

DIVISION OF SOCIAL SCIENCES AND HUMAN SERVICES
EARLY CHILDHOOD EDUCATION

CREATIVE PHYSICAL ACTIVITY

ECED 161

Observation #1
ECED 161 Creative Physical Activity
"Play"- 50 points
2.5 hours

- A) Make arrangement to visit an approved early childhood center.
- 1) Call ahead and get permission to observe.
 - 2) Explain that you are completing the observation as part of a class assignment.
 - 3) Be courteous and polite, wear appropriate clothing.
 - 4) Wear your identification badge when making your observation
 - 5) Show up on time as prearranged
- B) Describe the facility in terms of:
- number of students in classroom observed; number of teachers, student, teacher ratio.
 - Age of students observed.
- C) Draw a diagram of the facilities used by the class you observed.
- D) Write down/list the activities and length of time devoted to each activity.
- E) Describe these in terms of a) Locomotor Skills, b) Nonlocomotor Skills, c) Manipulative Skills as described in Chapter 4. Put an asterisk* beside each movement activity.
- F) Describe how the six elements of movement explained in Chapter 4 are used effectively for movement activities during this observation.
- G) Describe the types of play observed in terms of isolated parallel, etc. Cite examples to support your statement.
- H) Describe how movement activity benefited at least one child's a) Social Development, b) Cognitive Development, c) Creative Development. Give clear examples.

Name _____

Site of Facility Where Observation Took

Place _____

Signature of Cooperating Teacher _____

Date of Observation _____

Time _____

From

To

Observation #2

ECED 161 Creative Physical Activity
50 points
2.5 hours

- A. Make arrangements to visit an approved early childhood center.
1. Call ahead and get permission to observe.
 2. Explain that you are completing the observation as part of a class assignment.
 3. Be courteous and polite.
 4. Wear your identification badge when making your observation.
 5. Show up on time as prearranged.
- B. Describe the facility in terms of:
1. Number of students in classroom observed.
 2. Age of students observed.
 3. Write "Cultural Mix"
 4. Draw a diagram of the facilities used by the class you observed.

*** Before embarking on your site observation be sure to read and be familiar with the following:

- Chapter 6 "The When, Where, and What of Movement Sessions"
- Chapter 8 Teaching Methods"
- Chapter 9 "Creating and Maintaining a Positive Learning Environment"

- C. List the schedule of activities and the time devoted to each activity.
Describe the movement activities in terms of
1. Space and Group Size
 2. Equipment and Props
- D. Describe how each of these teaching methods were used to enhance movement "Creative Physical Activity".
1. Direct Approach
 2. Guided Discovery
 3. Exploration
- E. Observe/Describe movement session, noting the pace and participation level. Are all the children taking part? If there are nonparticipants, are they observing? Can you get a sense of the reason(s) for their lack of participation? Are some children displaying disruptive behavior? What do you think is the cause? How does the instructor handle it?

Name _____

Site of Facility Where Observation Took

Place _____

Signature of Cooperating Teacher _____

Date of Observation _____

Time _____

From

To

Observation #3
50 Points
ECED 161 Creative Physical Activity
Outdoor/Indoor Play spaces/Complete in 2.5 Hours

Contact an Early Childhood Center that maintains and utilizes both its outdoor/indoor facilities. Make arrangements to observe both the outside/indoor facility, equipment and children utilizing equipment. Remember to wear your identification badge.

Student Name _____

Observation site _____

Signature of Cooperating Teacher _____

Date of Observation _____

Time of Observation (from) _____ (to) _____

PART I-INSIDE PLAY/EQUIPMENT ACROSS THE CURRICULUM (CHAPTER 10)

- A. Respond to the inside facility questionnaire and focus on the movement learning possibilities presented in an inside play area (s). At the conclusion of your paper note the number of "yes" and "no" answers indicate areas where positive changes can be made. Include a diagram and summarize your findings of the observed outdoor & indoor facility.
- B. Describe at least one movement activity for each of the five content areas covered in Chapter 10. (10 points)

PART II- USING MOVEMENT FOR TRANSITIONS (CHAPTER 11)

- A. List the transitions used. Describe how they were presented by:
1. Tying into the curriculum content.
 2. Teaching children to bring-closure to activities.
 3. Following directions.

PART III-OUTDOOR PLAY/EQUIPMENT (CHAPTER 12)

Draw upon your observation to make general conclusions. (Cite information from Chapter 12.)

- A. 1) How did the outdoor facility meet the needs of the children observed? Explain.
2) List the general safety rules that govern the use of the outdoor facility?
3) What "special" safety features/adaptive features were noted about the outdoor play equipment?
4) What would you include/exclude to make your observe environment a better one?
5) List the outdoor activities observed. Designate whether these activities were child or adult initiated.
6) How have learning opportunities been carefully planned in the outdoor area? (Painting, crafts, block building, carpentry, gardening, pets, sand and water?)
7) What was the role of the teacher during outdoor playtime?
8) What kinds of play did you observed? (Parallel, cooperative, etc.) Cite examples
9) How long were the children outside?

INDOOR FACILITY CHECKLIST

Complete the checklist while observing the indoor play environment. There are three areas of consideration. The physical environment, activities to stimulate development and interpersonal environment.

I. The Physical Environment

1. Can quiet and noisy activities go on without disturbing one another?
yes no
2. Is there an appropriate place for each?
yes no
3. Is a variety of materials available on open shelves for the children to use when they are interested?
yes no
4. Are materials on shelves well spaced for clarity?
yes no
5. Are materials stored in individual units so that children can use them alone without being forced to share with a group?
yes no
6. Are activity centers defined so that children know where to use the materials?
yes no
7. Are tables or rug areas provided for convenient use of materials in each activity center?
yes no
8. Is self-help encouraged by having materials in good condition and always stored in the same place?
yes no
9. Are cushioning materials used to cut down extraneous noise - rug under blocks, etc.
yes no
10. Are set-up and clean-up simple?
yes no
11. Are these expected parts of the child's activity?
yes no

12. Is the children's work displayed attractively at the child's eye level?
yes no

13. Do the children feel in control of and responsible for the physical environment?
yes no

II. Activities to Stimulate Development

1. Are there many opportunities for dramatic play: large housekeeping corner, small dollhouse, dress-up clothes for boys and girls?
yes no

2. Is there a variety of basic visual art media: painting, drawing, clay, salt-flour dough, wood-glue sculpture, finger-paint, collage?
yes no

3. Is music a -vital part of the program: records; group singing, instruments, dancing?
yes no

4. Is language simulation varied: reading books, games with feel boxes, flannel boards, stories, questions and answers, conversation, lotto games, classification games? Are limits enforced through verbal control and reasoning?
yes no

5. Are there small manipulative toys to build hand-eye coordination and finger dexterity
yes no

6. Are there some opportunities to follow patterns or achieve a predetermined goal: puzzles, design blocks, dominos, matching games?
yes no

III. Interpersonal Environment

1. Is the physical environment enough under control so that the major part of the adults' time is spent in observing or participating with children?
yes no

2. Can children engage in activities without being disturbed or distracted by others?
yes no

3. Do adults have "growth goals" for each child based on the needs

they have observed in each child?

yes no

4. Is individualized curriculum used to teach these goals?

yes no

5. Do children feel safe with one another?

yes no

6. Is competition avoided by arranging materials in individual units, limiting the number of children participating in an activity at one time, insuring the fairness of turns or starting a waiting list on which the child can see his name keeping his place in line?

yes no

7. Are there opportunities for children to play alone, participate in a small group, and participate in a large group?

yes no

8. Are the adults models of constructive behavior and healthy attitudes?

yes no

Creative Physical Activity "Create A Prop" Project

Create/find a piece of "equipment" that can be easily used/manipulated by preschool children. Devise a large muscle lesson plan in which the piece of equipment- can be utilized. Write your lesson plan following the Lesson Plan Form shared during class. Include in your lesson plan a description of how the prop was made. Also add a section on variations. Note how this prop might be used in other ways. You will be scheduled to present your lesson plan to your peers on a date to be announced by your instructor.

