

Commonwealth of Kentucky

EDUCATIONAL BULLETIN

A KINDERGARTEN GUIDE



"A manual to aid in the establishment of a situation where young children may find materials, equipment, and guidance to aid them in their growth and general development."

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DEPARTMENT OF EDUCATION
BOSWELL B. HODGKIN
Superintendent of Public Instruction

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FOREWORD

This bulletin entitled A Kindergarten Guide has been prepared for the purpose of assisting school administrators and teachers in planning kindergarten programs. The preparation of this bulletin was prompted by the frequent requests which we receive from school systems desiring help in the establishment of kindergartens. It is hoped that this treatise will help those interested in the selecting and choosing of essential equipment and materials.

The material in this bulletin has been prepared by a committee of experienced kindergarten teachers and it has already been successfully used in the classrooms of these teachers. This Guide is practical in its nature. You will find that it is composed of valuable and worthwhile suggestions. The bulletin should be usable in those twelve school systems which are at present maintaining kindergartens for five thousand boys and girls.

Those administrators who are in the process of establishing kindergartens will find the bulletin to be of inestimable assistance. We hope it will stimulate and, likewise, contribute to a more widespread practice of including kindergartens in our Kentucky schools.

It is my desire to express sincere gratitude to the members of the State Committee which planned and composed this excellent bulletin.

BOSWELL B. HODGKIN
Superintendent Public Instruction

INTRODUCTION

The Kindergarten is a growing thing. Like the children for whom it is set up, the only thing constant about it is change. The Kindergarten, like the children, will grow, adjust, meet new situations, develop new ideas, and experiment with new trends and plans.

This Kindergarten Guide, too, is a growing thing. It is a point of departure. It is a suggestion for a starting point. It will need constant revision and supplementation. It cannot be taken literally. It should be used as just what it is . . . a guide . . . to the establishment of a situation where young children may find materials, equipment, and guidance to aid them in their growth and general development.

In the coming months, this Guide will be supplemented by monthly circulars containing suggestions and ideas of the following month. The findings and helps of experienced teachers will be passed along to aid others in their beginnings.

The authors of the Guide appreciate the assistance of many co-workers. Our associates who questioned our suggestions and opened our eyes to new needs gave us invaluable help. Our co-workers whose ideas and plans we studied were generous with their time and energies. It is impossible to mention them by name, so we will express our deep appreciation to them as a group.

Carolyn Taylor, Chairman, Louisville

Mary Fossit, Covington

Lucy Walls, Bardstown

Louise Combs, State Department of Education

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By Law Kindergartens May Be Established

KRS 158.090 Kindergartens—The board of education of any school district may establish and maintain kindergartens for children from four to six years of age. . . .

Legal Age Requirements for Entering Kindergarten

SBE 64 Districts now operating kindergartens and those establishing kindergarten grades in the future, for the purpose of preparing children for the first grade, shall adhere rigidly to the following age entrance requirement:

Only those children who will meet the legal age requirements for entering the first grade the following year shall be permitted to enter a public school kindergarten in a given year.

OUTLINE FOR KINDERGARTEN GUIDE

I Organization

- A. Children
 - 1. number
 - 2. ages
 - 3. qualifications
 - a. general health
 - b. immunizations
- B. Teacher
 - 1. number
 - 2. qualifications
 - a. training
 - b. experience
 - c. ability to play piano

II Aims of the Kindergarten

III Physical Environment

- A. Building and Plant Facilities
 - 1. available floor space
 - 2. toilet facilities
 - 3. ventilation and lighting
 - 4. accessibility to exits and rest of school
 - 5. use of available space
- B. Equipment
 - 1. sizes, numbers, types of
 - a. tables
 - b. chairs
 - c. cabinets
 - d. bulletin boards
 - e. blocks
 - f. easels
 - g. piano
 - h. other equipment
- C. Materials and Supplies
 - 1. kinds, sizes of
 - a. paper
 - b. brushes, scissors, saws, knives, hammers
 - c. wood
 - 2. amounts, kinds of
 - a. paste and glue
 - b. paints
 - c. clay
 - d. other items needed
- D. Sources of Supply

IV Program

- A. Annual Plan
 - 1. units of work
 - 2. holidays
 - 3. other interests
- B. Daily Plans

V Activities

- A. Music
 - 1. rhythms
 - 2. singing games
 - 3. rhythms band
- B. Art
- C. Language and Reading
 - 1. story telling
 - 2. poetry
 - 3. dramatic play
 - 4. reading readiness

VI Characteristics of the Five Year Old Child

VII Records

VIII Bibliography

- A. Teacher's
- B. Children's

KINDERGARTEN GUIDE

I Organization

A. Children

1. number

"From the viewpoint of the teacher, a group of twenty-five children is a satisfactory number. A teacher having this number can do justice to each individual during school time. The matter of records becomes overwhelming with large groups of children.

It is necessary to consider several factors before establishing a rule as to the number of children to be under the guidance of one teacher. The physical environment is of great importance. Adequate space and equipment are important factors in preventing overstimulation.

The range of ages will be another determining factor. If the range is from five to six years, the interest will be extremely varied. Some children near six will be interested in a type of program that stimulates their desire to learn to read, while many of the five year old children will not be the least bit interested.

The type of children attending the kindergarten must be considered. A teacher can work more satisfactorily with a larger group of children who have had previous group experiences and who are independent of adult assistance. If children depend on her more than is wise, it takes long periods of individual attention to develop independence.¹ Thus, the number of children in a kindergarten cannot be limited without qualifications. Where larger groups are necessary and one teacher is available, older children in the school may be asked to assist at times such as game periods, hygiene periods, or when taking excursions.

2. ages

Follow ruling by State Board of Education and by Local boards of Education.

One year of Kindergarten is sufficient and advisable. Children should be admitted who will enter first grade the following school year.

3. Qualifications

All children in general good health and of the correct chronological age should be admitted. All children are required by state law to have a successful smallpox vaccination. Other immunizations are advisable but not compulsory. Consult your local board of health.

¹ Benner, Lorraine W. "Kindergarten Quiz." *Childhood Education* Vol. 19:7 pp. 314

B. Teacher

1. number

It is advisable to have one teacher with a group of kindergarten children. When there is more than one teacher, the children too often obtain unneeded help and frequently find the teachers are a contradiction to each other. Too, the matter of placing of authority is difficult with too many adults.

2. qualifications

A college degree is desirable.

If a teacher with a degree is not available, one with not less than two years of college with training in child psychology and early childhood education would suffice.

The teacher can make the kindergarten. She must like children and possess those characteristics which will help her guide children well. She must be able to develop a sense of freedom and a respect for authority. The use of authority must be used judiciously. Suggestions rather than commands will be the order of the kindergarten day. There should be a balance between freedom and authority. All the characteristics of any good teacher plus an understanding and an unlimited amount of patience for the young child.

The voice of the kindergarten teacher is most important and should be low and vibrant. She should speak with a pleasant modulation and enunciate clearly. She can encourage the use of a well-modulated voice by setting the example.

The teacher should be poised and confident. She must be alert to changes and must be ready to try the new and meet the unexpected. She must be aware of the problems of the individuals and at the same time keep the good of the whole group in mind. She must be alert to the whole situation.

The teacher must grow with the children and forever recognize them as exciting and wonderful individuals with great potentialities.

3. ability to play the piano

It is almost vital that the teacher be able to play the piano. A victrola can be used but nothing can replace the piano for rhythms, singing and other activities.

II Aims of the Kindergarten

During the year, the teacher of the Kindergarten children will attempt to accomplish the following:

A. Create

1. an atmosphere that will develop a love and enthusiasm for school.
2. an environment that will awaken new interests in young children.
3. situations that will demand thinking and problem solving that will further growth.
4. experiences that will develop the children's mental, physical, moral, social, and experiential growth to the greatest possible extent.

B. Help children

1. become accustomed to group living.
2. learn to share and to share willingly.
3. become secure and friendly members of their group.
4. develop good habits of work, play, and social living.
5. recognize the interdependence of people and their relationships to others.

C. Present opportunities for the development of

1. respect for property.
2. respect for personalities.
3. regard for materials (conservation).
4. familiarity with tools and materials.
5. needed skills.
6. meaningful concepts of number, space, size, texture, etc.

D. Foster growth through

1. participation in a program of activities suitable for the age level of the children
 - a. housekeeping activities
 - b. rhythmic play
 - c. experiences involving use of tools and varied equipment and materials
 - d. excursions to investigate new materials
 - e. conversation and story-telling
 - f. experimentation involving various materials i.e. blocks, clay, water, snow, paper, wood.
 - g. dramatization
 - h. dramatic play
 - i. observation
 - j. socializing experiences i.e. parties, holidays
 - k. listening to stories, music, sounds of nature, sounds of work and play
 - l. enjoying and appreciating visual aids

E. Provide a program to give each child the opportunity to

1. continue the practice of the use of language
2. organize his ideas
3. use a larger and more accurate vocabulary
4. learn to speak distinctly
5. develop confidence in himself
6. learn to be a good listener
7. develop an interest in books as a source of fun and information
8. adjust to other people
9. assume responsibility for himself and his property.
10. learn to make choices and make wise ones
11. acquire knowledge that will help him when he is ready to undertake the more formal phases of education.

All this will be done, keeping in mind continually the age and growth rate of the child and with every effort to develop him to the full extent of his ability.

