

Southern Wesleyan University
School of Education

“Educators who demonstrate scholarship within a Christian ethic of care”

Course Number and Title: EDUC 3363 Behavior of the Preschool Child

Number of Credit Hours: 3

Instructor/ Title: Dr. Lavinia Anderson/ Director of Early Childhood Education

Class Day and Time: Monday, Wednesday, & Friday 8:00-8:50

Office Location and Phone: Newby Education Building Room -106

Office Hours: By appointment only; available before and after class hours

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Course Description

EDUC 3363 Behavior of the Preschool Child provides opportunities for systematic observation and participation through field experiences with children in early childhood settings. Included in this course will be 36 hours of field placement experience which will count 25% of the final grade. This course is required of all early childhood education teacher candidates.

Prerequisite: Junior status, PSYC 2003, and PSYC 3103.

Rationale:

This course will provide opportunities for students to observe and practice methods of teaching young children in classroom settings through observations, class role-play and demonstrations. Emphasis will be placed on understanding the social/emotional development and curriculum needs of early education learners. Students will be expected to observe and be able to use a wide variety of strategies that improve children’s learning. Students will understand the importance of parents as partners in promoting the development of a child by developing a family involvement plan and policies for a program for young children. Students will view teaching from the perspective of the Christian ethic of care as they evaluate and reflect on the effects of choices and actions on others in our diverse society. Included in this course will be 30 hours of field placement experience which will count 25% of the final grade. This course is required of all early childhood education teacher candidates.

Relationship to Conceptual Framework

The theme of the unit is integrated with this course by acquainting future professional educators that teaching requires a passion for learning, compassionate and respectful interactions with learners and colleagues, and recognition that the community and its pluralist nature is an integral part of the learning process, in order to successfully prepare early childhood children for lives of social, intellectual, and personal development. All of this is to be accomplished through a Christian ethic of care.

Accommodations Statement

If you have a disability that interferes with your learning, test taking, or completion of assignments outlined in the syllabus, please contact Martha Mishoe, Assistant Director of the Center for Transformational Learning. She will help you secure the right documentation, know what accommodations are appropriate, and authorize professors to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your professors can authorize or provide accommodations unless you specifically request accommodations each semester. Documentation must meet the guidelines of the Americans with Disabilities Act. We want you to have equal opportunity to learn and a fair assessment of that learning. Your abilities, skills, and efforts should determine your success, not your disability.

Counseling Services

Free services are available in the counseling center for help related to any issues or problems you experience this semester. Contact the secretary, Renee Sims at 5131 or 5130, or by e-mail rsims@swu.edu to schedule an appointment with either Carol Sinnamon, counselor and director, or Emily Germain, masters counselor intern. The counseling center is on 3rd floor of the Campus Life Center near the elevator. Your contact with a counselor is confidential.

Technology Integration

Teacher candidates will be required to use word processors for all assignments. Students will be expected to access information from the Internet. Students will use computer software and the internet to create indoor and outdoor environment plans. Students will be expected to use technology in lesson preparation and lesson presentations, including PowerPoint, Promethean Board, and the overhead projector.

Culturally Responsive Teaching

Students will learn how to address issues related to different learning styles, varying abilities, and cultural backgrounds in their future classrooms by developing units, lesson plans, activities, and materials to teach approaches to learning, social and emotional development, language and literacy, mathematics, physical development and health across the curriculum. Students will learn ways to create excitement by integrating music, art, movement, and drama into lessons designed to teach all areas of content necessary for a developmentally appropriate early childhood program for grades Pre-K.

Required Textbooks and Materials

Constructive Guidance and Discipline (fifth edition) by Marjorie V. Fields, Nancy J. Perry, and Debby Fields

Additional Materials

1. A notebook large enough to hold the materials of this course is required.
2. *Chalk and Wire* and a personal thumb drive are an essential part of the course management system and are required of all students.

3. SC Early Learning Standards which you can download from this website:
http://childcare.sc.gov/main/docs/gsgs_finalbook_022608.pdf

INTASC Standards, NAEYC Standards, and ADEPT Performance Standards are referenced for each objective.

