be responsible for that part of the experience. Learn and sing the song "Baby Chicks." Learn to sing and do the actions to "Who Stole My Chickens and Hens." Also learn to say the poem "The Chickens," or just enjoy hearing it.

Ask the children to tell the life cycle of a chicken. Fold 12" x 18" sheets of drawing paper into three equal parts and draw an egg in the first section, a baby chick in the second section, and a hen and rooster in the third section. Label the pictures "egg," "baby," and "adult."

Evaluation: Demonstrated awareness of the life cycle of the chicken, and a better understanding of the hatching process through the discussions and art work.

A Chick Hatches

Joanna Cole & Jerome Wexler

N. Y.; William Morrow & Co., 1976

"Baby Chicks"

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman

Boston; Ginn & Co., 1965

"Who Stole My Chickens and Hens"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

"The Chickens" by Rose Fyleman

Time for Poetry

May Hill Arbuthnot

Glenview, Ill.; Scott, Foresman & Co., 1961

Activity 37 S

To develop understanding of human needs for animals, and knowledge of use of dairy foods.

Objectives: (LA) 9; (M) 13, 17; (SS) 22; (S) 13, 14, 15, 21, 28, 30, 31, 32, 33

Cut pictures of the following foods from magazines: a glass of milk, ice cream, pudding, butter, cottage cheese, cheddar cheese, sour cream dip, and a milkshake. Ask the class to tell you what makes these foods all a part of one of the basic food groups. Read the book Green Grass and White Milk by Alikei. Discuss the cows four stomachs, the steps the milk must go through before it is sent to the stores, and our place as the consumer of the finished products. This book provides instructions for making butter and yogurt. Follow the directions and make both using these activities as an opportunity to reinforce the concepts of solids and liquids; to practice and review the use of measuring tools; and to use the five senses to help identify, describe and note changes which take place. After making butter and yogurt, enjoy the final product by having a party. Take photographs of the events leading-up to the party and the party itself. When these have been developed, ask the class to put them in correct order on a bulletin board dedicated to cows and dairy farmers.

Evaluation: In discussion the children will demonstrate an awareness of the dairy food group, and the use of milk in our diets. Observed enjoyment of the cooking activities and the eating of the product.

Green Grass and White Milk

Aliki

N. Y.; Thomas Y. Crowell Co., 1974

For further information for the teacher, including some other recipes you may wish to try, read:

Milk, Butter, and Cheese: The Story of Dairy Products

Carolyn Meyer

N. Y.; William Morrow & Co., Inc., 1974

You may also wish to read the following books to the class.

At the Dairy

Evelyn Hastings

Chicago; Melmont Publishing, 1958

(An easy to read story of the events on a dairy farm.)

Jasmine

Roger Duvoisin

N. Y.; Alfred A. Knopf, 1973

(A whimsical story about a cow who wishes to wear a hat, and not be like everyone else.)

Activity 38 S

To increase understanding of the work on a farm.

Objectives: (LA) 9; (SS) 13, 22; (A) 4, 10; (S) 3

What jobs do farmers have to keep them busy in each season? List and group these jobs by the seasons.

Who can be a farmer? Can girls grow-up to be farmers?

Why or why not?

Read What Can She Be? A Farmer by Gloria and Esther

Goldreich. Who are the farmers in this book? List the jobs they must do in each season. Ask the children to give reasons why they would or would not wish to live on a farm and be a farmer.

Using tempera and a large piece of butcher paper or wrapping paper which comes in rolls, create a mural of a farm.

Divide the class into four groups and assign each group the task of painting the farm in one of the four seasons. Include farm animals, plants and the farmers in the pictures.

Evaluation: Awareness of the jobs the farmer does each day demonstrated in the lists made. Ability to depict a farm in winter, spring, summer or fall shown in the art work.

What Can She Be? A Farmer

Gloria & Esther Goldreich

N. Y.; Lothrop, Lee & Shepard Co., 1976

Activity 39 S

To provide an opportunity for evaluating a book and justifying the evaluation.

Objectives: (LA) 9, 10, 13; (A) 2, 10

After reading Chester the Worldly Pig by Bill Peet, ask the children to make a tempera painting of the part of the story they like best. When the paintings are completed, ask each child to tell about his/her painting; and tell why he/she enjoyed that part most. Record the replies on paper and paste each child's response on the back of his/her painting with the title of the book and the author's name.

Evaluation: Observed enjoyment of painting and ability to explain why one part was enjoyed more than other parts.

Chester the Worldly Pig

Bill Peet

N. Y.; Houghton Mifflin, 1965

Activity 40 S

To continue activities about the farm and to gain knowledge about animals.

Objectives: (LA) 9, 15, 16; (SS) 13, 22; (PE) 2, 3, 4;
(A) 2, 4, 7, 8, 10, 14

The teacher should prepare for the activity by reading The Book of the Pig. It is not a book which could be easily read to a group of young listeners. Instead, read the book yourself, then share the pictures and discuss the text with the class. You may wish to read portions of the text aloud.

After sharing the pictures and information, ask the children to tell what they liked best about the pictures in the book. They may be particularly interested in the young swine exhibitors. Some of them appear to be not much older than your kindergarteners. County Agricultural Extension Agents and high school Vocational Agriculture instructors may be able to provide you with names of some very young people who raise pigs. A visit to their farm, or a classroom visit by the young 4-Her or F.F.A. member might be arranged. Or schedule a visit by the County Extension Agent or a Vocational Agriculture instructor to your class. Check with these people also for dates of livestock shows in your area. These can be memorable field trip experiences, filled with never before experienced sights, smells and sounds.

Extension: Learn and sing the song "The Old Woman and Her Pig" which may be found in Making Music Your Own and Dancing Games for Children of All Ages. The latter also provides dance/movement instructions. Also sing "Barnyard Song" in The All-Year-Long Songbook. Use sponges to paint pictures of gray pigs with pink ears and noses. Give each child a 12" x 18" sheet of light blue construction paper on which to work, and a synthetic sponge piece approximately 2" x 1" in size. Instruct the children to touch one edge of one end of the sponge to the red tempera, and touch the other edge of the same end of the sponge in the white tempera. They should then make small circles (approximately 3") by moving the sponge in a circular pattern. This will make the pig's nose. Make as many noses as desired but remember to leave space for the pigs' heads and bodies. Follow the same procedure with black and white paint on the other end of the sponge to make circular heads and bodies for the pigs. When making the body leave two triangular spaces above the head where the ears will be painted, or paint the pink ears on before adding the body. Each time use the process of blending colors on the paper with the sponge. Complete the paintings by using brushes to add barns, fences, feed troughs, and features to the pig including the curly tail.

Your class may also enjoy listening to the Disneyland recording of "Charlotte's Web." You may also feel your group to be ready for hearing the book Charlotte's Web by E. B. White. It must of course be read over a period of days a portion at a time. Some children are not yet ready for this extended reading experience.

Evaluation: An awareness of the economic and aesthetic value humans place on animals. An enjoyment of the behaviors of real and make-believe pigs. Enjoyment of the art and story activities. All to be observed by teacher during discussion and art activities.

The Book of the Pig

Jack Denton Scott

N. Y.; G. P. Putnam's Sons, 1981

Charlotte's Web

E. B. White

N. Y.; Harper & Row, 1952

Making Music Your Own: Kdg.

Mary Tinnin Jaye

Morristown, N. J.; Silver Burdett, 1971

Dancing Games for Children of All Ages

Esther Nelson

N. Y.; Sterling Publishing Co., Inc., 1973

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

The teacher may also find helpful, pictures of pigs and other farm animals which may be found in farm magazines at your library.

"Farm Journal"

Farm Journal Inc.; Philadelphia, PA.

"Missouri Ruralist"

Harvest Publishing Co.; Harcourt, Brace & Jovanovich,
Cleveland, Ohio

"Successful Farming"

Meredith Corp.; Des Moines, Iowa

Activity 41 S

To increase understanding of weather words and to continue study of the farm.

Objectives: (LA) 9; (S) 2, 3

Read Sun Up by Alvin Tresselt. Ask the students to retell the story in correct sequence. List the effects of the storm on the living and non-living objects after looking at the pictures a second time. If you were a newspaper reporter how would you tell the story of the storm in your newspaper column. Write the story as a group experience story. Underline the weather words used in telling the story.

Evaluation: Demonstrated awareness of and correct use of the weather words shown in the story. Evidence of a broadening concept of life on a farm observed by the teacher in discussion of the story.

Sun Up

Alvin Tresselt

N. Y.; Lothrop, Lee & Shepard Co., Inc., 1949

Activity 42 S

To place the student in a situation where he/she is faced with a choice based on values.