III Physical Environment

A. Buildings and Plant Facilities

1. available floor space
Room size desirable 22' by 44' or the equivalent space.
Room arranged for greatest convenience of children.
Much storage space is desirable in order to have a clear space for activity. Young children must have plenty of room for large muscle activity.
Space for personal belongings should be conveniently placed.
2. toilet facilities
Separate toilet facilities including low toilets and lavatories with running water, and low drinking fountains are desirable.
If separate facilities are unavailable, time should be set aside for special use of the use of the Kindergarten children.
Soap, paper towels, and toilet tissue should be conveniently placed at all times.
Access to drinking fountains and lavatories is almost a necessity.
3. ventilation and lighting
Low windows with wide sills are desirable.
Windows must be easily lowered from top. Clear glass should be kept clean.
Windows arranged to make cross ventilation.
Temperatures should be taken near floor.
Chairs, tables and easels should be placed to receive maximum light.
Drafts should be avoided.
Heaters should be well protected.
4. accessibility to exits and rest of school
Private entrances and exits are desirable.
All stairs should have low handrails.
An exit into the playyard is desirable.
If possible, use of long halls for passage should be avoided.
If single room is available for Kindergarten, use of the gymnasium should be scheduled to allow for play time when weather prohibits outdoor play.
5. use of available space
A room large enough for numerous interest centers is desirable. Centers of interest will include a doll play corner, block play space, science area, library corner, working space for large unit work.
If room space is limited, activities may be varied to meet need.
 - a. Move tables and furniture to clear space for rhythms and play.

- b. Alternate large and small unit work. Build large project such as train, store, etc. and follow with small unit to "clear the room."
- c. Introduce new equipment and allow used equipment to "reat."
Use doll carriages for period then replace with iron and board.
Use large blocks then replace with small blocks and toys to stimulate building.
Use easels for period then replace with large mural.
Have science corner then remove until new interests arises.
- d. An orderly room makes for space. Room should have a lived-in look but should not be disorderly. Everything not in daily use should be stored or discarded. Blocks should be stored in low cabinets.
- e. Children can be made responsible for keeping room neat and helping with storage of supplies and equipment. Children can push furniture, tables, and chairs to clear space for play.

B. Equipment (For group of 25 children)

- 1. sizes, numbers, types of
 - a. tables
 - 7 tables seating 4 children each (two may be seated on on one side and one at each end. Tables may be pushed together to form square and seat 8.)
 - Tables should be 24" x 48" x 18"
 - Should be durable, sturdy, with smooth tops
 - Tops can be protected by cardboards during work period. Tables should looked used but not misused.
 - Library table is desirable. A round table lends itself to a good library situation.
 - An extra table is advisable in the event cabinets are not low enough to use tops for display purposes.
 - b. chairs
 - Chairs should have saddle seats with bent backs.
 - 10 chairs 10" high
 - 20 chairs 12" high
 - 2 chairs for adults
 - c. cabinets
 - 1 low with shelves for materials for use of children
 - 4' x 27" high x 18" deep shelves
 - 1 for storage of books
 - 1 for storage of blocks (subdivided for various size blocks)
 - 1 for storage of supplies (adult size)
 - 1 set cubby holes or lockers for children's work and personal belongings

It is desirable to have a space for children to keep personal belongings and to put completed work. It establishes good housekeeping habits and develops respect for ownership.

Cabinets may be built low and placed against walls to avoid using too much floor space. Cabinets should set flush with floor to prevent collections of dirt and paper under them.

Cabinets should be deep enough to hold necessary materials without crowding but should be shallow enough to avoid "loss" of supplies on low shelves.

Tops of cabinets should be low enough to be used for display areas.

d. bulletin board

1 moveable board with cork pinning space or low stationary boards of cork

e. block

500 blocks in bulk

If commercial blocks are unavailable, scrap wood cut in units are satisfactory.

Blocks should be smooth, sturdy, accurately cut. Some sets include arches and cylinders.

Boxes or hollow blocks stimulate use of large muscles and active play. Commercial hollow blocks are available in sizes 12" x 12" x 6" and 12" x 24" x 6".

Boxes obtained from sash and door companies are available usually for the asking. They meet the need well. 75 to 100 hollow blocks are desirable for use in large unit work.

f. easels

Double folding easels with trays for holding paint jars
26" x 33" high with painting area 1/2" thick, 48" from top to floor

Lacking easels wall space where paper can be securely fastened and jars held steady will suffice.

g. piano

Vital necessity in the Kindergarten

Any good make of piano, kept in tune and good playing condition

h. other equipment

1. clock

wall clock with large numbers

2. flag

well made sturdy American flag with sturdy stick flag holder may be large spool in lieu of commercial holder

small flags to be used in celebrations and parades

3. waste baskets
3 metal baskets (solid sides)
4. first aid equipment
5. window stick
6. water bucket
7. small pans for washing dishes, etc.
8. dish pans

C. Materials and Supplies

1. Kinds, sizes of

a. paper

4 reams (32 pounds to a ream) unprinted or blank news paper 24" x 36"

Construction paper 12" x 18" (50 sheets to package)

5 packages each

yellow

green

blue

red

black

brown

white

assorted

200 sheets manila tag board 18" x 36"

1 roll manila wrapping 18" wide

1 roll brown wrapping 36" wide

4 packages bogus paper 9" by 12" (500 sheets to package)

b. brushes, scissors, saws, knives, hammers

1 dozen paint brushes with 1" wide bristles

4 dozen $\frac{3}{4}$ " camel's hair or bristle with 12" handles

2 dozen blunt scissors

$\frac{1}{2}$ dozen pointed scissors

1 pair 7" shears

1 pair 12" shears

1 panel saw

1 hammer

1 screw driver

1 tack lifter

2 knives

c. wood

scrap wood of all sizes white pine

3 dozen dowel rods or flag sticks 36" by $\frac{1}{2}$ "

3 dozen dowel rods or flag sticks 36" by $\frac{1}{4}$ "

2 dozen pieces $\frac{3}{8}$ " x 12" x 15" for clay boards

1 dozen pieces 36" x $\frac{3}{8}$ " x 4"

1 dozen pieces 36" x $\frac{3}{8}$ " x 2"

2. amounts, kinds of
 - a. paste and glue
 - 10 quarts commercial paste
 - 1 pint glue
 - b. paints
 - cold water paint or calcimo
 - 5 packages (one pond each) of
 - yellow
 - blue
 - green
 - white
 - orange
 - red
 - black
 - brown
 - c. clay
 - 100 pounds dry clay
 - 1 clay jar (five gallon earthen with cover)
 - d. other items needed
 - crayons
 - 2 dozen boxes large, durable in eight colors
 - Kindograph
 - oilcloth
 - 6 yards white
 - pencils
 - 3 dozen large lead
 - scotch tape
 - 3 large rolls
 - paper fasteners
 - 4 boxes (100 to box)
 - collar buttons
 - one gross
 - pill boxes
 - one gross
 - pencil sharpener
 - pins
 - one box straight
 - 2 dozen safety
 - rubber bands
 - one box
 - yarn or zypher
 - 5 ounces
 - stapler
 - standard make
 - staples
 - 5 boxes
 - paper punches
 - one with large eye
 - one with small eye

string
3 balls

thumb tacks
4 boxes (100 to box)

milk tops
4 rolls

paper plates
4 dozen

straws
2 boxes

paper clips
4 boxes (100 to box)

housekeeping materials
3 dustpans
3 hearth brooms
1 brush
2 sponges
24 bars soap
5 boxes soap flakes
lunch napkins
15 rolls paper towels
2 rolls carpet binding

toys
2 or 3 dolls unbreakable and washable
doll bed or cradle
dresser
2 rockers
stove
table and chairs
ironing board
iron
tub
dishes
buggy
2 telephones
5 small balls
3 large balls
6 bean bags
wagon
5 jumping ropes
horse ropes (made of carpet binding)
2 peg boards
3 boxes, beads and shoe strings
toys to stimulate block play
1 see-saw
1 walking beam

musical instruments
cymbals
rythm sticks (dowel rods cut down)
tambourines
sand blocks
triangles
drums
record player and records

D. Sources of Supply

Some equipment may be built by interested parents or by the local school board carpenters. For help see

Make It For Children. Washington 5, D. C.
Association for Childhood Education
International, Revised 1948 pp. 36 50 cents

Materials and Equipment Childhood Education
April, 1948, Washington 5, D. C.

Association for Childhood Education International 40 cents
cents

Recommended Equipment and Supplies

Washington 5, D. C. Association for Childhood Education
International. Revised February, 1949 \$1.00

See local supply companies

Other sources

Acme School Supply Co.
102 West Second Street
Cincinnati, Ohio

Charles H. Bunch Co.
Southern Trust Building
Louisville, Ky.

(tables, chairs, furniture)

Central School Supply Co.
311 West Main
Louisville, Ky.

National School Supply Co. of Ky.
422 West Breckenridge
Louisville, Ky.

Office Equipment Company
119 So. Fourth Street
Louisville, Ky.

HOME UNIT

1. Initiation of unit
 - a. Pictures of bright attractive rooms.
 - b. Pictures of beautifying homes.
 - c. Stories.
 - d. Poems
 - e. Cleaning of homes and school.
2. Experiences
 - a. Watching cleaning and painting around homes and school.
 - b. Helping to clean and make our own room attractive.
3. Activities
 - a. Fine arts
 1. scrap books of rooms
 2. making wall paper and rugs
 3. pictures of rooms
 - b. Industrial arts
 1. small rooms in boxes
 - a. furniture
 - b. rugs
 - c. curtains
 - d. flowers
 - e. lamps
 2. larger rooms in orange crates
Build furniture and houses with blocks
4. Objectives
 - a. To arouse a desire to make the room and home attractive
 - b. To help child take an interest in home and school surroundings
 - c. To show child how he can help and his part in making the home attractive
 - d. To give a child the knowledge of tools, blocks and other materials
 - e. To teach child to arrange furniture and use discretion in selection of color combinations.