INTASC Standards (You need to understand these to complete e-portfolio)
Interstate New Teacher Assessment and Support Consortium (INTASC)

Principle #1: The teacher understands the *central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

Principle #2: The teacher understands *how children learn and develop*, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3: The teacher understands how students *differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Principle #4: The teacher understands and uses a *variety of instructional strategies* to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that *encourages positive social interaction, active engagement in learning and self-motivation.*

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to *foster active inquiry, collaboration and supportive interaction in the classroom.*

Principle #7: The teacher *plans instruction based upon knowledge of subject matter, the community, and curriculum goals.*

Principle #8: The teacher understands and uses *formal and informal assessment* strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is *a reflective* practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters *relationships with school colleagues, parents, and agencies in the larger community* to support students' learning and well-being.

Principle #11: The teacher demonstrates dispositions that promote *scholarship within a Christian ethic of care.* (Not INTASC) *Note: there are four parts of #11 for your e-portfolio.*

SPA Standards:

NAEYC Standards:

1. Promoting Child Development and Learning
 - a. Knowing and understanding young children's characteristics and needs
 - b. Knowing and understanding the multiple influences on development and learning
 - c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning opportunities
2. Building Family and Community Relationships
 - a. Knowing about and understanding family and community characteristics
 - b. Supporting and empowering families and communities through respectful, reciprocal relationships
 - c. Involving families and communities in their children's development and learning
3. Observing, Documenting, and Assessing to Support Young Children and Families
 - a. Understanding the goals, benefits and uses of assessment
 - b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
 - c. Understanding and practicing responsible assessment
 - d. Knowing about assessment partnerships with families and other professionals
4. Teaching and Learning
 - a. Connecting with children and families
 - b. Using developmentally effective approaches
 - c. Understanding content knowledge in early education
 - d. Building meaningful curriculum
5. Becoming a Professional
 - a. Identifying and involving oneself with the early childhood field
 - b. Knowing about and upholding ethical standards and other professional guidelines
 - c. Engaging in continuous, collaborative learning to inform practice
 - d. Integrating knowledgeable, reflective, and critical perspectives on early education
 - e. Engaging in informed advocacy for children and the profession

NAEYC Supportive Skills:

1. Skills in self-assessment and self-advocacy
2. Skills in mastering and applying foundational concepts from general education
3. Written and verbal communication
4. Skills in making connections between prior knowledge/experience and new learning
5. Skills in identifying and using professional resources

ADEPT Performance Standards: In this course, APS 5, 6, 7, and 8 are emphasized.

There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term *classroom-based teacher* refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term *classroom-based teacher* does not include special-area personnel (i.e., school guidance counselors, library media

specialists, and speech-language therapists). The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains:

Domain 1: Planning

- APS 1 Long-Range Planning
- APS 2 Short-Range Planning of Instruction
- APS 3 Planning Assessments and Using Data

Domain 2: Instruction

- APS 4 Establishing and Maintaining High Expectations for Learners
- APS 5 Using Instructional Strategies to Facilitate Learning
- APS 6 Providing Content for Learners
- APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment

- APS 8 Maintaining an Environment That Promotes Learning
- APS 9 Managing the Classroom

Domain 4: Professionalism

- APS 10 Fulfilling Professional Responsibilities

Each of these Performance Standards contains a set of *key elements*—the critical components of the standard. Although the key elements are essential to the standards, the examples that follow the key elements in this document are included for illustrative purposes only and are *not* to be considered all-inclusive, universal, or absolute indicator

Response to Dispositions: Courses in the School of Education seek to integrate the following dispositions:

1. The teacher candidate demonstrates an ethic of care towards self by exhibiting a biblical approach to life that is demonstrated by a passion for learning.
2. The teacher candidate demonstrates an ethic of care towards learners by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
3. The teacher candidate demonstrates an ethic of care towards colleagues by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
4. The teacher candidate demonstrates an ethic of care towards the community by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

This course emphasizes all four of these dispositions as reflected in General Course Objective 7.