Objectives: (LA) 9, 14; (SS) 5, 8; (S) 1, 2

Read the book Harry's Song by Lillian Hoban. What did Harry bring home? Why was his mother happy with what he had brought, after all, you cannot eat a song. How could a song bring summer in the winter? Can you name a song which might give you sunny thoughts on a cold and cloudy day? List. What causes you to have sunny thoughts when you hear or sing these songs?

Suppose that each bunny had brought home a song, a picture or a poem. How do you feel mother rabbit would have acted? Would she have been happy? Why was she able to be happy with Harry? Do you feel each bunny acted in responsible way? Why or why not?

Evaluation: Ability to see both sides of this situation demonstrated in the discussion. To be aware of the value of Harry's gift, and also aware of the need for some to complete the practical tasks at hand.

Harry's Song

Lillian Hoban

N. Y.; Greenwillow Books, 1980

Activity 43 S

To write a new ending for a story and to provide practice in identifying character and setting.

Objectives: (LA) 7, 8, 13, 14; (A) 1, 10

After reading The Tale of Peter Rabbit by Beatrix Potter, ask the students to list the characters and the settings of the story. Ask them to explain how the story ended. Record the students' lists and responses on a large sheet of newsprint. Re-reading the list, ask the children to suggest new characters and settings for the story. As a class the students should agree upon a new set of characters and new settings. The children should then re-tell the story, for the teacher to record, using the characters and settings agreed upon. Before reaching the end of the story, ask if the old ending will work with the new story. If a new ending is needed determine why it is needed, and have the children suggest possible endings. From the endings suggested the class should select the one that most feel is best. Ask each student to tell which ending they choose, and to tell why they like it best.

After completing the new story, read it and then ask the students to paint (tempera) pictures to illustrate it. The story and paintings will make an attractive bulletin board.

Evaluation: Demonstrated ability to list characters

and settings. Length of list of possible new characters and settings. Observed ability to agree upon new characters and settings. Variety of suggestions for new ending and reasons given for liking a particular ending. Detail and completeness of illustrations.

Tale of Peter Rabbit

Beatrix Potter

N. Y.; F. Warne & Co., Inc., (n. d.)

Activity 44 S

To give practice in map skills and to provide a story writing experience.

Objectives: (LA) 7, 9, 14, 18; (SS) 8, 14, 21;

(S) 11, 21

After reading The Tale of Peter Rabbit in the preceding activity, on a large piece of paper plan and draw a map of Mr. McGregor's garden. Use the book as a guide in the planning and drawing. Review the story to recall where Peter left his coat and shoes. Draw these items in the appropriate locations on the map, or predict what Mr. McGregor might have done with them when he found them and draw them in that location. Pretend that you are a friend of Peter Rabbit. You happen to find him hiding in a hole shivering from the cold because he has lost his clothes in Mr. McGregor's Garden. How would you help your friend? Would you loan him some of your clothes, or would you go with him back to the garden to retrieve the coat and shoes? If you choose to go back to the garden, use the map you have made to plan a safe path to the clothes and back home again. Remember to avoid the cat and Mr. McGregor.

Work as a group sharing ideas and planning the best way to get Peter his clothes.

Read or listen to a tape of The Tale of Benjamin Bunny

to discover what Benjamin and Peter do about Peter's lost clothes.

At snack time try preparing and eating "Peter and Benjamin's Super Tossed Salad." The recipe is in Peter Rabbit's Natural Foods Cookbook. You may also wish to try "The Flopsy Bunnies' Vegetable Sandwiches" or "Old Mister Rabbit's Hearty Vegetable Soup."

Evaluation: Demonstrated ability to plan and draw the map, and ability to use the map in planning a way to retrieve Peter's clothes. Observed enjoyment of the story. Demonstrated ability to use measuring tools and follow directions in preparing the recipe(s).

The Tale of Peter Rabbit

Beatrix Potter

N. Y.; F. Warne & Co., Inc., (n. d.)

The Tale of Benjamin Bunny

Beatrix Potter

N. Y.; F. Warne & Co., 1904

Peter Rabbit's Natural Foods Cookbook

Arnold Dobrin

N. Y.; Frederick Warne & Co., 1977

Activity 45 S

To provide an opportunity for problem solving with a seasonal topic.

Objectives: (LA) 9, 18; (SS) 1; (A) 4, 8, 9, 10

Ask the class to think of as many uses for Easter eggs when Easter is over as they can. Suggest to them that they are the Easter Bunny, and that they made a terrible counting error leaving hundreds of dyed eggs still in your egg-dying studio after Easter. What will they do with these extra eggs, who will want them, can they be used in some other way? List the responses.

Explain that the rabbit in the story you are going to read has a similar problem. Not because he dyed too many eggs but because he is The Easter Bunny That Overslept. Read and enjoy the story. Sing the songs "Easter Eggs" and "The Easter Bunny."

On light blue construction paper, paint white bunny shapes with thick white tempera and sponges. Use pink and black tempera and brushes to add details to the bunny after the white paint has dried.

Evaluation: Length of the list of uses for leftover Easter eggs. Observed enjoyment of the story.

The Easter Bunny That Overslept

Priscilla & Otto Friedrich

N. Y.; Lothrop, Lee & Shepard Co., Inc., 1957

"Easter Eggs" and "The Easter Bunny"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 46 S

To provide a kinesthetic experience with verbs and adverbs.

Objectives: (LA) 5, 13, 14, 21; (A) 1, 2

Listening to the following sentences the students will respond by moving as the words dictate.

1. The leaf floated lazily.
2. The rabbit hopped quietly.
3. The balloon floated gently.
4. The puppy jumped excitedly.
5. The frog leaped quickly.
6. The pony galloped happily.
7. The ballerina twirled gracefully.
8. The clown walked funny.
9. The girl skipped rapidly.
10. The snake slithered silently.

After responding with movement to the sentences, re-read the first sentence asking one child to demonstrate. Discuss the verb and adverb allowing the students to discover that one tells us what to do, and the other describes how to do it.

Select two of the sentences and ask the children to illustrate these. Write the appropriate sentence on each picture underlining the verb and adverb.

Evaluation: Demonstrated ability to respond appropriately to the sentences by moving. Appropriateness and detail of illustrations.

Activity 47 S

To elaborate verbally and visually upon the work of an author and illustrator.

Objectives: (LA) 7, 10, 13; (SS) 4; (A) 1, 4

Read the book My Days Are Made of Butterflies adapted by Bill Martin, Jr.

List things that the class' days are made of at home and at school. Each child will then select an idea from the list or think of one special one of their own and illustrate that idea with watercolor markers. Each child should then tell about his/her illustration and the teacher may write the comment on the illustration. Each statement should begin, "My days are made of _____." Bind all the pages together with an appropriate cover to make a class book.

Evaluation: Variety of ideas and the ability to express the ideas verbally and visually.

Pride in the final product observed by the teacher.

My Days Are Made of Butterflies

Bill Martin, Jr.

N. Y.; Holt, Rinehart and Winston, 1970

Activity 48 S

To gain information concerning the life cycle of moths and butterflies.

Objectives: (LA) 6, 9; (A) 2, 4; (S) 16, 17, 32

After finishing the preceding activities, ask the children to explain the life cycle of a butterfly or a moth.

Read the book Sphinx: The Story of a Caterpillar by Robert McClung. Ask the students to explain why this caterpillar was called Sphinx. What were some of the dangers faced by the caterpillars in the garden? Why did the gardener dislike the caterpillars so much? What are some reasons Sphinx went to live underground? How had he changed when Spring came? After answering the questions, the students should list in correct sequence the cycle of Sphinx' life. Write each step of the complete cycle on a separate sheet of drawing paper. Give each child one of these to illustrate. Display the completed drawings in proper order near your science area, or use them to check recall of the life cycle of this caterpillar. Mix the cards so they are no longer in order and give them to several students to hold. Ask the children to hold the pictures so they may be seen by others in the class. Those children without cards should then arrange the children with cards in a line with the pictures in proper sequence.

Evaluation: Demonstrated ability to put events in proper sequence, and the awareness of the changes of form during the life cycle of this creature.

Sphinx: The Story of a Caterpillar

Robert M. McClung

N. Y.; William Morrow & Co., 1981

(The caterpillar in this story is a Tomato Sphinx caterpillar.)

Activity 49 S

Objectives: (LA) 9; (A) 2, 4, 8, 9, 10; (M) 14;

(S) 16, 17, 31, 32

Read The Butterfly Book and Johnny and the Monarch to the class. Discuss where and when we might see butterflies. Look at the illustrations of the different butterflies in The Butterfly Book to locate "Johnny's monarch."