Evaluation Guide:

- 1) Students will be evaluated on completion, uniqueness, and the age appropriateness of equipment.
- 2) Completion of 1 written lesson plan which utilizes the equipment. This lesson will be used for in-class teaching. It should be one of your 5 required lessons.

Presentation of Project

COURSE TITLE: _____ STUDENT NAME: _____

Rating:

- 4 Above Average
- 3 Meets Minimum Standard
- 2 Below Standard
- 0 Unacceptable

Criteria	<u>Points</u>
Preparation:	
1. Selects variety of materials to present.	_____
2. Uses creative techniques or aids when presenting.	_____
3. Ready on date assigned.	_____
4. Materials are organized for presentation (Not searching through boxes while presenting)	_____
Delivery:	
5. Instructions/Directions are clearly understood	_____
6. Uses proper grammar (avoids slang). Voice audible (pitch, volume, expression rate.)	_____
7. Eye contact (looks at audience, does not read from paper)	_____
8. Describe theme and how it relates to early childhood education	_____
TOTAL	_____
_____ Instructor's Signature	_____ Grade/Points

***Hand this page to your instructor before you do your presentation.

Writing Behavioral Objectives:

Behavior objective - statement in behavioral terms of what the child will do or say that you can see or hear and thus have an indication the child is learning.

Bloom's Taxonomy:

LEVEL 6- EVALUADON

The student is able to apply standards and determine levels of quality.

LEVEL 5 - SYNTHESIS

The student is able to put together elements and parts to form a whole, a pattern, or a structure not present before. Relates concept and processes. Creative expression with idea being learned and with ideas already known.

LEVEL 4 - ANALYSIS

The student is able to break down the material into its constituent parts and detect relationships of the parts and the way they are organized

LEVEL 3 - APPLICATION

The student is able to apply the appropriate abstraction without having to be prompted as to which abstraction is correct or to be shown how to use it in that situation.

LEVEL 2 - COMPREHENSION

The student is able to know an abstraction well enough that he/she can correctly demonstrate its use when specifically asked to do so.

LEVEL 1 - KNOWLEDGE

The student is able to remember either by recognition or recall ideas, information, phenomena, terminology, etc.

Each objective should be manageable and reachable by the child.

Do Not Use the terms: {They are too abstract)

- Understand
- Listen
- enjoy
- eat
- know
- see

Presentation of Projects

COURSE TITLE: _____ STUDENT NAME: _____

Ratings:

- 4 Above Average
- 3 Meets Minimum Standard
- 2 Below Standard
- 0 Unacceptable

<u>Criteria</u>	<u>Points</u>
Preparation:	
1. Selects variety of materials to present.	_____
2. Uses creative techniques or aids when presenting.	_____
3. Ready on date assigned.	_____
4. Materials are organized for presentation (Not searching through boxes while presenting)	_____
Delivery:	
5. Instructions/Directions are clearly understood.	_____
6. Uses proper grammar (avoids slang). Voice audible (pitch, volume, expression rate.)	_____
7. Eye contact (looks at audience, does not read from paper)	_____
8. Describe theme and how it relates to the early childhood education.	_____
Total	_____

Instructor's Signature

Grade/Points

***Hand this page to your instructor before you do your presentation.

Examples:

PHYSICAL:

The child will attempt to:
jump move
point to dance
pour climb
cut hop
skip

**SOCIAL/
EMOTIONAL:**

discuss cooperate
take turns follow

INTELLECTUAL:

complete construct match name
verbalize count recall recite
identify

CREATIVE:

mix color
paint tear
sing move

EVALUATION: Hindsight is a valuable teaching skill. One can evaluate many aspects of a planned and conducted activity. Goal realization, a close look at instructional techniques or methods, and student teacher actions usually come under scrutiny. The following questions can aid self-evaluation:

1. Was the activity location and set-up appropriate?
2. How would you rate the interest value and goal realization?
3. What could improve this plan?
4. Should a follow-up activity be planned?
5. Was enough attention given to small details?
6. Did the activity attempt to reach the instructional objectives?
7. Was enough attention given to small details?
8. If you repeated the activity how would you change it?
9. Were you prepared? If not, why?
10. Which teacher/child interactions went well? Which went poorly?
11. Was the size of the group appropriate?
12. Was the activity a success with the children?
13. Was the activity above, at, or below the group's developmental level?
14. What did you learn from the activity?
15. What seemed to be the best parts of the activity?
16. Did you learn anything about yourself?
17. How good were you at helping children put into words what they experienced or discovered?

Lorain County Community College
ECE Program Lesson Format
(This format must be used for all ECE lessons)

Name _____ Date _____

Age of children _____ Location of the activity _____

I. Content area focus: (Circle one)

Art Math Music Language/Literature
Movement Science Health Social Studies Classroom Management

II. Early Learning Content Standard _____

Indicator _____

III. Learning Objectives: (maximum three, do not have to be in different domain areas.)

Put an asterisk* by the primary objective.

The child (ren) will be able to:

Social

Physical

Intellectual

Creative

Emotional

IV. Assessment: What method will you use to evaluate the objectives and child learning?
(checklist, observation, open-ended question, event sampling, anecdotal record, other)

Must show actual evidence of the assessment tool (e.g. if using checklist it must be attached)

V. Equipment/Materials: (Be specific with number of items)

Student is responsible for supplying all materials needed for their lesson.

Preparation beforehand:

Materials needed:

VI. Procedures for the Activity:

A. Introduction: This must be a statement or question. Be creative to attract the children's attention.

Lorain County Community College

B. Main Activity:

Teacher Will.....	The children will.....	Special need/gifted adaptations
Min.		
Min.		
Min.		
Min.		
Min.		

Include the open ended questions that are going to be asked during the lesson in the main activity. Also remember to include transitions if you will be moving children from one area to the next to complete the activity.

C. Closure: (summarize the lesson, this should reflect the objectives.)

D. Transition: (How will you move the children from this lesson to their next activity? Be creative)

VII. D.A.P. Justification:

Age appropriate: Justify that what you are doing with the children is appropriate for their age(s). Refer to S. Bredekamp's DAP Text or a page in course textbook.

Could this lesson be connected to other content areas? Yes No
 If yes, what _____

VII. Self evaluation: Write a brief paragraph discussing what the strengths of the lesson were. What would you change?

Lorain County Community College
ECE Lesson Format
(This format must be used for all ECE lessons)

Name: Kathy Head

Date: June 2008

Age of children: 4 years Location of the activity: on the floor in a circle

I. Content area focus: (Circle or underline one) Art Math Music Language/Literature
Movement Science Health Social Studies
Classroom Management

II. Early Learning Content Standard: Data Collection

Indicator: Gather sort and compare objects by similarities and differences in the context of daily activities and play. (e.g. leaves, nuts, socks)

III. Learning Objectives: (maximum three, do not have to be in different domain areas.)

Put an asterisk* by the primary objective.

The child (ren) will be able to:

Social

Physical

Intellectual 1. Sort objects found in nature by size and shape

*2. Graph objects according to similarities

3. Discuss the attributes of each object

Creative

Emotional

IV. Assessment: What method will you use to evaluate the objectives and child learning? (checklist, observation, open-ended question, event sampling, anecdotal record, other)
Must show actual evidence of the assessment tool (e.g. if using checklist it must be attached)

I will assess the children's knowledge by observing how they graph each and noting the words they use to discuss the attributes.

V. Equipment/Materials: (Be specific with number of items)

Student is responsible for supplying all materials needed for their lesson.

Preparation beforehand: Collect items from outside such as leaves, twigs, stones, acorns. Draw a large graph on paper placing one each object at the top as a guide. Materials needed: basket, leaves, twigs, acorns, marker, graph paper, magnifying glasses.

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VI. Procedures for the Activity:

A. Introduction: (This must be a statement or question. Be creative to attract the children's attention.)

"Friends yesterday when I went home I was playing with my dog in the backyard. I noticed many interesting things on the ground that I would like to share with you today."