General Course Objectives: Upon completion of this course, teacher candidates will be able to

OBJECTIVES The student will be able to	NAEYC Standards	ADEPT APS #	INTASC Principles	Student Learning Outcomes (Instructional strategies and activities used to meet objectives)
1. Use knowledge of major theories to explain how children's growth and development are related to providing appropriate learning experiences in early childhood settings.	1a, 1b, 1c SS 3, 4 and 5	6	1-4	-Teaching Preschoolers Study Guides
2. Select a variety of strategies to provide learning experiences for young children, including those with special needs, in diverse settings.	1a, 1b, 1c, 2c	5-7	4	-Lesson Plan Unit -Chapter Activities
3. Plan, design, teach, and assess appropriate lessons for children in diverse settings.	1a, 1b, 1c, 2c, 3a, 3c,	2,3,5. 6 7	1-8	-Lesson Plan Unit -Chapter Activities
4. Plan, design, implement, and assess appropriate behavior management systems in diverse settings for young children.	1c, 3b, 4b,	7, 8, 9	5,8	-Observations -Classroom Management Plan -Chapter Activities
5. Design environments and experiences for preschool children that recognize the role of playful learning in promoting the physical, cognitive, and social/emotional development of children.	1a, 1b, 1c, 4b	5, 7, 8	1-8	-Indoor/Outdoor - Environment Plans - <i>Learning through Play</i> Activities
6. Understand the importance of parents as partners in promoting the development of a child by developing a family involvement plan and policies for a program for young children	2a, 2b, 2c SS 1, 3, and 5		10	-Family Involvement Plan
7. Demonstrates an understanding of the SWU dispositions: an ethic of care towards self, learners, colleagues, and the community.	5b	10	9,11	-Role-Play -Chapter Activities

Students will also learn that:

1. Early childhood research, theories, and the understanding of how children learn and develop are constantly changing and requires teachers who are adaptive and flexible in their approach to children, teaching, and education as a whole.

2. A teacher is expected to be a constructivist who is a lifelong learner and responsible for his/her own professional development.
3. As early childhood teachers, it is crucial to select effective open-ended questions in encouraging student understanding, reflection, creative & critical thinking, curiosity, and learning in the classroom.
4. Effective classroom management in early childhood education depends on:
 - the teacher's attitude and behaviors
 - building positive relationships with students and families
 - strategic planning in developing a supportive classroom environment
 - understanding the unique learning styles of each child, and
 - creating individualized intensive intervention when needed.

Instructional Methods will include modeling effective teaching methods by the professor, class discussions, and technology. Students will use appropriate research and writing techniques to develop ability to express themselves professionally. Students will construct lesson plans in the following areas: approaches to learning, social and emotional development, language and literacy, mathematics, physical development and health using the SWU lesson plan format. Students will present lessons in class for peer and instructor review.

Class Attendance Policy

All attendance policies as stated in the current SWU handbook will be enforced. Please be on time to every class out of respect for your peers. Three tardies will equal one unexcused absence.

Academic Integrity

The Honor Code is in effect for all assignments, in and out of class. The penalties will be enforced as stated in the handbook.

Late Work

Lesson presentations and all activities will be due according to agreement between the instructor and individual students. Late work will be penalized by a deduction of **15 points**. No work can be accepted after the final day of the course.

Grading Policy:

Please note that a student must receive 2.0 or higher in the major courses. Education courses must be taken again if the grade is lower than a 2.0, and the student is an education major.

A	4.0
A-	3.7
B+	3.4
B	3.0
B-	2.7
C+	2.4
C	2.0
C-	1.7
D+	1.4
D	1.0
F	0.0
NC	No Credit (does not affect GPA)
P	Pass
S	Satisfactory completion, no credit toward graduation
I	Incomplete
W	Withdrew

Coursework Submission Dates

You will be required to maintain a log of hours and reflections within a notebook as part of the field experience that is an important and integral part of this course. **The field experience will count for 25% of the course grade (36 hours).**

All lesson plans to be presented in the practicum setting must be viewed before implemented in the practicum classroom setting.

You will also be required to keep a class notebook.