Compare it to the other varieties.

Give each child a 9" x 12" sheet of manila paper, and instruct them to fold the paper in half (9" x 6").

Ask them to open the paper and on the left side draw with black paint the top and bottom wing of a butterfly, or one half of a butterfly.

They will then gently fold the paper together allowing the half they have painted to print the second half on the right side of the fold. This must be done carefully and the paint must not be too heavily applied or it will spread too much in the printing process. If this occurs ask the child to determine what caused the problem. Try again. Open the papers to find a symmetrical butterfly. Ask the children to guess why you had them make their butterflies in this manner. After the paint has dried, color the blank parts of the wings with bright colors and add the body and antennae with black paint.

Extension: Sing the song "Oh, the Butterflies Are

Flying . . ."

Look at the chart: "Butterflies of North America:
A Wall Frieze Book"

N. Y.; Scholastic Book Services, 1979

Evaluation: Demonstrated ability to follow directions.
Observed awareness of the varieties of butterflies
in discussion during comparison.

Johnny and the Monarch

Margaret Friskey

Chicago; Children's Press, (n. d.)

The Butterfly Book

Cynthia Overbeck

Minneapolis, Minn.; Lerner Publications Co., 1978

"Oh, the butterflies are flying . . ."

The Pooh Songbook

Harold Fraser-Smith

N. Y.; E. P. Dutton & Co., 1961

Teacher reference materials and books for children to
look at:

Butterflies

J. F. Gates Clarke, Ph.D.

N. Y.; Golden Press, 1963

A Closer Look at Butterflies and Moths

Ralph Whitlock

N. Y.; Gloucester Press, 1978

Activity 50 S

To increase awareness of insects and the effects of weather on living objects.

Objectives: (LA) 13, 18; (A) 2, 4, 8, 9, 15; (S) 1, 2, 3, 32

On a rainy day ask the class to make guesses about where birds go when it rains. What about spiders and butterflies? Name some other types of weather. Ask the class to consider how weather affects living and non-living things.

Ask the children to supply endings to these sentences.

When it rains, a butterfly goes _____.

On a snowy day, a cat _____.

Thunder makes me _____.

The strong wind caused the kite to _____.

On a breezy, warm day the flowers _____.

If the sun is very hot, frogs in a pond _____.

An ice storm caused the trees to _____.

Lightening caused _____.

Try for several responses to each statement. Ask the children to close their eyes and imagine the scene before responding.

Read Where Does a Butterfly Go When It Rains?

List the places named by Mr. Tresselt in his book, and think of others. Write and illustrate a class book which tells of the places a butterfly could go.

Evaluation: Awareness of the effects of weather upon living and non-living objects demonstrated in completing the sentences. Ability to build a mental image and then verbalize it when completing the sentences.

Extension: Learn and sing "Butterfly" and "Oh, The Butterflies are flying . . ."

Where Does a Butterfly Go When It Rains?

May Garelich

Eau Claire, Wisc.; E. M. Hale & Co., 1968

"Butterfly"

The Magic of Music: Book One

Watters, Wersen, Hartshorn, McMillan, Gallup & Beckman
Boston; Ginn & Co., 1965

"Oh, the Butterflies are flying. . ."

The Pooh Songbook

Harold Fraser-Smith

N. Y.; E. P. Dutton & Co., 1961

Activity 51 S

To provide an opportunity to gain information about insects.

Objectives: (LA) 9, 14, 16; (A) 2, 4, 14; (S) 8, 16, 17, 21, 32, 33

Ask the class to list ways bees are helpful to humans.

Make a second list of ways bees are not helpful.

Read the book Honeybees and discuss the information gathered from the reading by comparing it to the lists.

Compare the life cycle of the honeybee to that of the moth in the book Sphinx which was read in a preceding activity. What things about bees and moths let us know they are living things? List.

Make a construction paper bee using yellow paper and black crayons to make the body and head. Add wings made of waxed paper. Draw a large flower on a piece of light blue construction paper and paste the bee to the center of the flower.

Ask someone in the community who keeps bees to visit your classroom to tell about the things he/she must do to care for the bees.

Have toast and honey for snack time. Ask the class to determine if this is a nutritious snack.

Evaluation: Awareness of the vital role bees play in our world demonstrated in discussion.

Honeybees

Jane Lecht

National Geographic Society, 1973

Another book to share about bees is:

Bees and Beelines

J. Hawes

N. Y.; Thomas Y. Crowell, 1964

(This explains the navigation techniques of bees to young readers.)

Activity 52 S

To classify animals by food preference.

Objectives: (S) 14, 15, 21, 32

Ask the class to name their favorite animals. List these on a chart paper. Decide what each animal prefers to eat and record this by each animal's name. Group the animals by the foods they eat. Ask the class to give reasons why a dog would not eat the same foods as a cow or a robin. Why does a seal eat different foods than a panda or a camel?

Do people eat some of the same foods as the animals named in the list? If so, what foods are they? List these foods. Group the foods listed into the five basic food groups by determining where each food comes from.

Evaluation: Ability to determine the food preferences of most animals, and the ability to group the animals and the food types demonstrated in listing and discussion. For further information on food groups and nutrition use the National Dairy Council's nutrition kit.

"Food. . .Your Choice Level 1"

Rosemont, Ill; National Dairy Council, 1977

and

"The Thing the Professor Forgot"

Office of Communication; Dept. of Agriculture

U.S. Government Printing Office, 1976.

(Copies of this and other booklets on nutrition are available from: Consumer Information, Pueblo, Colorado 81009.)

Activity 53 S

To begin identification of food groups.

Objectives: (S) 13, 14, 15, 21, 32

Provide enough old magazines for each child in the class. Instruct the children to cut out two pictures of any type food which people like to eat.

Prepare a chart which has been divided into two parts.

The word "Animal" should appear above an empty space on one part of the chart, and the word "Plant" above the other space. Instruct the children to determine if their foods are from animal or plant sources. Each child should come forward and tape their pictures in the appropriate group. In some cases they may determine that their food belongs in both groups. For example, spaghetti with meat sauce has meat as an animal source and pasta which is from a plant source. These foods should be taped on the line dividing the two groups, or placed on a separate chart which includes both words, "Animal" and "Plant." After grouping the pictures, ask the children to make a statement about the source of our food supply.

Evaluation: The ability to judge the source of foods demonstrated by creation of the chart.

Activity 54 S

To provide an opportunity to examine the characteristic contents of foods.

Objectives: (M) 13; (S) 11, 13, 21, 28, 30, 31, 32, 33

Give each child a small amount of peanut butter on a cracker or celery stick. Ask them to look at, smell, and taste the peanut butter. Ask them to decide what ingredients you might need if you wanted to make peanut butter. Make a list of the ingredients selected, and read the list to the class.

Give each child a peanut and ask them to remove it from its shell. Rub the nut meat in a brown paper towel or a piece of brown grocery bag. What do they find on the paper? What other foods might contain oil? List some. How is the oil of a peanut different than the moisture in a carrot? Experiment with several of the items on the list and use a piece of carrots. Which contain oil, and which do not?

Using a blender or food grinder, make peanut butter at school. Note the natural oil content, but add oil for smoother peanut butter. Enjoy the peanut butter on crackers. Does it taste the same as or different from the peanut butter they have at home? Which is better? Why?

Evaluation: Awareness of the different contents of various fruits and vegetables. Ability to distinguish

between oil and water content. Observed during activity.

Extension: Read some of the information given about peanuts and try some of the other recipes in The Peanut Cookbook.

The Peanut Cookbook

Natalie Donna

Middletown, Conn.; Xerox Education Publications, 1976

Activity 55 S

To prepare a terrarium.

Objectives: (S) 11, 13, 32

A nice Mother's Day gift and an interesting science project is to make a terrarium. Two liter soda bottles make excellent containers. Remove the heavy colored plastic base from the bottle and save for the base of your terrarium. Cut the inner clear plastic bottle in half discarding the top half. The bottom half is rounded like a dome and will fit snugly into the heavier plastic base.

Place small stones in the base for drainage. A large handful or two will do. Place a small amount of charcoal over the stones to keep the soil smelling nice. Place a small piece of cloth (nylon stocking works well) over the charcoal to keep it separate from the soil. Add potting soil just to the top of the base. Plant small plants such as mosses, ferns, begonia and baby's tears in the terrarium. Water the plants and add rocks, pine cones, or other interesting woodland objects to the terrarium. Place the plastic dome over the plants, tie a pretty piece of yarn or ribbon around the base, and give it to mom on her special day.