COMMUNITY UNIT

- A. Initiation of interest
 - 1. Valentine
 - 2. Pictures
 - 3. Safety guards
 - 4. Toys
- B. Experiences
 - 1. Real
 - a. excursions
 - b. talks with community helpers
 - c. building stores in community
 - 2. Vicarious
 - a. playing in stores built
 - b. playing community helpers
- C. Attitudes and appreciation
 - 1. respect for faithful services performed by
 - a. members of family
 - b. servants of the community
 - c. each other
 - 2. respect for rights of others
- D. Knowledge
 - 1. Clearer concepts of things in environment
 - a. streets, cross walks, car tracks, street markings, traffic lights, mail boxes, telephone poles, etc.
 - b. gas station . . . pumps, air and water hose, tanks and drive-ways
 - c. bank . . . writing checks, saving money
 - d. traffic signals . . . various colors, use
 - e. post office . . . stamp window, mail chutes, envelopes, parcel post, air mail, special delivery, etc.
 - f. fire department . . . signals, engines, hook and ladder, alarms
 - g. florist . . . plant real flowers, care of flowers
 - h. police headquarters . . . squad cars, signals, etc.
 - 2. Clearer concepts of parts played by individuals
 - a. policeman
 - b. fireman
 - c. postman
 - d. florist
 - e. members of family
 - f. business men of all sorts
- E. Habits and skills
 - 1. cooperation
 - 2. ability to work in groups
 - 3. caring for tools
neatness

4. promptness
5. courtesy
6. respect for rights of others
7. care in crossing streets
8. share possessions
9. use of aprons when needed
10. care in use of paint, glue, etc.
11. economic use of material
12. waiting in turn

F. Industrial arts

1. Build

- a. post office
- b. bank
- c. police station
- d. library
- e. flower shop
- f. gas station
- g. streets, etc.

2. Make

- a. stop lights
- b. money
- c. stamps
- d. badges and hats
- e. flowers and pots

3. Paint

4. Draw

G. Language

1. Develop

- a. ability to make wants known intelligently
- b. ability to express thoughts orally
- c. vocabulary
- d. ability to give two or three short sentences in sequence
- e. recognize names
- f. talk in a well modulated voice

H. Music see outline

I. Number see outline

TRANSPORTATION UNIT

A. Objectives

1. To arouse interest in various modes of travel.
2. To arouse an appreciation for community helpers.
3. To increase his knowledge of vehicles and their varied uses.
4. To wake a sense of dependence and interdependence of the people of the community.
5. To increase his knowledge of safety habits.

B. Interests

1. pictures
2. toys
3. books
4. stories
5. excursions

C. Means of transportation, uses and operators

1. trucks
 - a. dump
 - b. delivery
 - c. oil
 - d. mail
 - e. moving vans
 1. drivers
 2. mail carriers
 3. signal lights
 4. stops
 5. gas station
 6. mail boxes
2. Fire department -
 - a. hook and ladder
 - b. fire engine
 - c. salvage corps
 1. fire alarms
 2. firemen
3. Police department
 - a. patrol
 - b. ambulances
 - c. cruising car
 1. police
 2. badge
 3. billy
 4. traffic light
4. Trains
 - a. passenger
 - b. freight
 - c. mail

uses.
he people

- d. engine
- e. caboose
 - 1. engineer
 - 2. fireman
 - 3. conductor
 - 4. porter
 - 5. station
 - 6. tickets
 - 7. signals
- 5. Airplanes
 - a. mail
 - b. passenger
 - 1. tickets
 - 2. pilots
 - 3. airport
- 6. Other means
 - a. auto
 - b. wagon
 - c. sled
 - d. street car
 - e. bus
- 7. Boats
 - a. sand barges
 - b. battleships
 - c. submarines
 - d. liners
 - e. skiffs and canoes
 - 1. caps
 - 2. binoculars
 - 3. lighthouses
- D. Construction
 - 1. trucks
 - 2. mail boxes
 - 3. gas tanks
 - 4. signal lights
 - 5. mail bags
 - 6. letters, stamps, etc.
 - 7. hook and ladder (fire department)
 - 8. police department
 - 1. patrol
 - 2. ambulance
 - 3. billy, badge, hat, etc.
 - 4. semaphore
 - 9. trains
 - 1. engine and cars
 - 2. hats, tickets, etc.

10. airplanes
 1. planes
 2. tickets, hats, and goggles
11. other
 1. auto
 2. wagon
 3. sled
 4. street car and bus
12. boats
 1. caps and binoculars
 2. lighthouse, anchors, life belts

Build all modes of transportation with large blocks

E. Art

1. Painting
 - a. all means of transportation
 - b. all community helpers
 - c. valentines
2. Drawing
3. Dramatic play
4. Music
5. Literature

F. Science

1. caring for plants
2. changes in nature
3. fire . . . effect of water
effect of sand

THE GROCERY STORE

A. Approach

1. Questions
 - a. foods we eat
 - b. stores, prices, selecting foods
 - c. sources of food
2. Discussions
 - a. menus for children
 - b. pictures of food, stores, and storekeepers

B. Objectives

1. Understandings
 - a. people in community dependent on each other
 - b. swift transportation for foods
 - c. sanitation and refrigeration
 - d. courteous service
 - e. source of foods
 - f. attractive displays
2. Appreciation and attitudes
 - a. respect for work of others
 - b. appreciation of courteous, prompt, and honest service
 - c. awakened interest in enterprizes of the community

C. Excursions

1. Grocery
 - a. kind of food sold
 1. arrangement
 2. amount
 3. advertisements
 - b. where grocers get food
 1. dairy
 2. bakery
 3. wholesale house
 4. farmer
 5. butcher
 6. canning factory
 - c. how purchases can be made
 1. personally
 2. by phone
 3. by delivery truck
 - d. care of food
 1. cellophane wrapped and waxed paper
 2. glass case
 3. sealed packages
 4. refrigerators
 5. order, neatness and cleanliness
 6. canned food

- e. how food is sold
 - 1. weights and measures

D. Big floor activities

- 1. Store
 - a. clay for fruits and vegetables
 - b. posters, advs., signs, labels and tags
 - c. cash register
 - d. boxes for refrigerator
 - e. money
 - f. scales
 - g. telephone
 - h. truck

E. Language

- 1. discussions
- 2. conversations
 - a. over counter
 - b. over telephone

F. Art and handwork

- 1. store
- 2. posters and advs.
- 3. books
- 4. money
- 5. food
- 6. tags, prices and labels

G. Number

- 1. weighing
- 2. counting money
- 3. reading numbers

H. Reading

- 1. advs., labels, and posters

FIRE STATION

1. Approach
 - a. fire truck
 - b. fire drill
 - c. fire prevention week
 - d. children playing with matches
2. Objectives
 - a. understandings
 1. provisions of city of firemen and policemen
 2. speed and efficiency of fireman
 3. interdependence of people
 4. firemen as friends and helpers
 - b. attitudes and appreciation
 1. value of life and property
 2. respect for law
 3. respect for property of others
 4. realization of 'bravery, etc.
3. Excursions
 - a. fire house
 - b. fire alarm box
 - c. watch the engine pass and return
 - d. fire drill
4. Questions
 - a. What must auto do when siren is heard?
 - b. Why should not autos park by fire hydrants?
 - c. How is alarm sent?
 - d. How is alarm received?
5. Dramatic play
 - a. sending alarm by phone or call box
 - b. playing fireman
 - c. use of equipment
6. Big floor activities
 - a. fire truck
 - b. bells
 - c. ladders
 - d. hydrant and hose
 - e. alarms
 - f. hats and badges
7. Wall activities
 - a. frieze showing fires, equipment, etc.

POST OFFICE

1. Approach
 - a. valentine day
 - b. letters
 - c. stamps
 - d. pictures
2. Objectives
 - a. people dependent
 - b. rapid transportation and communication
 - c. careful addressing
3. Excursions
 - a. post office
 - b. mail box
4. big floor activities
 - a. post office
 1. boxes for individual mail
 2. signs over slots for Air Mail, out-of-town, and special delivery
 3. stamp and parcel post windows
 4. mail carriers
 5. streets
 6. mail boxes
5. Wall activities
 - a. trace mail
 - b. show mail man, truck, post office, home, etc.
6. Art
 - a. pictures
 - b. posters
 - c. envelopes
 - d. signs
 - e. stamps
 - f. valentines

FARM UNIT FOR FALL

1. Initiation
 - a. pictures and stories of farm life
 - b. children telling of farm experiences
 - c. songs and poems of farm life
 - d. toys
 - e. changes in nature resulting in
 1. canning and preserving
 2. change in clothes
2. Activities
 - a. make a farm
 1. house
 2. barn
 3. silo
 4. chicken house
 5. pig pen
 6. animals
 7. sheep shed
 8. garage
 - b. mold with clay
 1. vegetables
 2. animals
 - c. make butter, jelly, biscuits, and apple sauce
 - d. make a farm book
 - e. collect signs of fall
 - f. paint a frieze for the wall

The farm is especially attractive for children, because of its interesting animals, its fascinating growing things, its simple pleasures, and its freedom. Most children have had direct contact with farm life.