	<u>Class Topics and Class Schedule</u> (Tentative Course Outline)
January 16, 2013	<ul style="list-style-type: none"> • Go over Syllabus • Introduction to the course • Introduction to the textbook • Requirements for the course & practicum • Course calendar
January 18, 2013	<p>In Class: Overview of ADEPT, Standards, Support Documents Christian Ethic of Care, Lesson Planning</p> <p>For Next Class: Review ADEPT Standards, Print Standards (pre-K and kindergarten)</p>
January 23, 2013	In Class: Lesson Planning

	For Next Class: Read Chapter 1, Work on Lesson Plan
January 28, 2013	In Class: Chapter 1 Thinking about Guidance and Discipline, Lesson Planning Discuss Family Involvement Plan For Next Class: Gather Ideas for Family Involvement Plan, Complete #4 on page 21
January 30, 2013	In Class: Family Involvement Plan, Lesson Planning For Next Class: Read Chapter 2, Work on Lesson Plan
February 4, 2013	In Class: Chapter 2 Physical and Emotional Development Affect Child Behavior Lesson Plan Due For Next Class: Work on Family Involvement Plan, Complete #7 on page 44
February 6, 2013	In Class: Chapter 3 Intellectual and Social Development Affect Discipline For Next Class: Work on Family Involvement Plan, Complete #6 on page 70
February 11, 2013	In Class: Work on Family Involvement Plan in Class, Lesson Planning For Next Class: Work on Family Involvement Plan, Read Chapter 4
February 13, 2013	In Class: Chapter 4 Creating Environments that Prevent Discipline Problems Lesson Plan Due For Next Class: Work on Family Involvement Plan
February 18, 2013	Family Involvement Plan Due (Chalk and Wire, and Paper Copy) In Class: Chapter 4- Creating Environments that Prevent Discipline Problems Mini- lesson, Discuss Block Plans For Next Class: Gather ideas for Block Plans
February 20, 2013	In Class: Work on Block Plans in Class For Next Class: Work on Block Plans, Read Chapter 5
February 25, 2013	In Class: Chapter 5- Planning Programs that Prevent Discipline Problems For Next Class: Work on Block Plans, Complete # 6 page 126
February 27, 2013	In Class: Chapter 6-Teaching Desirable Behavior Through Experience, Mini-lesson For Next Class: Work on Block Plans, Work on Mini-lesson
March 11, 2013	Block Plans Due In Class: Chapter 7- Effective Discipline Through Effective Communication, Discuss Indoor/Outdoor Assignment For Next Class: Gather Ideas for Indoor/Outdoor Assignment, Complete # 4 on page 175
March 13, 2013	Work on Indoor/Outdoor Assignment- Location of Choice
March 18, 2013	Indoor/Outdoor Assignment Due In Class: Chapter 8- Helping Children Understand and Accept Limits, Discuss group game For Next Class: Work on Group Game, Complete # 4 on page 194
March 20, 2013	Work on Group Game- Location of Choice

March 25, 2013	Work on Group Game- Location of Choice
March 27, 2013	In Class: Chapter 9-Controlling Behavior Externally For Next Class: Complete # 5 on page 214
April 1, 2013	In Class: Chapter 10- Punishment Versus Discipline For Next Class: Complete # 4 on page 22
April 3, 2013	In Class: Chapter 11- Immaturity For Next Class: Group Game due, Complete # 1 on page 255
April 8, 2013	Group Game Presentations
April 10, 2013	In Class: Chapter 12- Unmet Needs For Next Class: Complete # 3 on page 255
April 15, 2013	In Class: Chapter 13- Diversity For Next Class: Complete Guiding Question 5 on page 275
April 17, 2013	In Class: Chapter 14- Vulnerabilities For Next Class: Complete # 2 on page 320
April 22, 2013	In Class: Chapter 15 Analyzing Discipline Problems For Next Class: Work on lesson presentations for next class
April 24, 2013	<ul style="list-style-type: none"> • Lesson Presentations
April 29, 2013	<ul style="list-style-type: none"> • Lesson Presentations
May 1, 2013	<ul style="list-style-type: none"> • Class Notebook Due • Course Wrap UP • Practicum notebook due with all materials, make a copy of time sheet for practicum notebook (Field experience will count for 25% of the final grade). Time sheet and teacher evaluation due to Ms. Findley.

Explanation of Assignments

Field Experience

The field experience will help to prepare you; to enter learning communities rather than to be isolated in classrooms; for the opportunity to experience a full range of a teacher's responsibility; to teach diverse students and to advance the skills and knowledge of each student in the classroom. You must keep a field experience notebook with a time log and reflections.