For other types of terrariums and more information on making a terrarium read Terrariums by Alice Parker.

Evaluation: Gained experience in following directions

demonstrated in completing the activity. Awareness of aesthetic value of plants, and enjoyment of project and pride in product observed by the teacher.

Terrariums

Alice Parker

N. Y.; Franklin Watts, 1977

Activity 56 S

To provide an experience requiring close observation.

Objectives: (LA) 9, 14, 15; (S) 11, 13, 15, 16, 31, 32

Look at and read the book Backyard Safari. Ask the children to determine if they would be able to see some of these things on a walk near your school. If they believe they would be able to, ask them to predict where they might find those things. Make a list of the items they expect to see and where they believe they will see them. Take the list and the book along on a late spring or early summer walk. Beside each item indicate where it was actually found. When you return to the classroom compare the predicted locations to those where the observation was actually made.

Evaluation: Demonstrated willingness to make predictions.

Evidence that the students looked closely to locate the designated items by success in locating those.

Backyard Safari

John & Cathleen Polgreen

Garden City, N.Y.; Doubleday & Co., Inc., 1971

Extension: Add to the fun of looking into the world of wild plants and animals by singing the song "Jig Along Home."

"Jig Along Home"

The All-Year-Long Songbook

Roslyn Rubin & Judy Wathen

N. Y.; Scholastic Book Services, 1980

Activity 57 S

To prepare a spring program to present for the parents' enjoyment.

Objectives: (SS) 4, 8, 14; (A) 2, 4, 8 9, 12, 15

Ask the children to list the springtime songs they have learned which they have enjoyed singing the most.

Group these songs.

Make a list of the main animal, person or subject of each song.

Decide which group of songs they would most like to sing in a Spring program for the parents. From the list of animals, people or subjects of the songs develop a list of characters for a play.

What things must the children decide upon to plan or write a play? Assist the children in selecting the setting, and main idea they wish to convey.

As a group write as an experience story the events which will take place in the play. The children may be able to dictate the narration to be used, or the teacher may wish to do this using the story the children have written.

Decide upon appropriate times for singing the songs from the list, and add other songs the class feels will fit into the play's story.

Assign parts and begin rehearsal.

The class will need to plan the method of providing

props and scenery for their production. Murals painted on large sheets of butcher paper may work well, or the class may elect to use large cardboard boxes which may also be painted.

Costumes may be made from paper grocery bags, or each child may wish to create his/her costume at home with the help of mom and dad.

Present the parents with invitations, which have been made at school, to attend an evening performance. This may serve as an end of the year program or graduation event for the kindergarten.

Allow the children to do as much of the planning and preparation as possible.

Evaluation: Observed ability to work as a group to plan and present a school program and enjoyment of the task and pride in the final product.

READING
FOR
ANY SEASON

Activity 1 R

To locate and identify letters of the alphabet and to use graphs.

Objectives: (LA) 1, 2, 3, 4, 15; (M) 1, 3, 5, 17;
(SS) 14, 22; (A) 11

On a walk in the school building or outside, the students will be asked to look for capital and lower case letters. Prepare for each child a gridded paper with the capital and lower case letters in a column on the left side of the page, and numerals 1 through 15 across the top. The gridded paper will be used to record the letters seen, and how often they are seen by placing a check (✓) mark in the squares following each letter every time it is identified.

On returning to the classroom, the students should color the spaces checked creating a bar graph. Questions may then be asked concerning the number of times certain letters were seen; which were more common, capital or lower case; and what letters were not seen. Guesses may be made to explain why certain letters were not seen, or were seen rarely; and why certain types/styles of letters were used. Asking why signs are important to people may be appropriate also.

Evaluation: Each student should complete the graph and be able to use a numeral to tell how many times a letter was seen.

Extension: Note colors used most often in outdoor signs. Students should suggest why these colors are used.

Activity 2 R

To provide experience in identifying letters of the alphabet.

Objectives: (LA) 1, 9; (A) 1, 2, 8, 9

Using alphabet flash cards go through the alphabet in correct order. Give each child a flash card to hold.

Depending on group size you may need to make extra cards or give each child more than one card. All letters of the alphabet should be used.

Ask the children to sit in a circle holding their card(s). Learn the words and sing the song "Alligators All Around" by Maurice Sendak. Each child should stand and hold up his/her card when that letter name is sung.

Evaluation: Observed successful identification of letters of the alphabet and enjoyment of the song.

"Alligators All Around" poem and song

Maurice Sendak's Really Rosie

Maurice Sendak

N.Y.: Harper & Row, Publishers, 1975.

Activity 3 R

To strengthen knowledge of beginning sounds.

Objectives: (LA) 1; (S) 33

As each beginning consonant letter is studied in class the students will be given a block letter cut from the following materials and glue it to cardboard. When no materials is given for a letter, cut that letter from construction paper or use a material of your own choosing.

- | | |
|-------------------------|------------------------------|
| A - Aluminum foil | M - |
| B - polyester Batting | N - Nylon Netting |
| C - Corduroy | P - Pique, Plaid
or Paper |
| D - paper Doily | Q - Quilted fabric |
| F - Felt | R - Ribbon |
| G - Gauze | S - Satin |
| H - nylon Hose | T - Terry cloth |
| J - | V - Velvet or Velour |
| K - Knit or Kettlecloth | W - Wallpaper |
| L - Lace | X - |
| | Y - |
| | Z - |

After gluing the letter to the cardboard, glue the following items to the letter.

- | | |
|--------------------------|------------------------|
| A - Apple seeds | G - Glitter, Gum drops |
| B - Buttons, Bows | H - fabric Hooks |
| C - Cloves, Cotton balls | J - Jelly beans |

- | | |
|----------------------------------|---|
| D - Dill seeds | K - Key made of paper |
| F - Feathers, Fur | L - dried Lemon peel |
| M - Macaroni | S - Seeds, gummed Stars |
| N - Noodles | T - Toothpicks, Tarts
candies |
| P - Peppercorns, craft
Pearls | V - Vinegar soaked
cottonballs,
Violet petals |
| Q - word Quart from
labels | W - Washers, Wood
shavings |
| R - Rug (carpet)
fibers | X - |
| | Y - Yarn |
| | Z - Zippers |

Encourage the children to use their five senses, as is appropriate, to examine the materials; then ask them to describe the taste, smell or feelings of the material.

Evaluation: Enjoyment of the activities. Ability to describe the materials used after using the five senses. Identification of the beginning sound. All determined by observation by teacher and verbal response of the children.

Activity 4 R

To provide an experience in identifying and describing story characters.

Objectives: (LA) 5, 6, 7, 8, 9, 14

This activity may take place at any time during the year, and may be repeated whenever desired. Any story may be used.

After reading a story to the class ask the students to select the character they liked best. List their reasons for liking that character. Select a character they did not like and ask them to tell why they did not like that character. List the responses. Compare the two lists. Ask the students to make suggestions for ways to make the character they did not like more appealing. Record ideas. Ask what might happen if they re-wrote the story with the character changed as they have suggested. What effect will it have on the problem of the story and on its ending? Will it make the story better? Will there be any story if the character is changed?

Re-write the story with the character changed as suggested by the class. Read both stories and decide which is the most interesting. Discuss the reasons for having an unpleasant or unpopular character in a story.

Evaluation: Ability to tell what characteristics are attractive and which are not determined by responses on lists. Ability to determine the need for a variety of characters in a story by comparing the stories.

Activity 5 R

To provide experience in identifying characters, setting, mood and main idea of a story.

Objectives: (LA) 6, 8, 9, 13, 14, 19; (A) 2, 4, 14, 23

This activity may be used at any time during the year with any book the teacher chooses. It may also be done several times throughout the year

Before reading a story to the class, cover the book with plain paper so the cover illustrations may not be seen. During the reading of the story do not show the pictures in the book to the class.

After reading the story ask the class to name the characters in the story. Ask them to tell the places the story took place (settings). Ask them to tell how people felt in the story; was there a happy part, a sad part, or a scary part (mood). List responses to each of these. Look at the lists and check the most important characters. Why were these considered the most important? The children should be able to give reasons. What can the class generalize about the time (setting) of the story from the list and from what they recall about the story? What also may be made as a general statement about the mood of the story? Did it make you feel happy, sad, frightened? The class should then make a general statement about the story's mood, setting, and characters which will be a brief synopsis of the

Using the information gained in the discussion, each child should design a cover for the book.

When the cover designs are completed, look at the actual cover. Compare the covers made by the class to the book's cover. Ask each child to tell which cover they like best and why they like it best.

Evaluation: Oral responses should exhibit an ability to identify character, mood and setting. Evidence of the use of the gained information in designing the covers. Ability to defend choice of best cover as shown by responses.