1. Objectives
 1. to help children better understand life about him
 2. to develop in the child an appreciation of farm life and the work of the farmer
 3. to find out how the farmer helps us through providing clothing and food
 4. to help the child get some idea of the journey that farm products take from farm to table
 5. to find out what the child already knows about farm animals and to add to that knowledge

Kind of houses needed on the farm for various animals

1. Should the farmer have one barn or two?
2. Where in the barn are the cows kept?
3. What does a stall look like?
4. Where is hay kept?
5. What are most barns made of?

6. What do cows and horses eat?
7. Where does the farmer keep the corn for the cattle?
8. In what sort of building are the sheep kept?
9. Where on the farm do we usually find the chicken house and coop?
10. Why don't the sheep need a barn as the cows do?
11. What is the floor of a barn made of?
12. How does the horse help the farmer?
13. What do the hens give us?
14. How does the farmer bring the eggs to the city?
15. How does the dog help the farmer?
16. What do we eat that is made of milk?
17. What makes cows give good milk?
18. What is a farm?
19. Where are farms?
20. What are the divisions of a farm? (pasture, fields, lanes, garden, farm yard, and orchard.)
21. What are the field crops? (corn, hay, wheat.)
22. Where do they get water? (wells, windmills, ponds, troughs.)

About animals on the farm.

Are all babies covered with hair? (sheep, dog, cat, rabbit, pig, horse.)

What covers other babies? (feathers.)

What babies are covered with feathers? (birds, chicken, ducks.)

Do kittens and puppies get milk from their mothers?

The mother cat washes her kitten every day. She carries them by the back of their neck. She boxes their ears when they are bad.

Mother birds build nests for baby birds. Father bird stays with the nest while mother bird hunts for food. She feeds her babies bugs and worms.

Mother hen keeps her babies warm under her wing. She finds them grain, bugs, and seeds. When she finds food she calls them to come get it.

The dog drives pigs and sheep. He keeps the chickens out of the yard. He watches the house at night.

The silo is full of cut corn. It is called corn silage. Cows like silage and it makes them give more milk.

Hay. The farm cuts the grass and the sun makes the hay dry. The farmer rakes the hay and takes it to the barn.

Make a fence of cardboard set in clay bases.

Make a scarecrow.

Fall Facts

four parts of a plant

1. flower
2. leaves
3. stem
4. roots

In observing animals child should observe

1. the way it moves wiggles, swims, hops, walks, crawls, flies
2. sound it makes whoot, bleats, baas, purrs, barks
3. how it sleeps owls and bats in day
 horses standing
 hens and roosters on a roost.
4. sort of shelter nests, snail carries house, rabbit burrows
5. how long it lives butterflies few days; turtles very old
6. how it breathes
7. how it reproduces birds, moths, fish lay eggs
8. use of animals
9. adaption to environment

TRAVELING BY BOAT

1. Kinds
2. Lighthouses and bridges
3. Things to make
 - a. water, make on heavy paper
 - b. life savers
 - c. megaphones
 - d. anchor
 - e. light house of blocks
 - f. tugs
 - g. bridge of boxes and boards
 - h. suitcases
 - i. purse
 - j. money
 - k. doll
 - l. hat
 - m. flag
 - n. telescopes
 - o. maps and globes

CIRCUS UNIT

1. Aim

- a. To arouse interest in
 1. circus animals
 2. original habitat of animals
 3. people who work in circus
 4. care of animals
 5. training of people and animals
 6. work involved in performance
- b. To increase understandings
 1. interdependence of people
 2. cooperation and need for it
 3. need for rules for safety and to facilitate the movement
of the show
 4. need for the assumption of special tasks
 5. dependence of animals on people for care and training
 6. the duties, responsibilities, and privileges involved in
the circus
- c. To stimulate good attitudes of
 1. appreciation of animal and plant life
 2. respect for people and animals
 3. interest in care of animals
 4. interest in pictures, stories, poems, and songs concerning
the circus and circus performers
 5. appreciation for the work involved
 6. appreciation of the need for cooperation between people
and animals and vice versa
 7. appreciation for the intelligence of animals
- d. To give information concerning
 1. correct conception of sizes of animals
 2. characteristics and habits of various animals
 3. training of various animals
 4. duties of performers in circus
 5. equipment of circus
 6. capture and transportation of animals to circus
 7. new words used in connection with circus life
- e. To increase abilities to
 1. recognize animals
 2. manipulate materials to best advantage
 3. dramatize effectively the roles of the people and animals
in the performance
 4. cooperate and work with small groups
 5. gain information from pictures and questioning others
 6. give help when needed
 7. think through a problem of work and plan effectively
for the good of the group

8. express orally using new words meaningfully the experiences of the circus
9. learn and use meaningfully the words peculiar to the circus
10. express in many mediums the activities of the circus

II. Types of activities

- a. Observation pictures, toys, movies, real animals
 1. noting for detection of
 - a. locomotion
 - b. eating habits
 - c. sleeping habits
 - d. uses to humans
 - e. characteristics
 - f. parts of body of various acts in circus
 2. noting
 - a. equipment
 - b. qualities needed for various feats
 - c. decoration used
- b. Experimentation
 1. balancing on one board
 2. testing to see how much weight a rod or rope can hold
 3. measuring to see height of animals
- c. Conservation (including listening)
 1. Introducing of new terms and continued use of terms such as:
 - a. names of animals
 - b. habitats
 - c. correct names of parts
 - d. terminology relating to communication of animals
 - e. terminology involved in feats and equipment of performers
 2. Discussing
 - a. habitats of animals
 - b. habits of animals
 - c. differences in titles of baby and grown animals
 - d. experiences at real circus
 - e. plans for circus and program
 - f. acts to be included in performance
 - g. plans for making animals, merry-go-round, decorating
 3. Telling
 - a. original stories and poems
 - b. experiences met in work
 4. Listening to
 - a. stories
 - b. poems
 - c. information concerning circus
 - d. communication of animals

- d. Construction
1. Fine arts
 - a. modeling animals from clay
 - b. painting and drawing animals, tents, performers, parades, and other activities of the circus
 - c. cut out animals and people for the circus
 2. Industrial arts (making)
 - a. circus parade
 - b. merry-go-round
 - c. posters for circus
 - d. costumes
 - e. cages and animals
 - f. equipment for acts
 - g. tickets and ticket office
 - i. flags and other decorations
 - j. clowns and acrobats
- e. Recreation
1. singing games
 - a. carousel
 2. playground games
 - a. fox and chickens
 - b. bear in cage
 - c. animal chase
 3. guessing games
 - a. imitating animal sounds and locomotion
 4. stunts
 - a. balancing beam
 - b. tumbling
 - c. clown tricks
 - d. balancing articles on stick, head, etc.
 5. rhythms
 - a. horses (gallop, high step, prance)
 - b. bears
 - c. lions and tigers
 - d. monkeys
 - e. tight rope walk
 - f. elephants
 - g. horses and ponies
 - h. clown tricks
 - i. kangaroo hop
 - j. dances for chorus
- f. Dramatization
1. Dramatizing
 - a. animal stories
 - b. circus stories involving animals and performers
 2. Dramatic play
 - a. the whole circus
 - b. spectators and visitors

g. Socialization

1. Noting animal families
2. Comparing family relationships in animals as:
 - a. mother caring for baby as child's mother does
 - b. father finds food for baby
 - c. keeper of animals give care

h. Organization

1. Planning for
 - a. acts of circus
 - b. decorations
 - c. equipment
 - d. the show for a real audience

i. Music

1. singing listening and acting to music

j. Number

1. measuring length and size of equipment for circus
2. comparing sizes of animals
3. making and counting tickets
4. counting number of seats needed
5. counting number of days until performance
6. counting number of people and animals in parade and show
7. counting number of flags, etc., needed

k. Health and safety

1. feeding and care of circus people
 - a. training of performers
 - b. careful diet of people and animals
 - c. daily habits
2. observing how animals are kept clean, cared for, and fed
3. observing safety rules at circus
 - a. avoid crowding
 - b. keep safe distance from animals
 - c. observe rules on equipment

TRAVELING BY TRAIN

1. Problems and questions
 - a. Use of sand dome . . . steam dome.
 - b. Tall stacks on old engines; low stacks on new engines.
 - c. Why water is needed for trains.
 - d. How do trains "pick up" water?
 - e. When is the bell used?
 - f. When is the whistle blown?
 - g. Different uses of the whistle.
 - h. Automatic stokers.
 - i. Different colored signals.
 - j. Turntable.
 - k. Electric engines.
 - l. Pullman seats into beds.
2. Answers to questions.
 - a. Construction
 1. Large train—engine coal car and
 - a. passenger car, later pullman
 - b. chairs used as seats
 - c. waiters aprons
 - d. caps for cook engineer and fireman
 - e. doll dishes in diner
 - f. station and ticket office
 - g. signs
 - b. Conversation
small groups and whole groups. Information from home
 - c. Use of books.
 1. pictures
 2. teachers reading
 - d. Use of number
 1. trains run on schedule time . . . necessity of promptness
 2. too many children for the number of seats
 - b. Conversation
small groups and whole groups. Information from home
 - c. Use of books.
 1. pictures
 2. teachers reading
 - d. Use of number
 1. trains run on schedule time . . . necessity of promptness
 2. too many children for the number of seats
3. Social meanings, attitudes, and appreciation
 - a. Cooperation
 - b. Responsibility of train crew
 - c. Knowledge
 - d. Understanding of use of trains
 - e. Knowledge of construction and use of different parts
4. Expression and interpretation of attitudes and appreciation
 - a. Literature
 1. stories
 2. poems

- b. pictures
 - 1. making
 - 2. painting
 - a. group picture
 - b. blackboard
 - c. train book with free cuts of different parts with name beneath in print
- c. music
 - 1. rhythms
 - 2. songs
- d. dramatic play
- 5. New interests
 - a. other means of travel

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Train Whistles

One long whistle when it comes into station
 Two short whistles when it is ready to start
 Many short whistles to clear the track
 Three short whistles when it backs up
 At a crossing it gives two long one short and then a very long whistle

AVIATION UNIT

A. Purpose

1. broaden child's knowledge
2. develop muscular coordination, language skill, social attitudes and habits through varied activities.