B. Main Activity:

Teacher Will.	The children will.....	Special need/gifted adaptations
<p>Min.1 Begin with my introduction as the children are seated on the floor in a circle.</p>	<p>Be seated on the floor.</p>	
<p>Min. 3 Show the children my basket and the items in the basket that I have collected. Ask what is this? Where would you find it? Why do you think it was on the ground?</p>	<p>Use their words to describe the object and name it and answer the open-ended questions I ask.</p>	
<p>Min.5 Once all of the items have been identified and their characteristics discussed, introduce the graph to the children. Show them how one of each object is at the top of the graph. Have each child choose an object and correctly place it in the correct column of the graft</p>	<p>The children will each take an object, identify it and find a matching item on their graph. Once they find a similar item they are to place their object on the graph.</p>	
<p>Min.2 Once all of the objects have been graphed have the children count the object in each column.</p>	<p>The children will count aloud each object in the columns.</p>	
<p>Min. 2 The teacher will use vocabulary such as more</p>	<p>The children will attempt to answer which has more or less.</p>	

and less to ask questions about each column.		
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Include the open ended questions that are going to be asked during the lesson in the main activity. Also remember to include transitions if you will be moving children from one area to the next to complete the activity.

C. Closure: (summarize the lesson, this should reflect the objectives.) "Today we counted many objects that can be found outside maybe even in your backyard. Bring in what you find and place it on the science table."

D. Transition: (This is to get the children from this activity to another. Be creative.)
"Boys and girls, let's float like leaves to the sink and wash our hands."

VII. DAP Justification:

Age appropriate: Justify that what you are doing with the children is appropriate for their age(s). Refer to S. Bredekamp's DAP Text or a page in course textbook.

From 3-5 children show increasing interest in number and quantity (counting, comparing, measuring) and more complex matching and classifying activities. NAEYC p. 113

VIII. Could this lesson be connected to other content areas? Yes No
If yes, what: science

IX. Self evaluation: Write a brief paragraph discussing what the strengths of the lesson were. What would you change?

The children were excited to touch all of the objects. I need to make sure that I have them go one at a time so they can hear and see each other.

Sponge Bob Obstacle Course

back stroke
or front stroke

Scooters

scooter

scooter

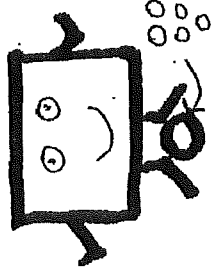
"surf" on stomach
or bottom

"surf" on stomach
or bottom

"surf" on stomach
or bottom

Bucket of
Sponge Bob
needs fill
pool. fill
use balloons also

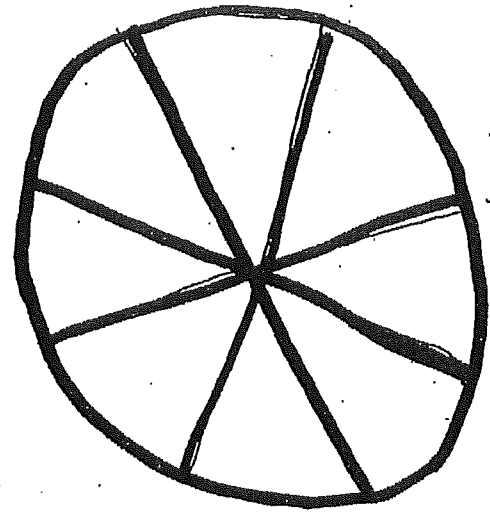
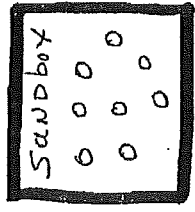
Sponge Bob Pup
Toss bean bags
into bucket
(5)
bean bags



dog puddle

beach items

Walk through sand box
to find beach and
other items to sort
One pile beach items
One pile non beach items



Parachute
Start to make waves
with balls in center
while walking in a circle



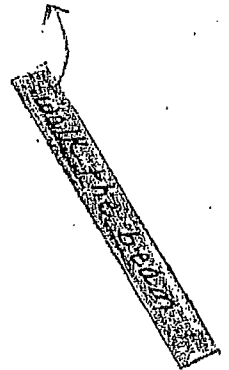
#5 - Octopus Large Prop
Identify and match colors
of fish to colors
on "Octo"



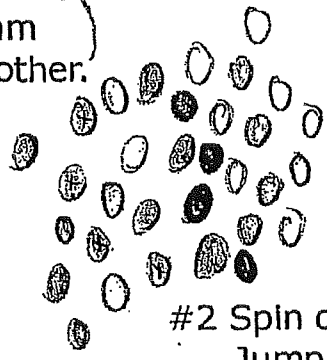
Attach fish to "Octo"

Collect fish
Bend collect fish

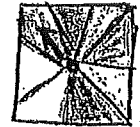
#4 Hop into hoops and bend down to pick up fish.



#3 Walk the "Plank"
Walk low balance beam from one end to the other.

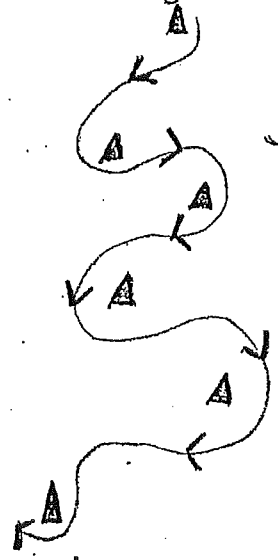


#2 Spin color spinner
Jump or hop to
Your Color lily pads

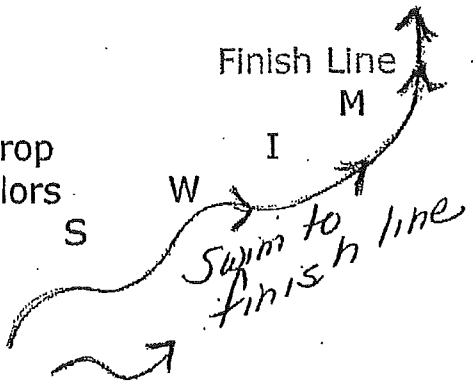


Spinner

Start Here #1
Eel-slithers through cones



Swim,
Slither,
Crawl,
Creep
like an
eel
through the
cones



Swim to finish line

Octopus Obstacle Course

Name: _____ Curriculum Area Focus: Physical

Location of Activity: Large open area Age: 4-5 Date: _____

Objectives: The child/children will be able to:

Physical: -

- 1: Move through the cones as an eel might Crawl, creep or slither.
- 2: Jump or hop on the correct color lily pads.
- 3: Use balance to "walk the plank". (Low balance beam)
- 4: Hop or jump into hoops (locomotor) and bend (nonlocomotor) to get the colored fish.
- 5: Swim to the finish line.

Intellectual:

- 1: Identify and match the correct colors on the fish to the octopus.

Assessment: I will assess the objectives through observation.

Equipment and Materials: Large prop octopus, 8 different color laminated fish with Velcro backs (at least 3 sets), (Colors need to match octopus: red, yellow, gray, green, blue, orange, white and pink), 8 small cones, 1 spinner with same 8 colors on it, assorted felt piece lily pads (same colors as fish and octopus, at least 4 of each color), low balance beam, connecting hula hoops. Start and finish sea creatures.

Procedures for Activity:

Time allotted: 15 minutes. Small groups of 4 - 6. Children leave starting line one at a time.

Introduction: Do you know what sea creature has eight arms and can change colors? Well maybe my friend "OCTO" will give you a clue? Yes an Octopus! An octopus can change colors to reflect its mood, white for fear, red for anger and brown is its usual color. Today "Octo" is going to help us with other colors as well. You see he is hungry and needs your help to find fish for his dinner.