Activity 6 R

To provide practice in identifying initial sounds of words.

Objectives: (LA) 1, 20

Read the book I Unpacked My Grandmother's Trunk by Susan Ramsay Hoguet. Play the game as described in the front of the book.

In this book the little girl opens grandmother's trunk and the first thing out is an Acrobat. Second comes a Bear, and third a Cloud. This continues through the alphabet. In playing the game each child takes a turn with the first child naming something that begins with "A" and the second child renaming the "A" word and adding a "B" word. The third child names the "A" and "B" words and adds a "C" word, continuing on with each child taking a turn until the alphabet is completed.

An interesting alphabet bulletin board could be displayed by asking each child to draw the object they named on a 12" x 18" art paper, making the drawing as large as possible, cutting it out; and placing all the objects around a large construction paper trunk made by the teacher. The teacher may wish to cover a large box and attach it to or place it below the bulletin board rather than making a one dimensional box of construction paper.

Evaluation: Enjoyment of the activity and increased

knowledge of the letters of alphabetical order as indicated by success in completing the art and by game participation.

I Unpacked My Grandmother's Trunk

Susan Ramsay Hoguet

N.Y.: E. P. Dutton, Inc., 1983.

Activity 7 R

To identify consonant sounds in the initial, medial and final position.

Objectives: (LA) 1

Given a set of pictures of objects whose names all begin with the same consonant sound the students will respond by making the sound, identifying the letter name, and writing the capital and lower case symbol for that letter. Pictures cut from old kindergarten level workbooks work well for this as do commercially prepared cards.

The same procedure may be used to identify medial and final consonant sounds.

If pictures are cut from old workbooks, the children may paste these onto a piece of construction paper and write the capital and lower case letter on the left top of the paper for initial sound, top center for medial sound, and right top for final sound.

Magazine pictures may also be cut out for this portion of the activity.

Evaluation: Ability to identify a letter by sound and name in the initial, medial and final positions shown in accuracy of oral responses and the cut and paste activity.

Activity 8 R

To provide opportunity to express reasons for liking or not liking a story.

Objectives: (LA) 6, 9, 10, 14; (M) 1, 3, 5

After reading a library book to the class, the teacher will ask the students to tell why they liked or did not like the story. Record on a chart each student's response. A happy face could be placed at the top of a column designated "Liked," and a frowning face above a column for "Did Not Like." Count the reasons listed in the "Liked" column and those in the "Did Not Like" column. Compare the two numbers. If there are several reasons in either column which are the same or similar, a graph could be constructed to illustrate which reason was given most often.

To extend the activity, select the reason for disliking the story which was given most often and try to change that part of the story. Re-write the story with the changes selected. Read again the original story and compare it to the newly created version. Take a poll to find out if the class finds their version more satisfactory.

Evaluation: Evidence of ability to verbalize reasons for liking or not liking the story, and suggestions for changes which could be made through teacher observation.

Activity 9 R

To provide practice in identifying initial consonant sound, rhyming words and word families.

Objectives: (LA) 1, 2, 3

Write the word "cat" at the top of a large sheet of paper. Ask the students to read the word. After they read it, write an "f" under the "c" of cat asking for the rhyming word. When "fat" is named add the "at" to the "f." Continue by writing an "s" under the "f" in "fat" and repeating the procedure.

Follow the same procedure to make rhyming words for:

bun	light	tall
fed	know	fail
cake	see	etc.

Read the lists of words made.

Evaluation: Ability to respond quickly. Ability to read the new words in the lists.

Extension: Select two words from each group and create two line rhymes.

The words from the lists could also be written on index cards, one word per card. The cards may then be used as word recognition cards, or may be used to make groups. The children could group all the three letter words, or four letter words. They could create groups of words by beginning letter or by the three ending letters as the "_ake" in cake, rake and bake.

Activity 10 R

To provide practice in hearing and saying initial consonant sounds.

Objectives: (LA) 1, 9

Prepare a set of 25 to 30 index cards by pasting the picture of an easily identified object on one side of each card. On the other side of each card print the beginning consonant of the word pictured. (Pictures from used kindergarten workbooks will work well.)

Give each child in the group four or five of the cards with the picture side showing. Say a silly saying or tongue twister in which most words begin with the same consonant sound. The children should determine if they have the picture of a word which begins with that sound. If they do they may turn the card over to see the letter which represents that sound. Continue until one child has all cards turned over.

Some suggested tongue twisters are:

B - Blue bubbles bounced by.

C - Crazy cats cause catastrophies.

D - Dangerous dinosaurs dine on doughnuts.

F - Friendly frogs frighten flies.

G - Giant green gorillas growled.

H - Happy hairy hounds howl.

etc.

Evaluation: Ability to hear the consonant sound and

accuracy in matching it to the initial sound of the words pictures. Enjoyment of the activity as evidenced by participation.

Activity 11 R

To reinforce initial consonant recognition and create awareness of word rhythm (syllables).

Objectives: (LA) 1, 11, 20; (PE) 2, 8

Students will sit on the floor in a circle. One student will be selected to be the engine of an alphabet train. Circling around the group of students on the floor, the first student will chant a two syllable word beginning with the letter "A," such as "apple." As the student walks, his/her arm movements should represent the chugging of a train and the rhythm of the word. The first student then selects a second child to join the train. The second student and the first student chant a two syllable word beginning with the letter "B" which the second student has chosen, such as baseball. After the two children have gone around the circle one time, a third child is chosen to join the train and select a two syllable word beginning with the letter "C." This pattern is continued until each child is a part of the alphabet train.

Evaluation: Ability to choose a word with two syllables which begins with the appropriate letter. Ability to move body in a rhythmic manner to the beat of the word chosen. Evaluated by teacher observation.

Activity 12 R

To develop sight word vocabulary.

Objectives: (LA) 4

After writing a class book, read the book to the class. Underline important words in the book with a bright color marking pen. These words may be the nouns, verbs, compound words, adjectives, adverbs, or any words felt to be interesting. Write the words on flash cards (3 x 5 index cards); and use them at school as sight words, words for grouping, words for alphabetizing or building word pictures which may be illustrated with crayon and paper. This will give each child more experience with the words in the class book so he/she will be more able to truly share the book with his/her parents when it is his/her turn to take it home.

Evaluation: Recognition of the words in class activities and in reading.

(Class book here refers to books the class makes as a group during the year.)

Activity 13 R

To develop sight word vocabulary and to introduce nouns and verbs.

Objectives: (LA) 3, 4, 8, 12

Select an easy first reader book with a limited vocabulary. (Weekly Reader Books and Troll Associates are among several publishers who offer this type story-book for the young reader.) Write all the words from the book on individual word cards duplicating those words which may frequently appear more than once in a sentence. Using the words as flash words go through them to find out which words are already a part of the students' sight vocabulary. Then construct the title of the book with the word cards and place the cards where they may be easily seen by the group. Together read the title. Continue by constructing and reading the sentences from the book. Allow the students to construct some of the sentences by matching the text words to those on the cards. In some instances the print style of the book's text may vary enough from the word cards to add an extra challenge. After completing the reading of the book, display all the cards where they may easily be seen. Select from the group words which name people, animals, places, things; the nouns and pronouns. Also make a grouping of the verbs, adverbs and adjectives. To each group add new words

which may be used in re-writing the story.

Re-read the story as a group. Send the book home with each child to share with the parents.

Evaluation: Recall of words. Ability to group words and add to the groups. Determined by observation and by success in reading story.

Activity 14 R

To identify short vowel sounds and letters.

Objectives: (LA) 2, 3, 4, 11

Using the word cards which have been made with the vocabulary of the easy reader books, make groups of the words containing short vowels. Write these on a large piece of paper or on the chalkboard. Ask the children to read the words, identify the vowel by sound and letter, and mark the vowel with the proper diacritical marking. Do the same activity locating long vowels.

Evaluation: Ability to locate short vowel words/sounds during the activity.

Extension: Write lists of rhyming words for each short and long vowel word.

Activity 15 R

To practice the skill of alphabetizing a list of words.

Objectives: (LA) 4, 20

Using the word cards which have been made with the vocabulary of an easy reader book, select ten words. Ask the students to place these words on a chart or bulletin board in alphabetical order. Guide the students through the activity by asking which letter comes first in the alphabet and locating any words which begin with that letter. Continue through the alphabet and the list in this manner.

Evaluation: Observed ability to locate a word beginning with the specified letter.

Activity 16 R

To provide practice in using descriptive words.