B. Objectives

1. General
 - a. develop appreciation of air travel and uses
 - b. develop better understanding of problems of aviation
 - c. compare air travel with other modes
2. Specific
 - a. give brief background in aviation
 - b. give knowledge of general kinds of aircraft
 - c. understand various uses of aircraft
 - d. learn main parts of plane
 - e. learn about airport
 - f. develop consciousness of relation between aviation and weather
 - g. understand need for safety rules
 - h. understand need of communication and means
 - i. understand requirements of pilots

C. Oral language and reading readiness

1. Conversation
 - a. planning trip to airport
 - b. asking questions at airport
 - c. discussion of trip on return
 - d. planning to make an airport
 - e. planning to make an airplane
 - f. planning art work
 - g. conversation while working
 - h. discussion about stories and pictures
2. Dramatic play
 - a. playing pilot and crew
 - b. buying and selling tickets
 - c. taking airplane trip
 - d. playing tower operator
 - e. taxiing, take-off and landing
3. Literature
4. Music
5. Observations at airport
 - a. administration building
 - b. hangers
 - c. aircraft
 - d. runways
 - e. tower
 - f. lights
 - g. workers at airport

D. Manual activities

1. Construction work and art

- a. building airport
- b. building toy planes
- c. making toy radios, telephones, money, tickets, etc.
- d. drawing planes
- f. painting planes

Basic Vocabulary

aileron—part of wing that enables pilot to raise or lower wings

airplane—flying machine, heavier than air which is driven through the
air by engines

airport—airfield on which are located hangars, administration buildings,
maintenance and repair shops, and traffic control facilities

beacon—light or signal

bomber—airplane built to carry bombs

cargo plane—freight airplane

cockpit—place in plane where pilot sits

fuselage—body of plane to which wing and tail is attached

hanger—shed for housing planes

mechanics—men who service planes

parachute—umbrella shaped apparatus for emergency bailout

pilot—one who operates controls of the plane

propellor—blades or screws which drive plane through the air

rudder—upright piece on tail which turns plane right or left

streamlined—shaped to permit air to glide over object with least re-
sistance

wind sock—device at airfield to show direction of wind

runway—smooth strip of ground similar to driveway for landing and
takeoff of airplane

IV. PROGRAM

A. Annual Plan

It is advisable to set up a plan of units for the year. The first four weeks will be a period of investigation and a time for getting acquainted with materials and environment. After that period, planned units of work should be initiated with minor interests and activities correlated.

A unit of work lasts as long as there is interest and group participation. Units should grow out of interest of children and should be motivated by the introduction of new materials. The teacher will guide the children in their planning and working but should not expect adult perfection. It is well for the teacher to accept the children's work rather than setting too firm a plan of her own.

A tentative succession of units may be

1. The family (work of each member in home)
2. Preparation for fall and winter (includes humans and animals)
3. A farm
4. A grocery store culminating in Thanksgiving
5. Christmas
6. Community helpers (fireman, police, mailman, including community stores, etc.)
7. Transportation (trains, boats, airplanes, buses)
8. Spring activities culminating in Easter
9. Circus
10. Playground
11. Flower or dress shops for spring

Between these and correlated with them will be the holidays and seasonal activities.

Child initiated units may be carried on during work of larger unit. Two or three children may be carrying out a small unit with blocks or boxes. Continuous play goes on in doll corner and numerous science interests work along with or as a part of every project.

B. Holidays

Holidays are a joy in the Kindergarten. They indicate a party no matter how simple it is.

Holidays to be enjoyed are

- Halloween
- Thanksgiving
- Christmas
- Valentine
- Easter
- Each Child's birthday

Simplicity should be the keynote of all holidays. Special napkins for lunch, a child-originated and constructed hat, special songs, a special cookie all make for a stimulating change that can constitute a party.

Thanksgiving, Christmas and Easter are larger times and whole units can be built around those interests.

Valentine is a time when all children can give freely. Valentines are colorful, easily made, and a child can give and make as many as he pleases. It is one time when a child may be as generous as he would like to be and may remember as many friends as he wishes.

Halloween is another simple but joyful and colorful time. A colorful hat, a mask of cloth or paper, a noise maker, and bright orange and black decorations make the day happy and exciting. Jack-o-lanterns are inexpensive and wonderful to make.

Easter with its welcome to spring is a prolonged unit. New life in all forms may visit the class. Flowers, baby ducks, chickens, rabbits, tree buds will be investigated and recognized. The movements of the animals can lead to new rhythms, stories, poems, and songs.

All holidays will give rise to appropriate pictures, stories, poems, handwork, and rhythms that will add to the festivities.

National holidays are of little consequence to young children. The mention of the date and the name of the man whose birthday is being celebrated will be sufficient. The flag may be used in the celebration and the fact that Washington and Lincoln were once presidents just as "..... is now" is all that would be necessary as explanation.

Birthdays of children should be celebrated. A special decorated chair for the day, a song sung for him, a birthday spanking, a special hat and special napkins for lunch will make the day a remembered one.

C. Other interests

All during the year new interests will arise and should be recognized and used to the fullest.

Some interests are

1. a new doll
2. a visit to see a new pet
3. a new pet in school
4. the first snow
5. any seasonal change
6. a trip from which a child has returned
7. new science materials brought by child
8. a new toy that might suggest one that can be made by the children
9. a new plant

D. Daily Plans

The variety of daily plans available indicates the recognition of the need for flexibility. It is impossible to set up a schedule for a group of five-year-olds without knowledge of the group, the environment, the amount of materials and equipment. Each teacher must set up a plan to suit the situation and it will be changed frequently during the year.

It is wise to have a schedule in mind in order to develop a feeling of security that the young child will need. They should know that "after we eat, we rest, and after we rest, we have rhythm."

In setting up a daily plan

1. Allow a range of time, never a stated minute, for change from one activity to another.
2. Allow overlapping of activities when desirable, i.e. while some are cleaning up, others who have finished may wash hands and read books.
3. Allow time for activity to be finished without hurrying.
4. Vary the program in accordance with climate, season, ability, and interest of children.
5. Keep program flexible so that it can be adapted to the needs and interests of individuals as well as the group.
6. Remember the program is a means to an end not an end in itself. It is a means of making a class run smoothly for the good of the children.

The following plans are offered as guides. They are for three hour sessions, morning or afternoon. They can be adjusted easily for longer or shorter periods.

1. First Plan

- | | |
|------------|---|
| 30 minutes | Health check, free play, house keeping activities |
| 30 minutes | Conversation, games, songs, music appreciation |
| 30 minutes | Work with materials |
| 30 minutes | Hygiene, lunch, rest |
| 30 minutes | Rhythms, outside play, science |
| 30 minutes | Dramatization, literature, visual aids. |

2. Second Plan

- | | |
|------------|--|
| 60 minutes | Work period |
| | Individual and group interests |
| | Construction activities |
| | Creative use of materials |
| | Reports of activities |
| | Plans for following day |
| 15 minutes | Housekeeping followed by book time centered around books, pictures, nature materials |
| 15 minutes | Rest period |
| 30 minutes | Music, singing, and rhythms |

50 minutes **Language**
 Indoor play
 Excursions
 Large group activities depending on weather, season, interests, needs growing out of earlier activities of day.

3. Third Plan

8:20- 8:40 Routine (collecting lunch money, greetings, morning inspection)
 8:40- 8:45 Opening exercises (Bible reading, salute to flag)
 8:45- 9:00 Music (singing)
 9:00- 9:20 Play (outdoor when possible)
 9:20- 9:35 Conversation and Plans
 9:35-10:30 Work period ending with clean up and hygiene (washing hands and toileting)
 10:30-10:50 Lunch
 10:50-11:00 Rest
 11:00-11:30 Rhythms
 11:30-11:50 Stories, poems, dramatizations
 11:50-11:55 Plans for following day
 11:55-12:10 Preparation for dismissal
 12:15 Dismissal

4. Fourth plan

8:30- 8:45 (15) Individual greetings, sharing, and planning
 8:45- 9:45 Work period, evaluation
 9:45- 10:30 Hygiene, lunch, rest
 10:30-11:00 Music, rhythmic activities
 11:00-11:15 Outside play
 11:15-11:50 Stories, dramatizations
 11:50-12:00 Preparation for dismissal

5. Fifth Plan

8-20- 8:40 Routine
 8:40- 8-45 Opening exercises
 8:45- 9:00 Music
 9:00- 9:05 Hygiene (toileting)
 9:05- 9:20 Conversation and planning
 9:20-10:10 Work period
 10:10-10:30 Play Outdoors
 10:30-10:45 Hygiene and Lunch preparation (toileting, handwashing)
 10:45-11:05 Lunch
 11:05-11:15 Rest
 11:15-11:35 Rhythms
 11:35-11:40 Hygiene
 11:40-12:00 Stories, dramatization
 12:00-12:15 Preparation for dismissal
 12:15 Dismissal

The first four weeks of school constitute a period of investigation and adjustment. Time limits are even more flexible as when children gain experience and skills less time for routine factors will be needed.