You must teach at least one lesson, but you can teach more than one. A typed reflection must be completed after each visit. Golden time sheet and teacher evaluation must be turned into Ms. Finley (**Make a copy for your field experience notebook**). *A total of 36 hours of field placement experience is required. The field placement will count for 25% of the final grade in the course.*

Family Involvement Plan

This assignment is a Key Assessment for NAEYC Standard Two. **You will submit this assignment into Chalk and Wire and a Paper Copy to the Teacher. The assignment should be handed in- in a folder to the professor.**

The following six sections are the different components to this assignment:

a.) Introduction Letter

In getting ready for the school year, you have decided to send a letter to the family of each student in your preschool or kindergarten class. The point of the letter is to introduce yourself, describe the curriculum, highlight a few upcoming projects, and provide information about what to expect the first day. As you write, think about the need to create a warm tone, to be clear and organized, to avoid educational jargon, and to stimulate interest and excitement about school.

b.) Parent Survey

Develop a survey that would be given to parents of children in an early childhood program that addresses parent involvement in the classroom. The survey should include types of involvement opportunities that may be selected, as well as open-ended questions to obtain parent ideas for involvement. The survey should include a minimum of five questions that captures parents' interest in being involved, their availability, and the level of ongoing commitment to the classroom.

c.) Parent Involvement Policy

Develop a policy that addresses parent involvement in an early childhood program. The policy should include the program's philosophy regarding parental participation, as well as strategies that the program employs to promote active involvement of parents. Opportunities for involvement should be addressed, including parent visits, volunteerism, and advisory roles of parents.

d.) Newsletter, Parent Bulletin Board, Class Web Page

Prepare a newsletter, Parent Bulletin Board, and/or a Class Web Page for your class. Include the following information:

Program news

Classroom news

Special events

Brief article on a child development topic

Contributions from children (artwork, story, etc.)

Remember to make the newsletter, bulletin board, and/or class web page appealing to parents, using artwork & color, as well as an easy-to-read format.

e.) Parent-Teacher Conference Agenda and Role Play

Prepare an agenda and plan for a parent-teacher conference. Include the components that will be addressed in the conference, such as welcoming the parents, allowing time for feedback, and developing goals. Be sure to indicate the approximate length of time that will be spent on each component. The plan should reflect a conference that will last approximately 30 minutes. Prepare for and participate in a parent/teacher conference role-play within the classroom setting.

f.) Teacher Tips

Collect 10 Teacher Tips in relation to working effectively with parents from at least 3 different sources. Be sure to cite your source for each tip you collect. Identify at least 5 of the teacher tips that specifically relate to how to better serve children and families with a wide range of cultures, languages, needs and abilities.

Block Plans

Create a 5 full day schedule of activities (Block plan) for a total of one week. You will complete Monday- Friday of a block plan, and include concepts, skills, centers and activities- everything in the block plans must be standards based. (See block plan sample and the end of syllabus).

Indoor and Outdoor Learning Environment Assignment

a. Draw an ideal indoor classroom appropriate for your age group. Use

<http://www.lakeshorelearning.com/resource.tem> for your indoor classroom. Or you may scan your drawing into the computer and attach it. Describe why you chose to put what you put in your classroom.

b. Use http://www.groundsforplay.com/outdoor_classroom.html for your outdoor environment. Click on the “Design Process” tab. Look at the developmentally appropriate section and also the special needs section. Pick out two pieces of equipment you would like on your playground and tell me why you chose it for your particular age group. Explain how it meets ADA (Americans with Disabilities Act) requirements. Then draw an outdoor learning environment that would be developmentally appropriate for preschool/kindergarten children.

For this assignment you will have two drawings (inside environment and outside environment), and two narratives explaining why you put what you put in each environment.

Group Game

Your group will create a developmentally and age appropriate game. Subject area of choice.

Class Notebook

Class handouts, notes, group work, and any other material presented in class must be in the notebook. Each section of the notebook must be tabbed.