Objectives: (LA) 4, 21, 23

Using word cards mentioned in the preceding activities group all the nouns by asking the children to identify the persons, places, and things in the story. Discuss each word and imagine ways of describing that noun.

List these words and identify them as adjectives.

Construct word pictures with the nouns and adjectives.

Next group the verbs from the book by asking the children to tell the words that told what something or someone did. Discuss the words and determine if there is more than one way to "walk," for example. Here the children may suggest words such as softly, quickly and strangely. If they have difficulty in suggesting words, the teacher may assist by giving them characters to think about. For example, "Think about a clown wearing big shoes, how would he walk?" or "What about Peter Pan when he was in the nursery of the Darling children, how did he walk?". List the adverbs suggested by the children and discuss how these words help us to "see" what is happening.

Evaluation: Evidence of ability to imagine or "see" the words and then verbalize them by observation during discussion.

Activity 17 R

To provide practice identifying by sight and sound long and short vowels.

Objectives: (LA) 2, 3

After the class has read a story or book, with a limited vocabulary, write the vocabulary words on a chart paper. Select those words from the list which have easy to identify vowel sounds (long and short). Underline those words having the short vowel sound with green and those with the long vowel sound with orange. Ask the class to say all the words underlined with green and to listen for the vowel sound. Do the same with the long vowel words. As a group, using a black marker, put diacritical markings on the vowels. Discuss the long and short sounds and letters which are silent.

Evaluation: Ability to hear and identify long and short vowel sound as demonstrated in participation. Beginning awareness of diacritical markings.

Activity 18 R

To provide practice in identifying nouns (and verbs).

Objectives: (LA) 5, 9, 20, 21

This activity may take place after reading a story aloud to the group, or after the children in a reading group have read a story or book in the group.

Ask the children to list the persons, places, and things in the story. Write the words on file cards and place them where they may be seen by the group. Alphabetize the cards by asking the students to come forward, one at a time, and locate all the words beginning with "A"; next locate all the "B" words and continue through the alphabet. If no word is available for a certain letter this should be noted and words with the next letter of the alphabet found. After grouping the words alphabetically select one word from each group. Write each word selected on sheets of construction paper (9" x 12"). One word is printed on each paper. Each child selects one and will illustrate the noun indicated. Bind the pages together after the drawings have been made for a book of nouns from the story read.

Evaluation: Ability to identify the nouns of the story and to group them alphabetically demonstrated through participation in the activity.

Extension: Do the same activity using verbs instead

of nouns. The illustrations must depict the action of the verb presented.

Activity 19 R

To increase reading sight vocabulary with high interest words.

Objectives: (LA) 4, 7, 20, 25

Provide for each child a booklet of handwriting paper by stapling together ten sheets of the paper and two pieces of construction paper (9" x 12") for the front and back cover. The booklet cover should be decorated with the student's name, the booklet's title and some pictures if desired. The title could be (student's name)'s Word Book.

Each day ask each child to tell you a word he/she would like to be able to read and write. Write the word in the booklet with a light color watercolor marker for each child. The students should then trace over the word the teacher has written and copy the word two or three times on the page in their booklet. On the following day, ask the students to read the words in their booklets and add a new word. If a child cannot remember a word from his/her list, they will need to review that word by writing and reading it again rather than getting to add a new word. When eight or nine pages have been filled in the booklet, the student may choose to write a short story, poem or some sentences using the words from his/her booklet. This may be done on the last page. As the booklets are completed, provide

new books for the students. The completed ones should be kept at school however, for the students to use as reference material when writing new stories, poems or sentences.

Evaluation: Recall of the words in the books when asked to read them. Improved fine motor skills, and quality of stories, poems, or sentences indicated by completed work.

Extension: Alphabetize each list of words.

Activity 20 R

To introduce compound words.

Objectives: (LA) 3, 4, 17, 25

Present to the class a compound word such as "fireman" or "butterfly." Ask the class to think of other words that go together often and may in fact be one word.

List the responses. From the list select those which are compound words. Read and discuss the meanings of the words.

Give each child one or two of the words to think about.

From magazines have each student cut pictures which illustrate the compound words. Two pictures must be used for each word. For example, the student who has been given the word "doghouse" may not cut out a picture of a doghouse; but must cut out the pictures of the word's components, a dog and a house.

Paste the pictures on construction paper and ask the students to write the words in the following manner.

dog + house = doghouse

Evaluation: Observation by teacher noting evidence of an understanding of compound words. See the task as a puzzle or game to be completed as indicated by teacher observation of the children during the activity.

Activity 21 R

To provide practice with compound words and mental imagery.

Objectives: (LA) 3, 5, 17; (A) 4, 9

Present the following list of compound words to the group. Read them together and talk about their meanings.

fireman	doghouse	snowman
butterfly	postman	flowerpot
sunshine	moonbeam	bedroom
windshield	strawberry	birdbath
dragonfly	flagpole	fishhook

Add more words if you desire.

Divide each word into its two words, and ask each child to find a picture of each part of the word. For example, after dividing "bedroom"; the child should find a picture of a bed and a picture of any type room. Put the two pictures together to make the word. After each word has been made with pictures, decide which part of these words actually names the object. Examples being, a doghouse is a house, a strawberry is a type of berry, a snowman is a man, and a fishhook is a type hook. As they discover that the second word names the object, ask them what the first word's purpose is. After they have determined that it describes the second word, ask them to put all the pictures they cut out into a box.

Mix the pictures up well and give each child a new set of two pictures. Be sure the pictures will not combine to make a commonly used word. Ask the students to glue the two pictures onto a paper in the order they wish their newly created word to be spoken. Remind them of the function of each word. For example, do not give a child the picture of a fly and a house as he/she can now make the word housefly. If they get the picture of a berry and the picture of a dragon, they must decide whether they want their word to be dragonberry or berrydragon.

After each child has decided upon his/her word, and have pasted the pictures on a paper; give them each another sheet of paper for drawing. Instruct them to draw this new object or creature they have created. Again remind them to consider the position of each word. While a dragonberry might be a juicy purple berry craved by dragons, a berrydragon must be a dragon who either eats, cultivates or looks like a berry.

After the drawings have been made ask each child to dictate or tell about this object or creature they have made. Where would you find it? What is its purpose? Would it be something everyone will want to have? Record the dictation and display the work or put all of the stories, pasted pictures, and drawings together to make a most unusual book of compound words.

Evaluation: Awareness of the parts of a compound word indicated by the ability to complete the task. Enjoyment and ability to let the mind go and imagine as indicated by observation by teacher of the children while working.

Activity 22 R

To master the Dolch Basic Word List at the preprimer and primer levels.

Objectives: (LA) 4

Present words from the Dolch list for pre-primer level to the children by using flash cards. Look at these cards frequently and find the words in books, on papers done at school, and on signs and posters around the school. Prepare, on a poster board, a winding sidewalk with one of the words from the list on each section of the sidewalk (a different word should appear on each section). The sidewalk should be long enough for 20 to 25 words. Decorate the board with scenery you might see in a zoo, park or any place a sidewalk could be found. Individually, give each child an opportunity to "walk along" the sidewalk by reading the words. With each attempt write the child's name beside the first word he/she miscalls. Do this periodically, and when a child can "walk" the full length of the sidewalk without miscalling a word, present them with a dittoed replica of the poster board and some type reward such as a sticker or a star. Also make a chart of "Great Walkers" and add the students names to the list as they complete the board. Continue the procedure with a new board and the next 20 to 25 words on the list, moving into the primer list, by making another similar game

board. You might also consider laminating the first board, writing the words on the laminate, and then being able to erase them when that list is mastered; you could put the second list on the same board.

Children may also use the boards in groups of twos to take turns seeing who can read the greatest number of words.

Evaluation: Mastery of the pre-primer and primer Dolch list shown by ability to read these in context and isolation.

MATH
FOR
ANY SEASON

Activity 1 M

To develop the ability to recognize the date on a calendar and to give that date verbally.

Objectives: (M) 1, 12, 17; (SS) 8; (F) 1, 2; (S) 2, 4

Each day, discover the date by looking at the calendar and asking the students questions such as, "If yesterday was Tuesday, what is the day of the week today?"; and, "If tomorrow is the third day of March, what is today?". Recite by rote the days of the week and the months of the year periodically.

After deciding upon the date discuss the weather conditions of the day. Use a symbol for each of the various weather conditions and add this to the calendar each day. Use a laminated picture of a thermometer to mark the day's temperature, or record the temperature each day on the calendar. Include with the calendar a list of helpers for each day. These could be line leaders, plant waterers, people to straighten the book shelf, and people to be in charge of the science table. Discuss what the responsibilities of each job are and ask the children to predict the problems if the "helper" does not do his/her job correctly.