Suggested plans

First Day

Registration

Have materials ready for parents to fill in needed information. Have notes concerning policies of Kindergarten.

Dismiss immediately

Second Day

Have available

doll house equipment

picture books

crayons, paper

peg boards and colored beads

Have free play period.

After play is finished give time to put things away and get room orderly.

Hygiene

Take children to toilet and give instructions for hand washing

Lunch

Rhythms

skip, run, hop, horses

Music

Simple songs including Mother Goose rhymes

Stories

Three Billy Goats Gruff or Three Bears

Third Day

Opening exercises

Collect lunch money

Read Bible

Salute Flag

Conversation

Discuss materials, new clothes, pets at home, uses of materials, scissors, paste, etc.

Work Period

Crayons, scissors, boxes for wagons, beads, peg boards, toys, books, paper

Clean Up Time

Hygiene

Lunch

Games

Looby Loo

Rhythms

Skip, run, horses, dolls, hop

Stories

Poems, Peter Rabbit or Three Pigs

Fourth Day

Opening Exercises

Conversation

Children tell of home activities

Discuss work of previous day

Introduce new materials and get suggestions for use.

Show how to paste cut magazine pictures on paper for book

Work Period

Magazines, paste, scissors, paper boxes for wagons, crayons,
doll toys, blocks, beads and peg boards

Clean Up Time

Hygiene

Lunch

Rest

Play Time

Play with balls and horse ropes

Rhythms

skipping, hopping, dolls, squirrels, high-stepping horses

Hygiene

Literature

Gingerbread Boy

Fifth Day

Opening Exercises

Conference Period

Discuss contemplated tour of building

Lunch room

Office

Playground

Gymnasium

Discuss previous work and use of materials

Set up standards for clean-up

Work Period

blocks

scissors, paste, paper, magazines

boxes for trains or wagons or buggies

colored paper

doll toys

books, beads, peg boards

Clean Up

Play time

Hygiene

Lunch

Rest

Rhythms Review familiar rhythms and introduce a new one

Hygiene

Stories

Little Jack Roll Around

Poems

Second Week will follow same general plan of first with new materials added and trip through building to get adjusted. Added responsibilities will be offered. Children may begin to assist with watering flowers, getting out supplies, putting away materials, setting chairs in place, etc.

Third Week

Introduce easels and painting.

Take trip to yard to gather nature materials

Discuss rules for school time, i.e. quiet in halls if it is necessary to use them for passing best places for materials; safety in handling materials and equipment; conservation of materials.

Introduce new rhythms, songs and stories and at same time review old familiar ones

Discuss taking turns with equipment.

Fourth Week

Introduce fall unit of work.

Tentative Plan until Thanksgiving

Songs: Farm songs, Thanksgiving songs, animal, cold weather, leaf songs, helper songs

Conservation: What the farmer does with extra food. How he keeps surplus foods and where.: How does Mother keep food. Preparation for winter by people, animals (wild and domestic), plants. Discussion of different types of clothing, foods, work. Discuss how farmers bring food stuffs to town to market where grocer buys for his store. Mother buys from store and prepares for meals. Plan to build store. Discuss buying, selling, prices, how things are bought, i. e. bunch, dozen, pound, pint, etc. Discuss money, how to keep and display goods, customers, salesmen. Discuss canning, preserving etc. of fruits, and vegetables. Plan to make jelly. Ask for recipes from home. Discuss "giving thanks" where, when, how, to whom. Discuss briefly the first Thanksgiving with Pilgrims, Indians, etc.

Work Period

Build big store, use blocks, clay, easels, doll house plus daily hand book.

Daily work other than above mentioned
farm booklet including some animals
make jelly
build store
make awnings, money, purses
make telephones, pads for orders
make vegetables, shelf paper, advertisements
make signs, price tags
make indian hats, make place mats for lunch
play in store

Rhythms

Galloping horses; horses and ponies; step and bow; indians;
ten little indians; fairies and brownies; heel, to, one, two,
three; build play bonfire and dance round it; dolls; jump-
ing jacks; leaves; raking leaves; run on tip-toe

Stories Familiars i.e. Three Bears, pigs, goats; Angus and
Ducks;

Anything in *Stories to Begin on*

"Hide-Away Ducklings"

"Red Riding Hood"

Poems: Thanksgiving, fall, grocery, Mother Goose

V. Activities

MUSIC AND ART IN THE KINDERGARTEN

Happy children like to express themselves musically. All during the day there may be spontaneous musical experiences, but there must also be a special music time.

A. Objectives

1. To create a desire to participate in various musical experiences
2. To foster an enjoyment of music
3. To build up a repertoire of songs
4. To develop the use of the singing voice
5. To foster freedom in the use of rhythm instruments
6. To foster and encourage rhythmic bodily interpretations
7. To encourage listening to good music
8. To recognize some good musical selections

B. Opportunities

1. Hearing and enjoying good vocal and orchestral music
2. Controlling the singing voice by singing
3. Experiencing solo and group singing
4. Expressing feelings and thoughts in songs and rhythms
5. Experimenting with musical instruments
6. Participating in a rhythm band
7. Playing singing games
8. Listening to the best available recorded music

The singing period is one of fun and enjoyment. During the period in which a repertoire of good songs is being built, there may be both group and solo singing. The tone will be light, smooth, and easy, and the pitch will be given for each song and whenever it is lost. All songs are taught by rote. The songs are short, melodic, and rhythmic and often contain repetition. The teacher sings the entire song with attention to diction and phrasing but never slowing down the written tempo of the song. She sings without accompaniment.

The children may sing the song after it has been offered and the accompaniment is added later.

The use of ear training to discover individual abilities is practiced. Small children may create original songs with no real musical value, but the act fosters realization that music is a satisfactory form of self-expression.

Although the singing period is a time of fun and enjoyment, an effort is made to improve singing ability and create an appreciation for good music.

RHYTHMS

- A. Objectives
1. To develop a feelin for and a sense of rhythm
 2. To cultivate listening power
 3. To express ideas and moods through bodily movement
 4. To experience the joy of responding to music
 5. To experience the pleasure derived from responding with a group
 6. To recognize different rhythm in music
 7. To develop an appreciation of imaginative music
 8. To develop social habits which are necessary to group appreciation of music
 9. To learn to listen to and enjoy good music
- B. Opportunities
1. Giving bodily expression to many types of music
 2. Playing various animals as music suggests movements
 3. Employing dramatic play in music, i.e., leaves falling, snow-flakes, playing at the park, circus animals, etc.
 4. Tapping out rhythms with hands and feet
 5. Executing thythms to various kinds of musical instruments

SINGING GAMES

- A. Objectives
1. To develop concepts of democracy . . . sharing, choosing, taking turns, having partners, etc.
 2. To develop originality in games
 3. To develop ability to form a circle, follow the song, etc.
 4. To build up a repertoire of games
 5. To develop skills in participation
 6. To enjoy playing with others
 7. To participate with wholesome pleasure
- B. Opportunities
1. Playing many singing games
 2. Originating singing games

RHYTHM BAND

- A. Objectives
1. To develop an awareness of many instruments
 2. To recognize wind, percussion, and string instruments
 3. To develop the ability to listen carefully
 4. To develop the ability to keep time to the music
 5. To develop the ability to handle simple musical instruments, such as jingle sticks, sand blocks, rhythm sticks, drums, tambourines, triangles, bells
 6. To recognize that there is a time for each type of instrument to play
 7. To develop the ability to take directions
 8. To develop an enjoyment in participation with the group

B. Opportunities

1. Handling and experimenting with all the rhythm orchestra instruments
2. Playing in a rhythm band
3. Listening to band music
4. Leading a band
5. Experimenting with the making of new instruments
6. Experimenting with tones—i.e., water in bottles to make different tones, etc.

ART

The young child's mental concepts are usually far ahead of his ability to express them in any art media. Emphasis should be on the process and the joy involved in creation rather than on the finished product. The art program must help the child gain confidence in his ability to create. After the confidence has been established, then it is time to help him see.