Main Activity:

The Teacher will....	The Children will...	Time Allotted
1: Have obstacle course set up. See attached sheet for course map.	Before arrival	15 minutes total. Less than a minute at each station, per child.
2: Introduction, Instructions on how to run through Obstacle course.	Listen	4 minutes
3: #1 Start - Eel slithers through six plastic cones.	Children line up one at a time. First child starts #1 pretending to be an eel and crawls, creeps or slithers through the cones.	1 minute
4: #2 Have child spin spinner and jump, hop or walk to that color lily pad through to #3.	Child spins spinner and hops, jumps or walks on that color lily pad only until he is through all the lily pads.	1 minute

5: # 3 finds the children "Walking the plank".	Child walks over the low balance beam from one end to the other.	1 minute
6: #4 finds the children jumping off the plank into the "seaweed" hoops where they bend down and retrieve the fish.	Child will jump off balance beam into hoops. Bending down to pick up different color fish.	1 minute
7: # 5 Children identify the fish colors and match them to the octopus by sticking them on the felt using the Velcro backing.	Children take fish to #5 the large prop "Hungry" octopus and feed him by attaching the colored fish to the right color on its arms. The child then swims over the finish line	1 minute
8: Conclusion and transition	Listen and transition	1 minute

Plans to extend the children's thinking during activity:

- Ask open-ended questions about colors and how they relate to the Ocean.
- How could they change their movements through the obstacle course?

Closure/Summary: Well; I am proud to say that "Octo" is no longer hungry. You all did a get job in matching the colors to feed him. Look at him smile...he sure is happy.

Transition: Boys and girls. Thank you for helping me feed my pet octopus! It is now time to see what your next surprise is. Let's sit here quietly, so we don't wake "Octo" from his nap and wait for further instructions.

DAP Justification:

Age Appropriate: Children have opportunities to use large muscles in planned movement activities (NAEYC, 132). Children have daily opportunities for aesthetic expression (NAEYC, 132). Children cooperate well and can follow requests (NAEYC, 117). Provide opportunities for children to participate in learning experiences in which they can succeed (NAEYC, 124). Children can incorporate motor skills in to a game (NAEYC, 102). Appendix 1A in our text explains Developmentally Appropriate Practice in Movement programs for Young Children ages 3- 5 beginning on page 341. In this lesson, I encouraged a positive atmosphere while enhancing physical (exploring movement through an obstacle course) and Intellectual (identify and matching colors) development.

Developmentally Appropriate:

-For a child who finds this activity too easy, I would ask more challenging questions and have the child do more difficult movements through the course.

For a child who finds this activity too hard, the teacher could walk through the course with them and help make colors matches at the end.

GLOSSARY

Age appropriateness – knowledge of typical development of children in all areas, is the framework from which teachers plan appropriate experiences and prepare the learning environment.

Anti Bias Curriculum – developmentally appropriate materials and equipment which project an active/activist approach to challenge prejudice stereotyping, bias and isms.

Associate Play – children play with others in a group while subordinating his/her individual interest to the interest of the group.

Child-initiated activity – is one in which a child makes his/her own choice, with little or no intervention by another child or adult. Materials which can be used independently should be available.

Close-ended materials -offer few opportunities for creativity and experimentation.

Cognition – application of intellect as opposed to feelings/affect in mental process.

Constructive Play -child purposely manipulates materials in order to build structures and produce novel or conventional creations.

Cooperative play – child plays with other children in activities organized to achieve a common goal, allows interactive dramatic play, or permits playing of formal games.

Co-playing- occurs when an adult joins in an ongoing play episode but lets the children control the course of the play.

Developmentally appropriate - the extent to which knowledge of child development is applied to program practices, through a concrete, play-oriented approach to early childhood education.

Dramatic play – also called symbolic play; evolves as child begins to use objects in a pretend or representational manner.

Environmental facilitation - physical arrangement of the room and provision of needed materials. Exploratory play – child learns about himself and their world through sensory motor awareness, emphasis on action and movement but also includes color, texture and sound

Functional play- child's play consists of simple muscular activities in which he manipulates objects, repeats his actions, or imitates other's actions.

Games with rules – engagement in activities that involve compliance with the conventions and may involve competition with others.

Generalization -integration of newly acquired information and application of it to a new situation.

Imaginative play -child uses toys or objects for imitation role-playing, and pretending.

Incidental learning – information learned in the course of play or other informal activities without the need for any specific teaching.

Individual appropriateness – child's experiences with adults, peers, and materials should match the child's developing abilities, while also expanding the child's interest and understanding.

Manipulative play – actions on objects, designed to gain control of those objects.

Motor planning – the figuring out and executing of a sequence of new, non-habitual movements. Examples: Climbing through an unfamiliar obstacle course, or learning to remove a sweatshirt or to bow. Once the sequence is learned, it no longer requires motor planning to repeat it.

Motor play– its typically social, boisterous, and sometimes competitive; based on action.

Object permanence– recognition of the existence of an object, even after all or part of it is out of sight. Example: Baby shows he has object permanence when he starts to enjoy playing hide-and-seek with toys. Until then, when you hide his toy, he loses interest. Peek-a-boo is an early game to help baby begin to develop object permanence.

Open-ended materials – no right way or wrong way to use.

Parallel play -child plays independently with materials similar to those used by children playing in close proximity. Social contact is minimal.

Peer-initiated activity – is one in which a child becomes involved through observation of a peer engaged in play or through invitation by that peer.

Physical play– action that is frequently social, may be competitive, and includes rough-and-tumble activities.

Play- freely chosen, process oriented, successful, self-motivated, inactive participation.

Play tutoring -adult often initiates a new play episode, takes a more dominant role, and teaches the child new play behaviors.

Practice play- child plays alone and independently with materials different from those used by child playing in close proximity. No social contact occurs.

Solitary play – child plays alone and independently with materials different from those used by children by children playing in close proximity. No social contact occurs.

Structured play- child plays alone and independently with materials different from those used by children playing in close proximity. No social contact occurs.

Symbolic play - child uses one object to represent or symbolize another.

Symbolic representation– use of one object to pretend it is another: Example: A wastebasket for a drum, a block for an airplane, or later even as farfetched as a stick for a horse. A representation is not necessarily dependent on the real properties of the objects.

Tactile – having to do with the sense of touch.

Teacher-directed activity– is one in which the adult initiates and continues to supervise an activity. This type of supervision can be used to direct children, help them learn to initiate and attend to an activity, and to provide reinforcement for their participation.

Teacher-initiated activity– is one in which the adult brings attention to an activity, then removes self as the children become involved and start initiating play on their own.

Unstructured play– adult observes the child's play and tries to fit into and be responsive to the play the degree that the child allows or seems interested.

PIAGET'S THEORY OF PLAY

According to Piaget, the child's first 24 months, during the sensorimotor stage, are dominated by practice play. From 2- 7 years, the pre-operational stage, children engaged in symbolic play. From 7- 10 years and beyond, children are primarily interested in games with rules.

Piaget focused primarily on children's play as it relates to their cognitive development, where as Parten concentrated on children's social development.

The following is a brief description of these three types of play:

Practice Play: 0 - 2 years

Sensorimotor Stage

This type of play often involves the pleasurable repetition of skills that have already been mastered; Piaget calls this "mere practice." Infants reach, hit, pat, and bang objects. Practice play also involved the child exploring new play opportunities discovered by accident ("fortuitous combinations"), and deliberately creating new opportunities for play ("intentional combinations").

Symbolic Play: 2- 7 years

Pre-operational Stage

This is play in which a child uses an object as a symbol for something else. During this stage, social interaction is incorporated into pretend play, and gradually develops into more and more realistic dramatic play.

Games With Rules: 7 - 10 years

Concrete Operations

Piaget defines games with rules as those games in which there is competition between individuals and which are regulated either by a code handed down from earlier generations or by temporary agreement. Engagement in practice play and symbolic play declines as preoccupation with games with rules increases. This period roughly corresponds to the concrete operational period of cognitive development.