After doing the date in English, try repeating the date in French. Recite the days of the week, the months and count to thirty in French as a rote exercise several times each week.

Evaluation: After several months, the class should be able to verbally give the date without assistance. Ability to respond in French should develop gradually.

Activity 2 M

To provide concrete experiences with numbers and counting.

Objectives: (M) 1, 2; (SS) 8, 10

Use snack time each day as a math time. Count how many students are present and ask how many napkins, snacks, and drinks will be needed. Give one child the responsibility of counting and passing out the correct number of napkins. One child may be responsible for bringing the snack each day and should be given instructions to follow. These might be give each child one cookie, put three pretzels on each napkin, or give each person two crackers and one piece of cheese. When the table is set, count objects, count people, compare numbers of objects and people.

If a student is absent use this opportunity to subtract from the usual complete set of students. For example, "We usually have fifteen people in our class. Today there are only thirteen present. How many are missing? Count backward from fifteen, or place fifteen blocks on a table and remove two. What number did we reach, or how many are left?"

Evaluation: Ability to use counting and numbers in everyday experiences evidenced by oral responses.

Activity 3 M

To provide concrete opportunities for identifying and using circles, squares, triangles and rectangles.

Objectives: (M) 14, 15, 17; (A) 2, 4, 14

Use the following art activities to accompany discussions about the four basic geometric shapes; circle, square, rectangle and triangle.

Circle - Lion's Head

Using the technique for cutting a circle from a square as described in Activity #6M, each child will cut circles from the following construction paper pieces:

1	12" x 12" brown	2	2" x 2" white
1	9" x 9" yellow	1	1½" x 1½" black
2	3" x 3" yellow		

Paste the large yellow circle in the center of the brown circle. Paste the two small yellow circles at the top of the yellow circle for ears. Paste the two white circles on the large yellow circle for eyes. Cut the black circle in half using one half on each eye. Draw on features such as a nose and whiskers with black crayon. Fringe the brown circle to form the mane.

Square - Robot

Give each child 12" x 18" sheet of white construction paper and the following squares:

1	4" x 4" dark blue	4	1½" x 1½" yellow
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1 2" x 2" red 8 1" x 1" orange

4 1½" x 1½" green

Tell the children to create a robot by pasting the squares on the white paper in any way they choose.

Ask each child to name his/her robot.

Rectangle - Unknown Creature

Give each child rectangles in assorted sizes and colors. Ask them to imagine an animal made of nothing but rectangle shapes. They are to paste their rectangles together to form that animal. Do not allow them to cut any of the shapes, they must be used as they are.

Name the creatures and tell where they live.

Triangle - Book of Triangles

Give each child six equilateral triangles approximately six inches tall. On four of the triangles the children should draw things which are triangular in shape. Write the names of the objects on each page for each child. Use the remaining two triangles for the front and back of the book. Write a title on the cover and design it. Punch one hole in the top of each triangle and bind the pages with a brad.

Evaluation: Ability to verbally name the shapes used. Enjoyment of the final products evidenced by teacher observation.

Activity 4 M

To develop skills of number writing and ability to count in sequence.

Objectives: (M) 1, 2, 3, 4; (S) 4; (SS) 1

The first of each month each student should make a calendar for that month which he/she may mark with important dates and use as a reference in anticipating special events at home.

The first calendar made should have the month, week days and the numerals already on them. Ask the children to count the spaces in which a numeral appears. Is that number the same as the last numeral on the calendar? Each child should then trace over the numerals on the calendar. If birthdays, holidays or field trips will take place during the month, ask the children to circle the appropriate dates with different colors. The calendar may be pasted to a larger piece of construction paper and the construction paper decorated with seasonal or holiday symbols.

After the class has gained some mastery of numeral formation prepare the calendar with only the days of the week written in. The children may then write the month and fill-in the spaces with the appropriate numerals to complete the calendar. If old calendars are available provide for each child a set of numerals cut from the old calendars to paste into the appropriate spaces. Or

use these cutouts for special days, and write in all other numerals. Again decorate the calendar with symbols of the month or season.

Evaluation: Ability to write numerals in order to a specified number when required in classroom work.

Activity 5 M

To provide a sensory experience with numeral formation.

Objectives: (M) 12, 14, 15, 17; (S) 21, 28, 29, 30, 31, 32, 33

Provide for each child a portion of yeast dough. The type found in the frozen foods department of the supermarket is convenient to use. Ask each child to divide the portion of dough they have into thirds or three equal parts. Ask them to tell how many pieces they began with, how many they now have, and how the amount they have changed. Each child will make a coil or rope with each of the three pieces, and form whatever numerals they wish with the coils. (Geometric shapes and letters could also be formed.)

Set a timer for twenty minutes so children may watch, and let the shapes stand for twenty minutes. Brush with egg white. During the twenty minute wait, discuss the appearance of the bread dough and the egg whites. How are they alike and different? Are they living or non-living substances? What was used to make the bread dough? Was any part of the bread dough ever alive? What about the egg? Bake the dough numerals on baking sheet in the oven at 350° for twenty minutes. It is best to place a cake pan of boiling water under the baking sheet during the baking. Sprinkle the finished product with salt, sugar, or spread butter on each

numeral. Eat and enjoy while still warm.

Evaluation: Through teacher observation evidence of awareness of the differences in the materials used.

Ability to determine if materials are living or non-living. Ability to form the numerals correctly. Use of the senses when comparing and discussing. Enjoyment of the final product.

Activity 6 M

To learn a technique for cutting a circle from a square.

Objectives: (M) 15, 17; (A) 14; (LA) 5, 9

Give each child an eight inch square of red construction paper, a six inch square of yellow construction paper, and a four inch square of blue. Each square is to be cut to form a circle. Instruct the children to cut the four corners from each square making octagons. Next clip the eight corners off each octagon. This should be done carefully taking only the small point off each corner. When this is completed a circle should be made from each piece of paper.

Discuss the three circles asking which is largest, smallest, and medium sized. The students should then paste the middle-sized circle in the center of the largest circle and the smallest circle in the center of the middle-sized circle; stacking them in a bull's-eye style from largest to smallest.

Evaluation: Ability to follow directions. Evidence of a gained skill to be used in future art projects. The completion of three circles.

Activity 7 M

To provide concrete experiences with counting and making sets.

Objectives: (M) 1, 2, 3

Give each student in a group a large pile of buttons, Lego pieces, poker chips, or any small manipulative which may be counted.

Ask the students to make sets from 1 to 10. As each set is made ask the students to come forward and write the corresponding numeral on the chalkboard, or place numerals on a flannel board. For example, say, "Make a set of 7." After each child has made their set, count the pieces together. Ask a child to come forward and write or place that numeral for the others to see. Do not ask for the sets to be made in numerical order. Continue with this activity throughout the year until sets of 100 can be made and the numeral presented by the children.

Evaluation: Each child should achieve success in making the set called for after having had several experiences with the activity, and as counting improves through the year.

Activity 8 M

To provide a visual experience in counting specified objects.

Objectives: (M) 1, 2; (A) 1, 2, 3

Read the book Norman Rockwell's Counting Book to the class. After reading the book go back and allow the children to come forward, one at a time, to locate and count the appropriate objects on each page. Choose two or three of the pictures to look at a third time, and discuss people's expressions, the activity depicted, and the detail Mr. Rockwell used in his paintings. Finding all the errors or "funny things" on the last three April Fool's Day illustrations may also be done by placing a clear plastic sheet over the page and circling the errors with crayon. After circling the errors, count to see how many there are. Write the number of errors for each page on the chalkboard or a piece of paper. Then check the final page in the book to find out if the class located all that are recorded there. Evaluation: Ability to locate and count objects during the activity.

Norman Rockwell's Counting Book

Glorina Taborin

New York: Harry N. Abrams, Inc., 1977.

Activity 9 M

To provide practice in using written addition equations with concrete reinforcement.

Objectives: (M) 1, 2, 3, 7, 8, 9, 17

Give each child 24 one inch squares of construction paper and a paper on which you have prepared the following equations:

$$4 + 1 = \underline{\quad}$$

$$3 + 2 = \underline{\quad}$$

$$2 + 1 = \underline{\quad}$$

$$2 + 2 = \underline{\quad}$$

$$1 + 3 = \underline{\quad}$$

$$3 + 0 = \underline{\quad}$$

Above each numeral in each equation draw circles large enough for placing the appropriate number of the paper squares. Direct the children in pasting the squares in the circles by asking them to first read the numeral under the circle; second, select the correct number of squares, and then paste them in place. Do not combine the sets until the squares have been pasted in both circles. For the first equation, after the children have finished pasting, ask the students to tell how many squares they have in each set. That being four in one set and one in the other. Instruct them to count how many they would have if they combined the two sets. You may wish to have the class draw a circle around the two sets making it one set. After the children have determined that there are five squares, read the equation. Ask the class to verbally fill-in the blank when you

read the equation. After they have responded verbally, they should write the appropriate numeral on the line. Continue in a similar manner with all the equations.