A. Objectives

1. To develop creative abilities
2. To develop powers of observation
2. To develop capacity for appreciation
4. To develop socially desirable habits and good citizenship
5. To develop an awareness of the surrounding world
6. To develop an enjoyment in the ability to create
7. To develop an ability to handle various art materials
8. To develop a desire to protect things of beauty
9. To develop a desire to communicate thru the medium of art
10. To develop good work habits
11. To develop the recognition of the need to complete work
12. To develop a willingness to give and receive criticism
13. To develop the knowledge of use of various materials
14. To develop imagination
15. To develop ability to organize a picture
16. To develop the ability and desire to care for materials
17. To develop skills in handling many media of art
18. To develop skills in handling tools
19. To develop the ability to choose the best medium of expression for the particular mood and product

B. Opportunities

1. Graphic expression
 - a. drawing
 - b. painting
2. Designing
 - a. selection and arrangement
 - b. creation and decoration

3. Construction
 - a. making articles from cloth, paper, clay, wood
4. Appreciation
 - a. discussing
 - b. choosing
 - c. observing
- C. Levels of Development
 1. Manipulative
 2. Symbolic (schematic)
 3. Realistic
- D. Types of Experiences
 1. Drawing with crayons and chalk
 2. Painting with calcimo
 3. Finger painting
 4. Paper cutting
 5. Pasting
 6. Constructing with wood, cardboard, paper
 7. Modeling with clay
 8. Enjoying color and form in objects and nature
 9. Tearing paper
 10. Seeing and learning about fine arts, painting, pottery
 11. Choosing and arranging objects, i.e., furniture in doll house, flowers, etc.
- E. Sources of Inspiration
 1. Stories
 2. Poems
 3. Natural science observation and experiments
 4. Recreational and play activities
 5. Holiday and vacation experiences
 6. Social studies activities
 7. Excursions
 8. Imagination
 9. Units of activity, i.e., circus, transportation, etc.
 10. Seasonal changes
- F. Media of expression
 1. Crayons
 2. Paint (calcimo, finger paint, wood stain)
 3. Chalk
 4. Paper (many kinds, colors and weights)
 5. Cardboard
 6. Boxes
 7. Collar buttons
 8. Milk tops
 9. Clay
 10. Cloth
 11. Blocks

12. Sand
13. Wood
14. Beads
15. Pegs
16. Furniture
17. Flowers
18. Pictures on bulletin board

G. Tools

1. Scissors
2. Hammers
3. Saws
4. Rollers, sticks, etc., for clay
5. Brushes
6. Paper punch
7. Stapler
8. Pencils
9. Needles

Care of the materials should be stressed at all times. Care of brushes, paint, clay, careful use of paper, and wood should be outgrowths of good standards of conduct set up by the group. A growing recognition of the value of materials should evolve.

Evaluation plays an important part in the child's development. The discussion which follows the work period can help the child evaluate his own work and become acquainted with work problems of others. The teacher should not say poor work is good, but should point out some good feature in all work. The child should learn to give constructive criticism. This ability develops with maturity, but a good foundation can be laid with young children. The teacher must guide the discussion so that standards for the use of materials and also standards for the finished products are raised. Never should the finished product be the main objective in creative art. The question must be "did the child enjoy and succeed in expressing his idea to his satisfaction?"

The young child is self-centered. He draws what he knows rather than what he sees. Flat silhouettes will characterize most of his drawings. The teacher should not draw for the child. He can learn better by drawing things as he sees them. After such experience with art materials he should be capable of achieving some resemblance to forms in nature, i.e., a robin should look like a bird, a flower or tree show some characteristics of growth or general shape, animals should show some characteristics peculiar to them. The child must be given many opportunities to create freely and with originality. He must not be pushed beyond his level of de-

velopment. His construction will depend upon his motor skills and muscular coordination. This skill and coordination will differ in every child as he matures.

LANGUAGE AND READING IN THE KINDERGARTEN

All phases of the school curriculum begin in the Kindergarten. The children are given ample opportunities to investigate, experiment, and manipulate many varied materials. By participation in rich experiences, they are encouraged to develop meaningful concepts that are necessary for success in early reading.

Oral language is the child's first need in school. It plays an important role in his thinking processes and the small child clarifies his thinking by putting his thoughts into words. Consequently, conversation is the Kindergarten's most frequently used medium of expression.

No period is set aside as a definite "language" period. Every period is a language period. Through spontaneous, informal discussion, through guided discussion where the children have something definite to contribute, numerous opportunities for growth in oral expression are given all during the day. As a result, an outstanding growth of language development is attained in the time spent in the Kindergarten.

Training is specific but is informal. Opportunities should be presented for the child to

1. Gain poise in oral expression
2. Acquire the ability to give clear expression to his thoughts orally
3. Attain or preserve spontaneity of speech
4. Enlarge his vocabulary with meaningful concepts of words
5. Acquire correct oral language habits
6. Acquire a pleasing, well-modulated voice
7. Share in the experiences of others through the medium of conversation
8. Learn to be a good listener
9. Acquire the ability to keep to one subject
10. Acquire the ability to repeat and follow simple directions
11. Acquire the ability to speak clearly and pronounce correctly
12. Learn the common courtesies of conversation

As stated, there is no formal language period in the Kindergarten. Spontaneous conversation is carried on throughout the day. Consequently language training can be given at all periods. The life of the young child is so full, so new, and so interesting, that there are unlimited subjects for conversation and discussion.

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- A. Centers of interest in the room offer a variety of conversational topics
 1. Science Center
 - a. Fall exhibits of colored leaves, seed pods, bird nests, cocoons, and other signs of the harvest period brought in by children and teacher
 - b. Winter examination of snow, icicles, melting ice, frost, temperature changes, etc.
 - c. Spring exhibits and contacts with bird nests, flowers, buds, and other harbingers of spring, plus planting gardens, bulbs, etc.
 - d. Pets, i.e., rabbits, ducks, gold fish, turtles, setting hen
 - e. Magnets, thermometers, prisms, dry ice, steam, magnifying glass, binoculars, rocks, soil, water, fruits, vegetables, bubbles, etc.
 2. The book or reading center with its variety of books, pictures, gives the child an opportunity to acquaint himself with these valuable sources of pleasure and information
 3. The doll center offers unlimited opportunity for dramatic play. (see dramatic play)
 4. The art center offers opportunities for manipulation of many materials as a means of expression
 - a. Composed of unusual pictures, pottery, tapestry, or some other unusually lovely handiwork of real value
Involves discussions of
 - (1) Occupations
 - (2) Colors
 - (3) Materials
 - (4) Methods of construction
 - b. Composed of children's free art expression through various mediums
 - (1) Easel painting
 - (2) Finger painting
 - (3) Chalk work and crayon drawing
 - (4) Clay
 - (5) Paper cutting
 - B. Discussion periods are a necessary and valuable part of the daily program. At this time
 1. Plans are made for the day's work
 - a. Articles to be constructed
 - b. Standards set up
 - c. Materials needed
 - d. Responsibility of completing work
 - e. Responsibility concerning tools
 - f. Need for cooperation
 2. Children are given opportunity to express opinions, give suggestions, offer criticisms, ask questions

3. Children may tell of personal experiences
 - a. Home life
 - b. Pets
 - c. Play
 - d. Excursions
4. Children and teacher may plan excursion
 - a. Standards of behavior
 - b. Reasons for excursion
 - c. What to look for
5. Children may discuss trip
 - a. What they saw
 - b. Information gained on particular subject
 - c. Clarification of concepts

C. Activity Units

Units of work will be short, of interest close to the child, and should be progressively more mature to meet the growth of the children. Each unit carried to successful completion offers opportunities for

1. Vocabulary development (meaningful words)
2. Letter writing (dictation to teacher who uses correct form and punctuation and good penmanship as examples)
3. Acquisition of common courtesies
4. Dramatic play
5. Creative expression
6. Story telling
7. Record keeping

POETRY

Just as there is no "set" language in the Kindergarten, there is no specific time set aside for the reading of poetry. To be fully enjoyed and appreciated, poetry must fit a mood and must be presented when that mood is present. It may fit in during conversation period, a story period, or during the time just preceding lunch. It is often valuable to climax or summarize a group experience.

To present poetry to a child with the idea of memorization in mind is the wrong approach to one of the loveliest forms of expression. If children enjoy a poem, if it is read frequently, if they get the "feel" of it, they will unconsciously "help" the teacher say the poem. Soon they will enjoy the experience of repeating the poem in its entirety.

Poetry is given to children purely for enjoyment. To small children, the meaning may be insignificant. The rhythm, sound of words, and the rhyme represent the true values in most poetry written for young children. Most children are naturally poetic and

the rhythm, simplicity and beauty of words attract them. At the same time, some young children enjoy poems that tell of their own experiences or belongings.

Some standards for evaluating children's poetry:

1. Rhythm
2. Imagination
3. Sound interest
4. Level of Child's
 - a. Experience
 - b. interest
 - c. language
 - d. emotions
5. Suitability to situation or occasion
6. Choice of Words
7. Clarity

Poetry cannot be taught . . . it has to be experienced to be enjoyed. As all poetry in the Kindergarten is presented orally, some standards must be set up for the teacher. To develop a love for poetry in a child, the teacher must love and appreciate poetry. In the presentation of poetry, the teacher should

1. Love and appreciate good poetry
2. Have a large and varied store of poems at her command
3. Know her poems well, though it is unnecessary to repeat them from memory
4. Have a background of the best in poetry
5. Enunciate well
6. Improve her voice if necessary
7. Speak distinctly, making the rhythm felt
8. Not sound affected
9. Not read in a monotone.

No yardstick can measure the poetry age of a child. The teacher must try different poems until most of the children show interest and appreciation. Saturate the children with good poetry. Give new poems, but also repeat often the poems you have read and found enjoyed. If a great deal of the best poetry is well presented at opportune moments, there will be an arousing of an appreciation of and an interest in the best of poetry. It will lay the foundation for a love of the best available poems.

DRAMATIC PLAY

"Dramatic play is that form of childish make-believe that centers around a social experience."¹ Dramatic play, so rich in language

¹ Lane, Robert Hill, *The Teacher in the Modern Elementary School*. Boston: Houghton Mifflin Company, 1941, p. 237.

tunities for dramatic play. This calls for the introduction of new words which after being used in life-like situations may be accepted for use in everyday conversation.

C. Stories

1. Points to be considered

- a. children's interest and the desire to dramatize
- b. suitability of story
- c. quantity of repetition
- d. length of story (should be short)
- e. necessity for simple equipment
 - (1) ears for rabbit
 - (2) bridle for horse
 - (3) wings for bird
- f. setting up standards
 - (1) Does he sound like character?
 - (2) Can he talk loud enough to be heard yet keep his voice well-modulated?
 - (3) Does he tell what comes next?
 - (4) Does he speak distinctly?