.Suggested Play Equipment and Materials Categories of
Required Play Equipment and Materials (with examples
of specific equipment in each category)

ART SUPPLIES

Easel, double with trough to hold paint jars
Drying rack
Brushes (long handled)
Sponges
Clay jar and cover
Paint jars or tumblers (set of six)
Scissors
Aprons (large enough to cover child's clothing)
Punch
Staplers
Pipe cleaners - assorted colors
Newsprint (24" x 30")
Manila construction paper 12" x 18".
Colored papers· 8" X 12" or 9"X 12"
Finger paint paper
Finger paint (assorted colors)
EaselPaint (assorted colors)
Paste
Chalk (assorted colors, large size)
Play Dough
Crayons (large 1 and assorted colors)
Collage materials
Wrapping paper
Oilcloth

SENSORY PERCEPTUAL MOTOR MATERIALS

Water Play

Large shallow pan
Straws or wooden pipes for blowing bubbles
Container for pouring and filling
Small boats and other floating toys
Sand and water play table

Sand Play

Shovels
Scoops
Pails
Watering Cans
Pitchers
Sieves
Funnels

MUSICAL MATERIALS

Maracas
Scarves of soft material squares
Cymbals
Tom-toms
Bells, jingle
Rhythm sticks
Triangle
Tambourines
Xylophone
Piano
Record Player
Records
Music Boxes
Musical Pull toys

BLOCKS AND Transportation TOYS

Interlocking wood trains
Interlocking train with wheels
Large trains with wheels
Small wood cars, trucks, planes, and boats
Airplanes (medium size)
Wood trucks (medium size)
Small cubes for stacking
Hollow blocks (assorted sizes)
Unit blocks (assorted sizes and shapes)
Wooden animals and people

MANIPULATIVE MATERIALS

Dressing frames
Wooden puzzle inlays (5-20 pieces)
Puzzle box
Picture lotto games
Pounding bed, wooden mallet
Color cone
Peg boards with pegs 1" or more
Peg board (variety of shapes and sizes)
Hammer and nail beds
Cash register
Wooden beads and shoestring
Shape sorter
Snap beads
Lock box
Stacking disco
Nesting toys
Texture ball
Busy box

Wood Working

Sturdy, well made work bench
Vice and clamps
Hammers (13 and 16 oz.)
Cross cut saw
Screw drivers
Pliers
Rack for hanging tools

Carpentry Supplies

Nails, (large head, roofing)
Nails, assorted sizes
Sandpaper 9" x 10.5"
Mill ends of soft wood and semi finished
lumber up to 3" lengths
Assortment of button molds and beads wheels
8 hand puppets (people and animals)

LANGUAGE ARTS MATERIALS

A carefully selected collection of books and visual materials for young children meeting the requirements of the various age levels and including the following categories.

Transportation
Birds and animals
Science
Holiday seasons
Nonsense rhymes and stories
Family life
Flannel board with flannel figures
Pictures (covered with clear contact paper for sturdiness)
Study prints

DRAMATIC PLAY MATERIALS

Doll bed (large enough to hold a child)
Doll carriage (large enough to hold a child)
Doll dresser 24" to 30" high
Doll high chair
Rocking chair
Small tea table 4 chairs
Unbreakable tea Party dishes, 8-piece set
Cutlery set
Child size stove, sink, refrigerator
Cooking utensils
Broom, dustpan, mop (child size)
Ironing board
Iron (play)
Clothespins and clothes lines
Baskets
Toy telephone
Soft, cuddly dolls, boy and girl
Dolls, washable & unbreakable, boy and girl
Doll clothes, loose fitting
Box or chest for dress-up clothes
Dress-up clothes (men & women), hats,
scarves purses, jewelry, etc.
Mirror - full length
From: Preschool Guide 3 - 4 years old Diocese of Cleveland

SCIENCE-NATURE MATERIALS

Color paddles
Aquarium and fish
Pets- turtles, bird, hamster, etc.
Plants
Magnets Rash
light Cooking
utensils Garden
tools
Old clock, radios, etc., to take apart
Other nature/science items
Top
Magnifying glasses
Camera
Prism
Compass

GROSS MOTOR/SPORTS EQUIPMENT

Wheel Toys

Tricycles
Dollies
Wagons
Wheel Barrows
Saucer sleds (not just for snowy days)
Pedal toys
Scooters

Climbing, Jumping, Sliding, Hiding Toys

Climbing frames
Ladders
Rocking boat
Ladder box
Tunnels
Wooden packing boxes or crates (that have been sanded and checked for nails)
Drainage tile (2' in diameter and at least 4' long)
Large rubber tires
Cartons

Small Accessories

Balls
Trucks
Hoops
Hollow Blocks
Boards
Horses

AGE APPROPRIATE PLAY MATERIALS FOR YOUNG CHILDREN

Infants (0-1 year)

1. Teething ring
2. Sturdy rattles
3. Hedgehog
4. Textured ball
5. Ball rattle
6. Rubber squeak toys
(be sure •squeaks• can't be removed or swallowed)
7. Mirror
8. Shapes
9. Crawler
10. Crib mobile with large parts that can't be swallowed.
11. Stuffed dolls/animals without detachable parts
12. Plastic blocks

Toddlers (1- 2 years)

1. First blocks
2. Nesting boxes
3. Peg board
4. Stacking toys
5. Snap toys
6. Cuddly toys
7. Step stool
8. Soft throwing toys
9. Washable doll
10. Bells and music box
11. Squeaky toys
12. Simple push and pull toys
13. Sand toys
14. Sturdy picture books
15. Simple inlay puzzles 13-6 pieces)
16. Slow moving scooters or riding toys

Preschoolers (3-5 years)

1. Water toys
2. Paper dolls and scissors
3. Picture books-commercial & child made
4. Dress-up clothes
5. Shape, size, and texture toys
6. Miniature toys
7. Cardboard boxes
8. Blocks- different shapes and sizes
9. Dolls and puppets
10. Puzzles CB-20 pieces)
11. Painting and coloring materials
12. Large balls-(nerf equipment)
13. Tricycles and other riding toys
14. Large legos
15. Construction paper, drawing paper crayons
16. Gym equipment, balls and bats
17. Make believe telephones/household equipment (appliances, dishes, furniture, utensils, pots, etc.)
18. Climbing equipment
19. Balancing equip.
20. Striking toys
21. Beanbags
22. Woodworking equip
23. Wading pool
24. Record player and records
25. Musical instruments (drums, xylophone, balls, cymbal, triangle)
26. Blunt scissors, paste and paper
27. Modeling clay/play dough
28. Simple storybooks
29. Floating bath toys
30. Toy trucks, cars, airplanes, trains, gas stations, farm sets, etc.)

Elementary grades (6- 10 years)

1. Large and small balls
2. Climbing rope or ladder
3. Climbing frame
4. Balance beam
5. Tumbling mat
6. Jump rope
7. Bicycles
8. Tinker toys
9. Flash cards
10. Playing cards
11. Legos
12. Sports equip. (variety of balls, bats, etc.)
13. Building toys
14. Storybooks (include different levels of reading)
15. Chalkboard
16. Globe
17. Science toys
18. Dolls with change of clothing and puppets
19. Playhouse
20. Water toys
21. Workbench and tools

Social Play Development

Stages of Play. Play has been of interest to child researchers for many years. Mildred Parten. (1932) provided one of the landmark studies, still considered valid today (SponS611er, 1982), in which young children's social play was categorized. She found an age-related progression in five types of play. Although children at later ages engage in earlier forms of play, their play is typically more complex than was when they were younger. Following are Parten's six categories of social play.

1. Unoccupied behavior involves a child who moves about the classroom going from one area to another, observing but not getting involved.

Sebastian wanders to the blocks and watches several children work together on a structure. After a few seconds he looks around, then walks over the art table, where he looks at the finger painting materials briefly but does not indicate a desire to paint. He continues to wander, going from area to area, watching but not participating.

2. In solitary play the child plays alone, uninvolved with other children nearby. Children at all ages engage in this type of play, although older children's solitary play is more complex (Almy, et al., 1984; Rubin, 1977)

Lorraine works diligently at building a sand mountain, not looking at or speaking with the other children who are involved in other activities around her.

3. Onlooker play, quite common among two-years-olds, involves a child who stand nearby watching others at play, without joining in.

Rajeef stands just outside the dramatic play area and watches a group of children participate in doctor play, using various medical props.

4. Children involved in parallel play use similar materials or toys in similar ways, but do not interact with each other.

Kalie alternates red and blue Legos on a form board while Terrance, sitting next to her, uses Legos to build a tall structure. They seem influenced by each other's activity but do not talk to each other or suggest joining materials.