Notebook (three hole binder) should include the following information	
1. Title page that includes course information, your name, semester of course, professor, statement “in partial fulfillment of course requirements.”	1
2. Syllabus, all scoring guides provided in the course, and Early Learning SC Standards	1
3. Lesson Plans	1
4. Chapter activities done in class Each section is tabbed	2
Notebook contents: (total possible 10 points)	/5

Due Date	Assignment & Explanation	Points possible for this assignment
February 4 & 13 2013	Lesson Plans	5 (each)
February 18, 2013	Family Involvement Plan	20

March 11, 2013	Block Plans	10
March 18, 2013	Indoor/Outdoor Environment	5
April 8, 2013	Group Game	5
April 24 & 29, 2013	Lesson Presentation	5
May 1, 2013	Class Notebook	5
This will be worked out with your co-operating teacher. It must be completed by	Teach one (1) lesson with a lesson plan in practicum classroom. This lesson must be turned in for review by the professor before being taught.	5
May 1, 2013	Field experience notebook with copy of time sheet, teacher evaluation, lesson plan taught in placement, and typed reflections	25
Ongoing	Class Participation/ Group Assignments, Reflections From Book, Weekly Discussion Questions	10

Sample PRESCHOOL-KINDERGARTEN LESSON PLAN

EACHER(S):

DATES:

THEME: Magnificent Mel

CONCEPTS: I am unique, special, and part of a family

SKILLS: Prewriting, writing, measuring, graphing, problem-solving, and awareness of similarities/differences

CENTERS & ACTIVITIES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING GROUP ACTIVITY	Sing "Good Morning," Introduce "My Body."	Take individual instant photos. Introduce "My Friend."	Read <i>On the Day You Were Born</i> . Introduce "My Family."	Make breadsticks formed in initials. Introduce "My Home."	Healthy snack chart: finish & discuss.
AFTERNOON GROUP ACTIVITY	Identify body parts and what they do.	Animal friends: share stuffed animals and/or pets	Chart birthdays of the children and family members.	Read <i>How My Parents Learned to Eat</i> .	Bring and share something about yourself.
LANGUAGE & LITERACY	Begin "All About Me" books.	Write about photo and put into "Me" book with photo.	Add family photo to book. Write or draw about photo.	Write class story about field trip experience.	Finish "All About Me" books and share. Finish class story.
ART	Make life-sized self-portraits.	Make thumbprint and footprint pictures.	Make puppet papercup family pop-ups.	Make kitchen gadget puppets.	Mix playdough to match skin color.
MUSIC & MOVEMENT	"Name Song" Body parts move to music.	Sing "I'm A Special Person and So Are You" and "Friends Go Marching."	Beanbag toss and kitchen marching band	Sing "So Many Ways to Say Good Morning" and dance.	Dance in hats with streamers to music.
DRAMATIC PLAY HOME LIVING	Home living center with a full mirror and baby pictures of children.	Add phones, paper, and pencils for message taking.	Bathe baby dolls in warm sudsy water. Add stuffed animals to area.	Add a wok and other cookware to center.	Add hats to dress-up clothes.
MATH MANIPULATIVE	Measure and record height of each child.	Graph the children's heights.	Use puzzles of family celebrations.	Gather items from home and play "What's missing?"	Estimate number of pennies in a jar, then count them.
SCIENCE & DISCOVERY	Listen to heart with stethoscope. Examine picture or model of skeleton.	Magnifying glasses to see thumbprints. Exploring shadows.	Food colors, eye droppers, and ice trays	Weight on scales for "Me" book. "What's That Sound?"	Magnets and what sinks, what floats?
BLOCKS		OUTDOOR/LARGE MUSCLE		TRANSITIONS	
Add: people figures, animal figures, boxes, houses, cars		Nature walk: obstacle course on playground Hop, run, skip, jump		Puppet helper of the day Variations on "Name Song"	
SENSORY CENTERS		SOCIAL STUDIES		BOOKS OF THE WEEK	
Water table with warm, soapy water— Multicultural skin colored playdough. Healthy snacks "Tasting Tray"		Invite family members to visit. Field Trip to grocery store. We are all alike. We are all different.		My Five Senses, Big Friend, Little Friend, Mamma's Office, William's Doll	

SPECIAL ACTIVITIES & NOTES

Field trip to grocery store. Children decide which healthy snacks to buy. Explain decisions.

Week-long project: Make chart or diagram re: food groups. Prepare and eat snacks. Write class story.