In dramatizing a story, try-outs may be held. Set up standards first and allow children to try-out for various parts. Final choice of characters should be made by the children on the basis of standards set up. Let the children play the stories for the joy of playing. It is not always necessary or wise to have an outside audience.

D. Poems and rhymes

Finger plays should not be confused with poetry. Finger plays are nothing more than rhyming jingles with finger dramatization to amuse. Example:

"Five little squirrels sitting in a tree (use all five fingers)
First one said 'What's that I see?'
Second one said, 'I smell a gun.'
Third one said, 'Ooch, let's run.'
Fourth one said, 'Let's hide in the shade.'
Fifth one said, 'I'm not afraid.'
'Bang'. (clap hands) and away they all run."

E. Games

All singing games are dramatic play. Such games as "Mulberry Bush," "Looby Loo", "Farmers in the Dell", etc., are dramatic playing.

Reading Readiness

The reading readiness program begins the minute the child leaves home to come to Kindergarten. Reading ability does not come suddenly. It is developed. Although a child is not ready to read, the time is not wasted, but is spent in preparing him for the process. Reading readiness is the process of developing the child physically, mentally, socially, psychologically, and experientially for the intricate process of reading. A vast store of meaningful concepts is necessary before the printed word or the written symbol becomes meaningful.

Every meaningful activity in Kindergarten is essentially an activity that will help the child attain readiness for reading. All the activities mentioned in the language program are bases on which reading may be laid.

A. Aims

1. To give the child challenging experiences, rich in content and made progressively more meaningful
2. To aid the child in his understanding of oral symbols for a large number of meanings
3. To aid the child in his understanding of and his ability to convey meanings in oral language
4. To aid the child to discover that books are sources of fun, information, and entertainment
5. To develop an interest in the ownership and care of books
6. To develop the ability to make discriminations, comparisons, and associations—not on the adult level, but on the level of the maturity of the child

B. Opportunities

- | | |
|---|--|
| 1. Excursions | 12. Conversing |
| 2. Dramatic play | 13. Identifying names |
| 3. Using books | 14. Rhythms |
| 4. Listening to stories and poems | 15. Singing |
| 5. Making booklets | 16. Art |
| 6. Telling stories | 17. Experimenting |
| 7. Unit construction | 18. Collecting |
| 8. Dramatization (as differentiated from dramatic play) | 19. Dictating stories and letters |
| 9. Reading signs and labels | 20. Visual aids |
| 10. Discussion | 21. Enjoying music as a listener and interpreter |
| 11. Listening | 22. Making moving pictures (on paper for improvised projector) |

Conclusions:

Just a word about the over-all work. The four year old's world is bounded entirely by himself and his immediate personal concerns . . . his food, his clothes, his toys. He has no conception of time . . . that is the time of day or the day of week. He seldom recognizes more than four objects. If shown five, he may say two and two and one. He is unaware of directions. He does well to recognize the block on which he lives. He is very observant of his own person. His thinking is very concrete. The five year old is also in Kindergarten and he is still egocentric to some degree. But he is beginning to advance a little into the impersonal world. The four-year old has little control over small muscles while the five has gained much in muscular control.

In the Kindergarten we teach by the unit or project method. We start with the child where he is, so to speak. In the first days comes an inspection of the facilities of the room; a new and most fascinating environment that is to open a new world to the child. He finds toys, books, paint, clay, blocks, paper, scissors, paste, and various other medium he can use for self-expression. From the room we progress to the rest of the building, then to the yard, and later in the year to various points of interest in the neighborhood. This is "beginning geography."

In the fall, we talk about food, storing of food for winter, source of food, of milk, of bread, of meat. We find that the farmer is responsible for much of our food, so we look to see what he does. By means of pictures, books, stories read by the teacher, movies, and through the experiences of children who have visited a farm, we build a farm. We visit a small farm. We meet cows, pigs, etc. We find that the milk we drank for lunch came from the cows also. We see the interdependence of people. The farmer grows the food and sells it to the grocer, who in turn sells it to our mothers who prepare it for us to eat. The farmer sells milk to the milk man, who makes butter from some of it, and who also delivers it to school for us to drink for lunch.

We make things for the farm. We find we need wagons to haul vegetables and cattle. The wagon needs four wheels and four collar buttons to fasten on the wheels. The children learn some arithmetic. They learn that a half pint bottle of milk fills a cup or a glass, so a half pint bottle, a cup and a glass are all the same measure. They find that some articles are sold in pounds, some in bunches,

some in dozens, etc. More number concepts are being built. We count to ten by ones and at the same time we do some simple addition. "There are two boys and one girl absent and that makes three children that stayed home." Or we play a game in which the child must choose six little kittens, three little boys and three little girls.

The year is made up of units concerning close interests of the children. The farm and grocery store unit reaches a natural culmination in Thanksgiving. Christmas is a unit within itself. After Christmas, a home unit is usual as it is the time of year when snow and cold weather keep many children close to home. Next comes Valentine, giving rise to interest in mailing Valentines to friends, and thus leading to a simple study of transportation of mail by airplane, boat and train. Too, comes a study of the neighborhood helpers, the mailman, the policeman, and the firman. Then spring with new life and new interests culminating usually in a circus unit.

Education in the Kindergarten is **experiencing**. Motivation is a simple matter . . . a book, a picture, a new doll, a suggestion from a child, an event in the neighborhood, may initiate work. Learning is by wholes . . . a whole song, a whole poem, and a whole unit.

Good habits of work and play should be stressed. Care of tools and conservation of materials should be emphasized. The child must be taught to complete all work that is started and to clean up his work space before leaving it for some other interest. Freedom of expression should be allowed and freedom without license should be given in the classroom. The young child may be given only as much freedom as he can take with his growth and maturity. The work must grow progressively more difficult.

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VI. Characteristics of the Five-Year-Old Child

The five-year-old child is at an age when he is developing rapidly physically and mentally. He is growing larger and is developing more muscular control. He shows distinct growth in language, in broadening interests, and in control of emotions.

The child in Kindergarten

1. can be held responsible for clothes and work materials
2. begins to follow group directions
3. begins to seek information about everyday events and things
4. begins to have concepts of time, space, and size
5. begins to interpret subjectively
6. is vague about order and events
7. accompanies language with bodily movement
8. can plan own work
9. can work independently
10. has lengthening attention span
11. is definitely left-handed or right-handed
12. can care for his toileting and other physical needs
13. can hop, skip, turn somersaults, throw a ball and maintain his balance on a chalk line
14. has sense of rhythm
15. is improving in coordination as shown by his improving ability to carry articles, to paint, draw, and to follow rhythmic patterns
16. desires approval and security
17. is growing aware of property rights
18. is learning to take advantage of taking turns, sharing, giving and receiving help
19. if properly trained can enunciate well, using complete sentences, repeat a familiar, brief story
20. have a reasonable respect for the rights of others
21. are in the experimental stage in some phases of work and the manipulative stages in most phases

The growth of the child is influenced by the scope and variety of his environment. His experiential background will determine the rapidity with which he meets new situations and the knowledge he brings to them. The richer the background of the child, the more he can contribute to a situation. It follows that the more he can contribute to the situation, the more he will draw from it.

The Kindergarten Teacher will create a situation of a variety of meaningful experiences and activities. She will recognize the growth of the children and will meet their needs with more materials and information. What the child gets from his experiences depends upon what he brings to them.

Some Principals of Influencing Conduct

1. Treat each child as an individual.
 2. Be consistent in the treatment of each child.
 3. Interfere only when necessary.
 4. Act rather than talk.
 5. Keep calm.
 6. Have few rules but explain the necessity for them.
 7. Build up security in child.
 8. Keep voice low in pitch.
 9. Set example of good conduct.
 10. Conduct learnings come as specific learnings in specific situations.
 11. Keep ahead of a situation and prevent discipline problems from arising
 12. Avoid creating problems.
 13. Distinguish between educative and emergency discipline.
 14. Be concerned about the timid shy child who seldom responds.
 15. Be positive rather than negative.
 16. Make use of cause and effect relationship.
- Children are best held by interest.

VII. Records

The number of records kept will depend largely upon the demands of the local school situation. Many systems require the same type records for Kindergarten that are required for the other grades.

Many teachers wish to know much of the background of the child before he comes to school. A study of various cumulative records would be wise to find the one best suited to the situation at hand. Some teachers wish to maintain a few simple records and they too will find systems upholding the plan.

Information necessary for the beginning of school will include

Name of Child

Address

Date of Birth Year, Month, Day

Name of Father

Occupation of Father

Name of Mother

Any nick name of child

Proof of successful vaccination

Who will call for child at close of school

Any previous school experience

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A health card is desirable. Most school systems use the approved health card offered by the State. This is the Kentucky School Health Record.

A record of the activities of individual children will be helpful in recording growth of a child. A record of the number of periods he uses particular materials may be kept for a short period to ascertain if he is using all art media. A record of participation in activities may be kept for a short period.

A record of attendance and absence will kept in the State record Record Book of Attendance.

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Little Golden Library, The. Prepared under the supervision of Mary Reed. Published by Simon and Schuster. 25 cents each. 28 single volumes especially good for young children.

Wonder Books. Published by Random House. 59 cents each. Old favorites and new stories simply told with excellent illustrations.

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