5. In associate play, increasingly evident as preschoolers get older, children interact and even share some of their materials, but they are not engaged in a common activity.

Several children are in the block area working on a common structure. Jolynne runs a car through an arch she has built at one side of the structure; Arlene keeps adding blocks to the top, saying, "This is the lookout tower," while Akira surrounds the structure with a "fence"

6. Cooperative play, typical of older preschoolers, is the most social form of play and involves children playing together in a shared activity.

On arriving at school one day, the children find an empty appliance box in their classroom. At first the climb in and out of the box, but then a few of them start talking about what it might be used for. Jolynne they decide to make it into a house.

Other researchers have viewed play from a different perspective. For example, Sara Smilansky (1968) proposed play categories based on children's increasing cognitive abilities and measured by how children use play materials. This view is complementary to Parten's classifications because it focuses on a different aspect of play. Smilansky's categories include:

1. **Functional play** is characteristic of infants' and toddlers' repetitive, motor play used to explore what objects are like and what can be done with them.

Clark picks up a block, turns it, and looks at it from all sides. He bangs it on the floor, then picks up another block with his left hand and bangs the two blocks together. He alternates striking the blocks against each other and on the floor.

2. **Constructive play** involves creating something with the play objects.

Clark uses blocks to construct a tower. His activity now has a purpose.

3. In **dramatic play** the child uses a play object to substitute for something imaginary.

Clark takes four blocks, puts one on each of four plates placed around the table, and says, "Here is your toast for breakfast."

4. **Games with rules** involve accepted, prearranged rules in play. This stage is more typical of older children.

In kindergarten, Clark and a group of peers play the game "Blockhead," agreeing on the game's rules.

It is important for teachers to be aware of the different types of play and to recognize that children develop increasing social and cognitive skills as they progress. In particular, this awareness helps set appropriate expectations for young children. For instance, preschoolers need sizable blocks of time to engage in self-selected play and many open-ended materials that lend themselves to exploration and mastery (for instance, play-dough, blocks, sand and water, Legos). In addition, time, space, and materials that lend themselves to social play should always be available (including dolls, dress-up, blocks). At the same time, organized games with rules, particularly if they are competitive, are beyond the ability of most preschoolers to understand and should not be part of the early childhood program.

Essa, Eva. Introduction to Early Childhood Education, Delmar Publishers; Albany, N.Y., 1992. pgs. 53-56.

Social Play Development

	0	.....	2	.....	3	.....	4	.....	5	.....	6	.....	7 years
	↑		↑		↑		↑				↑		
	Isolated Play		Parallel Play		Cooperative Play		Sociodramatic Play				Games with Rules		
Content					30								
Grammar					5								
Spelling					5								
Neatness					5								
Organization					5								
							TOTAL						

Let Your Fingers Do The Walking

Introduction:By using the yellow pages of your phone book and your telephone, you can add loads of excitement and variety, to your arts and crafts program - for free! There are lots of things to be found that retailers and manufacturers simply throw away, and they're happy to give them to a worthy cause. Some of the items listed aren't throwaways, but "freebies" that are easily obtained. If someone seems reluctant to be generous, remind him that his contributions are tax deductible. That should provide some incentive! For the most part, I found people to be friendly and eager to give something away. So go ahead, get started now and make one or two phone calls at a time; it has all the thrill of a real treasure hunt and will open up some great options for your arts and crafts program!

Appliances	large cardboard boxes for puppet stages, etc.
Awnings	canvas scraps
Boxes (corrugated-fiber)	pieces of cardboard boxes
Boxes (plastic-transparent)	plastic carton and tubs, styrofoam trays
Builders	scraps from contracting sites (wood, brick, wallboard, tile, pipe, etc.)
Carpenters	scraps from contracting sites (wood, brick, wallboard, tile, pipe, etc.)
Carpet	
Clothing - Manufacturers	fabric, yarn scraps, spools, buttons
Concrete Block	chipped or slightly damaged blocks for making shelves
Counter Tops	Formica scraps, sample tiles
Curtains - Manufacturers	fabric scraps, swatch books
Doors	scratched or damaged doors to rest on sawhorses to create extra work space
Draperies	scraps of fabric, swatch books
Embroidery	spools
Fabric Shops	pattern books, ribbon spools, bits of trim
Floor Materials	wood, linoleum, tile scraps
Fruits - Vegetables (retail)	orange crates
Fruits - Vegetables (retail)	fur scraps
Fur Business (retail)	wood scraps upholstery scraps
Furniture Designers	orange crates, styrofoam meat trays, liver containers & lid
Grocers	swatch books of fabrics, paint, wall coverings, carpeting,
Interior Decorators	leather scraps
Leather	samples tiles and scraps of linoleum
Linoleum	cardboard boxes for shipping one-gallon liquor bottles
Liquor stores	make great storage bins for all your 'freebies'
Lumber	wood scraps, sawdust

Machine Shops	plastic scraps
Magnets	little scraps of flexible magnetic pieces that could be used making refrigerator stickers
Manufacturers (clothing)	fabric scraps, yarn scraps, buttons, spools, thread
Millwork	wood scraps of all shapes and sizes, sawdust
Monogramming	thread, spools
Neckwear - Manufacturers	fabric scraps, spools
Needlework Materials (wholesaler & manufacturers)	Yarn & floss
Newspaper	roll ends of newsprint, heavy cardboard tubes from newsprint
Nurseries	rolls
Office Furniture & Equipment (Manufacturers)	Vermiculite, discarded heavy plastic
Office Records, Destruction	wood scraps
Packaging Materials	shredded paper for paper mache and paper making
Packing & Crating Service	styro peanuts, twine, scraps of flexible foam & blister pack broken skids (pallets)
Pails (manufacturers)	seconds on all sizes of plastic pails
Paint (wholesale)	wooden stir sticks, paint swatches
Paper Distributors	samples from paper mills of all kinds of colored & textured paper
Pens & Pencils (wholesale)	seconds or misprints on batches of pens & pencils
Picture Frames	scraps of framing
Pipe	scraps of pipe
Pizza	cardboard pizza wheels
Plastics (fabricating)	scraps of Plexiglas, PVC, acrylic
Plastics (fabric)	scraps of polyethylene film, tarp material
Plastics (foam)	scraps of polyurethane foam, headboard, polystyrene, plastic for packing, vinyl scraps
Plastics (molded)	scraps of molded plastic
Printers	lots of paper scraps, pieces that have been trimmed off just pieces that have been printed on one side
Produce	orange crates chicken buckets, fast food containers, plastic spoons, etc.
Restaurants	scraps of molded rubber, sponge rubber, rubber gaskets
Rubber	small scraps of screens (screen can be used for paper making,
Screen	stipple painting and making textured patterns in clay)
Secondhand Stores	
Shutters	old clothing to tear up for fabric collage
Sportswear (manufacturers)}	wood scraps
	fabric scraps, thread, spools, buttons

Tailors	fabric scraps, thread, spools, buttons
Tile-Ceramic (manufacturers)	pieces of broken tile for mosaics
Tile-Non ceramic (Manufacturers)	scraps of vinyl, linoleum, floor tiles, carpeting
Toys (manufacturers)	scraps used in the making of stuffed animals, wood scraps
Travel Agencies	brochures, booklets, promotional posters, mobiles, etc.
Upholsterers	fabric, twine
Wallpaper	wallpaper books
Water - Bottled	old five gallon jugs for making terrariums wire scraps
Wire	wire scraps
Women"s Apparel (manufacturers)	fabric scraps, spools, buttons, yam scraps
Woodworking	wood scraps, sawdust
Yarn (manufacturers)	yarn scraps

You can also get used computer printout paper from any office which has a computer. Your school cafeteria can help you order food coloring in large containers and heavy white paper toweling in rolls for dip 'n' dye.

USEFUL OUTDOOR WORK KITS

Dramatic play is an integral part of a child's young life. This aspect of play can be enhanced through the gathering of materials found or collected around the house. The teacher should periodically change or introduce new themes/materials to the dramatic play area. Kits can be in large cardboard boxes, with inventory listed on outside, depending on your storage area. Make sure adults and children return these materials so they will be ready next time. If teacher shows she values these things, children soon will as well. Children should know about these kits, should feel free to ask for them, but some care should be taken to avoid more than one or two out at a time, or hazard use. Objects should be replaced and kept in good repair, so they will be available when the children show an interest.