Evaluation: Evidenced by completion of the work sheet the ability to combine the sets with manipulatives and through completing the equations.

Activity 10 M

To introduce the concepts of "greater than" and "less than," and the appropriate signs for these terms.

Objectives: (M) 1, 6

On a chalkboard or flannel board present the following sets of numerals:

4 & 7	1 & 7	8 & 9
9 & 3	5 & 3	2 & 1

Using two large fish shapes cut from construction paper compare their open mouths to the signs for greater than and less than. (Have the v-shaped mouth heavily outlined with black so the $>$ and $<$ will be easily recognized.)

Explain to the class that the fish are very greedy, so they will always try to catch the larger number. The numerals shown at the beginning of this activity should be spaced far enough apart to fit the correct fish into the space.

Ask the class to read the numerals presented in the first set (4 & 7). Ask them to decide which one the greedy fish would want to eat. Which is the larger? Ask a student to select the correct fish and place it between the two numerals. Continue with the following numeral sets.

On individual papers prepare similar sets of numerals for determining greater than and less than. Provide for each child a set of small fish to place in the spaces

between the numerals on the paper. Do not mark the mouths of the fish or put any details on them. This gives the child the freedom to decide which direction the fish must face and the extra activity of drawing the features and outlining the v-shaped mouth. If a child has great difficulty, allow him/her an opportunity to begin again with new materials. He or she may also wish to draw little fish above each numeral to add more visual help.

Evaluation: A beginning understanding of the concepts of greater than and less than evidenced by a completion of the work page.

Activity 11 M

To provide practice in using concepts of "greater than" and "less than."

Objectives: (M) 1,6

After working with the fish in the preceding activity, try similar activities at the chalkboard or a flannel board using the symbols for greater than $>$ and $<$ less than instead of the fish. Encourage each child to "read" the numeral statements with you to increase the use of the terms.

Ask the children to make sets with beads, blocks or other small manipulatives. They should be directed to make a set greater than a given number or less than a given number.

Also use these terms in everyday activities. Today the number of boys is greater or less than the number of girls. On changing a calendar from one month to the next note which month had the greater/lesser number of days.

Evaluation: Seen through teacher observation, the incorporation of the terms greater than and less than into the child's everyday verbalizing. Greater understanding of the terms and concepts.

Activity 12 M

To provide concrete experiences in subtraction.

Objectives: (M) 1, 2, 3, 8, 9, 10, 17

Give each child a lunch bag and 10 or 18 blocks depending on the level of achievement in math. Ask each child to count the blocks and to tell how many he/she has. Instruct the children to place three blocks in their bag, asking them to tell how many they now have. You might do this by saying, "You had ten blocks and we took three away and put them in the bags, how many do you have left?" At this point you may wish to take the three blocks out of the bags and return them to the group, or you may wish to continue starting with a total of seven. Repeat the exercise taking away different numbers each time. After completing several equations this way ask the students to tell you a "take away" sentence which describes what they have just done. If they have just subtracted four blocks from a set of seven, they should respond with "Seven take away four is three." Next ask them to help write that on the board without using any words. After they have assisted the teacher in writing " $7 - 4 = 3$," ask them to read the equation, "Seven minus four equals three."

Evaluation: Ability to subtract from groups of 10 (18) or less when using manipulatives. Verbal responses in reading equations.

Activity 13 M

To provide a manipulative tool for use in future activities for telling time.

Objectives: (M) 1, 4, 11, 12

Look at the clock in your classroom with the class.

Ask the children to tell what they see. Is it a circle? Does it have numerals and hands?

Give each child a round piece of cardboard. A ten inch pizza board works well and many pizza parlors will sell these to you. Locate the center of the circle and punch a hole for each child.

Using the classroom clock as a guide, ask the children to determine which numeral goes at the top of the clock's face, which numeral goes at the bottom, which goes in the center on the left side, on the right side? The children should write these numerals on the clock as they respond to the questioning. Next assist the children in filling-in the numerals which have not yet been written.

Look again at the class clock to decide if both hands are the same. After discussing the hands, make an hour hand with red construction paper and a minute hand with blue. Push a brad through the two hands and through the hole which was made in the clock earlier.

Practice finding the hour and half hour on the clocks.

Evaluation: Ability to identify the parts which make up a clock's face and to have a clock which may be used in class to tell time.

Activity 14 M

To provide practice in telling time.

Objectives: (M) 1, 11, 12, 17

On flash cards write hour and half-hour times as they would appear on a digital clock. Using the clocks made in a preceding activity, instruct the class to show that time on their clock. Ask them to read the time to you. Ask the class to make a list of reasons for being able to tell time. Why is it an important skill for everyone to know? Name as many kinds of clocks as you can. List as many ways of telling time as you can. Group the ways of telling time into several groups and title each group.

Evaluation: Ability to tell time on hour and half-hour. Ability to name other ways of telling time, and to give reasons for needing to know how to tell time as judged by verbal responses.

Activity 15 M

To extend the skill of telling time.

Objectives: (M) 1, 2, 11, 12, 17

Use a large abacus and ask the class to count with you by fives. Give the children opportunities to move the beads as they count.

Look at a clock which has the minute lines marked between the numerals. Ask the children to count these lines explaining that each line equals one minute.

Use the clocks made in the preceding activity and count by fives by moving the minute hand from one numeral to the next.

Ask the class to guess where the hands might be if the time was "ten after two." Remind them that the hour is two and that they will need to begin their counting with the minute hand on twelve. Continue with other times.

Evaluation: Ability to use skill of counting by fives in finding the time on a clock as demonstrated by verbal responses.

Activity 16 M

To provide a practical, concrete experience with fractions.

Objectives: (M) 14, 17; (SS) 14

Prepare brownies or pan cookies in an 8" x 8" cake pan. Show the brownies, uncut, to the class and ask them to decide what needs to be done to divide this whole pan of brownies equally. Begin by cutting the brownie in half. Ask the class how many pieces there are. As they respond write $\frac{1}{2}$ on the board noting the 2. Next divide the brownie into fourths. Write $\frac{1}{4}$ on the board noting the four and count the number of parts in the pan. Continue until there are enough pieces to go around. At last it is time to eat and enjoy the brownies.

Evaluation: Evidence of awareness of dividing a whole into equal parts shown through participation in the activity.

Activity 17 M

To provide practical experience with money.

Objectives: (M) 1, 7, 10, 17, 16; (SS) 7, 8, 22

Set-up a "store" in the play center of your classroom.

Provide such items as pretzels, stickers, peanuts, carrot sticks and apples for sale to your customers.

Give each child ten or fifteen pennies; or five pennies, one nickel and one dime. Price the items in the store with the class. A sticker might be worth 5¢ while three pretzels can be bought for 3¢. The teacher and two children may be the store keepers. During play or math times, open the store for business. Allow the children to take turns running the store with the teacher. As the children make their purchases, the money is returned to the teacher and the students get to enjoy what they have bought. When the store closes collect all unspent money. Keep the store in business for a time each day for one week.

Evaluation: Ability to recognize prices, add amounts, know the value of the coins, and make change. This will be demonstrated by participation.

Activity 18 M

To provide an introduction to linear metric measurement.

Objectives: (M) 1, 13, 16, 17

After having had some experiences with money, give each child a meter stick and tell them we are going to call it a dollar stick. If there are no meter sticks available, make them with paper strips cut the correct length and marked in centimeter lengths.

Explain where each centimeter mark is on the sticks and tell them that each of those marks is worth 1¢. If they count each of those marks they will find 100, making the stick worth \$1.00. Practice measuring objects together which will all have the same measurements. For example, if all the children have the same size crayon box, measure the length and width of these. You may combine the two measurements here by adding to find out how much the crayon box is worth in dollars and cents. Measure the width of the tables or desk tops in your classroom and tell how much the table or desk is worth. After measuring objects with common lengths give the children the time to work in pairs and measure feet, hands, ears, and arms to see how much they are worth. The dollars and cents answers may then be transferred to correct metric notation by removing the dollar sign and leaving the decimal point.

Evaluation: Willingness to explore with this new

measuring device. Ability to determine lengths and widths in "dollars" and in "cents" as shown through participation in the activity.

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