<u>Mechanic</u>	Tire, pump, pliers, oil cans, Sponges and bucket, short length of hose, cylinder (for gas pump).
<u>Painter</u>	Painter caps, coffee cans or equivalent, wide paint brushes, water.
<u>Fireman</u>	Fireman hat, boots, ropes for hoses (clothesline, about 3ft.), gloves, coats, blankets (small-to go on sawhorses), capes, 1-2 large blankets (for covering fire station), Ropes should not be used unless close supervision is available. flashlights would be fun in hideout. Boxes of blocks to build houses steering wheel, walkie-talkies, boxes for fire trucks.
<u>Boat or Fisherman</u>	Skipper hats, sticks with string and magnet at end, paper clips or metal-be sure magnets are strong enough or this becomes frustrating. Clothespins are effective for weight if someone attaches fish. Pirate flag, oars, sail, etc., add to boat play.
<u>Indian</u>	Indian headdress (leather band with feather attached or children can make and decorate construction paper), drums, ankle bells, tent, blanket, sticks for pretend fire. War paint, chalk or theatrical makeup can add to inspiration, depending on children. Could be destructive.
<u>Cement Worker</u>	Cement trowels or various shapes and surfaces. Shovels and wheelbarrows, wet sand or mud. Adding old small overalls or coveralls and rubber boots can add to adults pleasure.
<u>Mexican fun</u>	Piñata (can be made of boxes and fringed tissue or crepe paper), scarves and blankets, or material lengths. Colorful skirts, big hats, Mexican hat dance record and other music, gourd instruments, dishes.
<u>Engineer</u>	Engineer hats, tickets (paper pads); pinches, bells.
<u>Policeman</u>	Signs, badges, note pads, hats-particularly good with wheel toys.
<u>Gardener</u>	Seeds, shovel, rakes, trowels, watering can, and especially dirt.
<u>Airport</u>	Travel posters, suit cases, chairs for inside the plane, tickets, trays for food, block for walkie-talkie, hats for pilots, hats for flight attendants.
<u>Camping</u>	Tents, canteen, sleeping bags, play food, dishes, backpacks, play fish, fishing poles, rocking boat for fishing, blocks for fire, flashlight, etc.
<u>Tea Party</u>	Set of cups, saucers, etc., plastic pitchers, napkins, small grocery containers (i.e., cereal boxes), vase, table cloth, plastic spoons, etc.

<u>Cooking/Bakery</u>	Pots, pan, muffin tins, egg beaters, shakers, wooden spoons, stove, rolling pin, hats, play dough, cookie cutters, cash register, numbers for customers, play money, etc.
<u>Doctor</u>	Stethoscope, medicine bottles, adhesive tape, cotton balls, plastic hypos, red cross arm band, white lab coats, doctor kit, gauze, ace bandages, bed or cot, tongue depressors, chairs, tables and magazines for the waiting room, clipboard, and paper, pencils, old x-rays, etc.
<u>Nurse</u>	Same as above, plus nurse hats. Hats can be cloth, or the bottom of the large size plastic bleach bottles, with red cross on them.
<u>Teacher</u>	Notebooks, pencils, plastic glasses, chalk, book about first day in kindergarten (primary pictures).
<u>Washing Tiny Babies</u>	Large pieces of toweling to cover table, several tiny (2") babies, several sets of toy bathroom furniture, individual plastic pitchers or bowls with soapy water (can be made from plastic bleach bottles), small pieces of toweling, cotton balls, individual talcum cans.
<u>Supermarket</u>	Cash register, play money, paper pads and pencils or crayons, punchers, paper sacks, empty food cartons, wax fruit.
<u>Beauty Parlor</u>	Plastic combs and brushes (to be put in soapy water to soak after play), plastic flowers, berets, face powder, cotton balls, scarves, toy electric shaver.
<u>Washing Clothes or Laundromat</u>	Large plastic basin, clothesline and clothespins, doll clothes, dress-up clothes, boxes for washers and dryers, play money, tools, magazines, empty detergent boxes, measuring cups, laundry basket.
<u>Post Office</u>	Large index cards, stamp pads, stampers, crayon or pencils, stamps (i.e., Christmas seals), shoe box for each child with slot cut in front and name clearly printed on.
<u>Shoe Shine Kit</u>	Several cans of clear (natural) polish with sponges and several buffers, brushes, cloths. One of the wooden boxes with the stand on top would be special fun.
<u>Cleaning Set</u>	Several brooms, mops, sponge mops, dust cloths (with supervision, one of the dusting sprays), sponges and toweling for windows.
<u>Rainy Day</u>	Cakes of soap with plastic knives, large sheet of toweling for table, several coffee cans and flexible straws. Children use knives to flake soap into their coffee cans, water is added and children are given straws to blow bubbles.
<u>Measuring Kit</u>	Ruler, tape, protractor, set of measuring cups and spoons.
<u>Restaurant.</u>	Menus, plates, silverware, ordering pad, pencils, cash register, play food, money, hats, aprons, placemats, tables and chairs, etc.

CREATIVE PHYSICAL PLAY

The following is a partial list of the equipment the LCCC Physical Education Department has available for your class use. Please fill out the "Equipment Request" form (located in the PE office) and turn it in 24 hours before the class, to the equipment manager. Make sure you state the:

1) time you want the equipment, 2) quantity/color needed,

<u>ITEM</u>	<u>QUANTITY</u>	<u>ITEM</u>	<u>QUANTITY</u>
Scooters	19	Tape measures	1
Nerf basketballs	3	Stop watches	12
Foam volleyballs	5	Individual Exer. mats	29
10" foam balls	3	Frisbees	5
10" foam balls cvrd.	3	Yardsticks	7
8" foam balls	12	Mini hurdles	12
13" utility balls	5	Whistles	
10" utility balls	9	Ball racks	6
8" utility balls	10	Flag football set	
7" utility balls	15	Tinkling set	3
Balance board	1	Bullhorns	2
Cage ball	1	Wheel chair	1
Plastic jump ropes	12	Vaulting box	
Rope jump ropes	43	Balance beam (high/low)	2
Conn. hula hoops	1 set	Parallel bars	
Indian clubs	68	Table top scoreboard	2
Big mouth toss game	2	Electric ball inflater	1
Rubber rings	6	Measuring wheel	1
7" Sect. foam balls	5	Outdoor volleyball	1 set
4" Sect. foam balls	6	Exer. mats fold-up 6'	7
4" Solid foam balls	2	Chalkboard	1
Sm. bowling pins	1 set	Heavy hands	20 pair
Lrg. bowling pins	1 set	Dyna-bands	42
Tunnel of fun	1	Stage (exer.to music)	1
Rhythm band set	1	Sacks (picnic-races)	11
Floor hockey sticks	1 set	Radio/Tape recorder	1
Bean bags	50	Bases (rubber)	4 sets
Parachute 30"	2	Bases (old cloth)	2 sets
Parachute 24"	1	Homeplates	2
Parachute 12"	1	Batting T	1
Nerf basketball hoop	1	Wiffle ball bats	6
Small traffic cones	41	Wiffle balls	12
Large traffic cones	12	Indoor soccer balls	19
Tom tom	1	Outdoor soccer balls	11
Pinnies		Indoor soccer goals	1 set
Volleyballs (used)	60	Men's b-balls	26
Volleyball standards	81	Women's b-balls	23

Records/cassettes/directions

Slim Goodbody's Nutrition Edition

Square Dance the American Way

Playtime Parachute Fun

Get Ready to Square Dance

Bean Bag Activities and Coordination Skills

Preschool Playtime Band

Ball, Hoop, and Ribbon Activities

Folk Dances for Fun

Contemporary Tinkling Activities

Tinkling

The Hokey Pokey and other Favorites

Walter the Waltzing Worm

The following is a partial resource list of Early Childhood Education materials, equipment and aids:

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American Guidance Service (resource Materials)
4201 Wodland Rd.
P.O.Box 99
Circle Pines, MN 55014-1796
1-800-328-2560

Beckley-Cardy (equipment, teaching aids)
1 East First Street
Duluth, MN 55802
1-800-227-1178
1-800-237-4098 (FAX)

Building Blocks (Newspaper)
38 W. 567
Brindlewood
Elgin, IL 60123

Children's Books (videos, resources)
Rigby
P.O.Box 797
Crystal Lake, IL 60039-0797
1-800-822-8661
1-708-516-0118 (FAX)

Chime Time (Equipment)
2440-C Pleasantdale road
Atlanta, GA 30340-1562
1-800-477-5075
1-800-845-1535 (FAX)

Committee for Children
(Curricula/materials for child abuse prevention)
172 20th Avenue
Seattle, WA 98122
1-800-634-4449
1-206-322-7133 (FAX)

Community Playthings (equipment)
Box 901
Rifton, NY 12471-0901
1-800-777-4244

Constructive playthings (equipment)
1227 East 119th Street
Grandview, MO 64030-1117
1-800-448-4115

Early Childhood Bookhouse
P.O.Box 2791
Portland, OR 97208
1-800-346-9643

Early Learning Bookclub (resources & materials)
3000 Cindel Dr.
Delran, NJ 08075

Fearon (Teaching Aids)
1204 Buchanan St.
P.O.Box 280
Carthage, IL 62321-0280

First Teacher, Inc.
955 Conn. Avenue
Bridgeport, CT 06607

Good Apple, Inc.
1204 Buchanan St.
P.O.Box 299
Carthage, IL 62321-0299
1-800-435-7234
1-217-357-3987 (FAX)

Gestung Publications (Records, cassettes, books)
6308 Blair Hill Lane
Baltimore, MD 21209
1-800-922-3575
1-410-337-0471 (FAX)

Gryphon House, Inc. (research Books)
P.O.Box 207
Beltsville, MD 20704-0207
1-800-638-0928

Hand in Hand First Step, Ltd.
Catalogue Center
Route 26
A.A. 1, Box 1425
Oxford, ME 04270.9711
1-800- 872-9745

Highsmith, Inc.
W5527 Highway 106
P.O.Box 800
Fort Atkinson, WI 53538-Q800
1-800-558-2110

Kaplan (equipment,
teaching aids)
P.O.Box 609
Lewisville, NC 27023-0609
1-910-766-7374
1-800-334-2014
1-910-766-5652 (FAX)

Kimbo Educational (record & cassettes)
Dept R.
P.O.Box 477
Long Branch, NJ 0774D-0477
1-SD0-631-2187
1-908-8703340 (FAX)

Evan Moor (resource books)
18 lower Ragsdale Dr.
Monterey, CA 93940-5746
1-800-777-43627

Lake Shore learning Materials
2695 E. Dominguez
P.O. &x 6261
Carson, CA 90749
1-800-421-5354
1-310-537-5403 (FAX)

Macmillan Early Skills Program (Resource materials)
P.O.Box 938
Hicksville, NY 11802

Music for Little People (books, videos, tapes)
P.O.Box 1460
1144 Redway Dr.
Redway, CA 95560

Nimco (Videos, cassettes,
software)
117 Hwy 815
Calhoun, KY 42327
1-800-962-6662
1-502-273-5844 (FAX)

Re-Print Corporation (teaching aids)
P.O.Box 830677
Birmingham, AL 35283-0677
1-800-248-9171
1-800-678-6250 (FAX)

Wendy's Book Works
P.O. Box 28509
Santa Ana, CA 92799

Educational Record Center Inc.
3233 Burnt Mill Drive
Suite 100
Wilmington, NC 28403-2655
1-800-438-1637

Redleaf Press (formerly Toys & Things Press)
Resources for Child Caring
450 N. Syndicate
SuiteS
St. Paul, MN 55104-4125

Scholastic "Early Childhood" (videos, resources)
Scholastic, Inc.
P.O.Box 7502
Jefferson City, MO 65102
1-800-724-6527

School Tools (Toys, classroom materials)
P.O.Box 870470
Stone Mountain, GA 30087-D012
1-890-552-7867
1 800-482-5846 (FAX)

Sponge Stamp Magic
21296 Seasprite Circle
Huntington Beach, CA 92646
1-714-968-1604

Totline
P.O.Box 2250
Everett, WA 98203
1-800-334-4769

The Wright Group (children's books)
19201 120th Avenue, NE
Bothell, WA 98100-95122
1-800-523-2371
1-206-486-7868 (FAX).

THE BEST TOYS IN LIFE ARE FREE

With planning, plus the suggestions in the following alphabet, the whole house can be a toy paradise for absolutely free.

- A** is for Acoustic Tile-- with colored golf tees for peg boards.
- B** is for Band-Aids - the all time hit toy, with innumerable uses.
- C** is for Clothespins- the plain old-fashioned kind without springs and splinter-free.
- D** is for Dough - half flour, half salt, with enough water kneaded into make a dough the children are able to roll and cut, decorate and bake.
- E** is for Egg Beater - the light weight dime-store kind -plus a bowl of water and soap flakes to make noise and bubbles.
- F** is for Findings - rick.-rack, bias tape, feathers, glitter, anything from your sewing basket -to string, sort, arrange or paste onto collage creations.
- G** is for Glassine, or any of that cellophane-like paper that crumples so noisily, uncrumples itself so eerily, and fits into craft work so handsomely.
- H** is for Hats- discarded chapeau's for men or women, for dressing up or decorating.
- I** is for inner Tubes - three or four laid flat on the lawn, or playground or playroom (makes rooms, ponds, boats and so on)...or just one to roll and tug and stretch.
- J** is for Jello- children can "cook" as soon as they can stand on a stool set up to the kitchen counter. Limit your own interference to providing accurately measured ingredients.
- K** is for Keys - the mystery set left from the house you used to line in or the car you used to drive...the pre-schooler will try all the doors or play sheriff by hanging the keys on his holster belt.
- L** is for Ladder - a small aluminum stepladder the youngest can carry around with him to make his inevitable climbing a little safer and somewhat more "socially acceptable."
- M** is for Macaroni- the shell, stars, wagon-wheels, bow ties, alphabets and other fascinating shapes - fun to paint with a brush or dye in a bowl of food coloring, then paste onto cardboard in a collage project.
- N** if for Nutshells - walnut halves, especially, for they make an ideal tub fleet whether you or the children provide the toothpick masts and paper sails.
- O** is for Open Boxes - to make a train or a multi-storied building or display cases for a "convenience store". Small boxes are wonderful to sort in or to store treasures. A range or refrigerator box becomes a delightful playhouse that can have doors and windows with curtains.
- P** is for Plastic - bottles, freezer containers, wastebaskets, any of the polyethylene (non breakable) containers presently empty but soon filled by the child with water, sand or possessions. Squeeze bottles have a special fascination.

- Q** is for Quilt- an old one, supplied along with a card table or big clothes basket to make a hiding place.
- R** is for Rubber Stamps - endlessly interesting and totally stainless if offered with a blotter soaked in vegetable coloring.
- S** is for Spools - saved from the sewing basket. Children will paint and decorate, string and hammer and build with thread spools.
- T** is for Tools - real grown-up ones. A good hammer, a pair of pliers, a blunt-pointed screw driver, a light weight wrench and, later on, a small saw can be the making of a young carpenter's raining day indoors.
- U** is for utensils- from the kitchen, measuring spoons and cups of metal, mixing bowls of plastic, wooden spoons, molds, cookie cutters and the proverbial pans and lids to make music with.
- V** is for Vests -to play "dress-up".
- W** is for Wallpaper- to cover boxes with and cut and paste.
- X** is for X-mas Cards- fascinating to arrange, stand up in rows, color, cut and sort.
- Y** is for Yours- anything that is, is coveted by your offspring. The check book, the stapler (for older children).supplies and some sporting goods. Careful selection will render these items safe as playthings.

Ideas taken from Mary Scott Welch, Parent Magazine. (Hillman Periodicals, Inc.), May, 1995.

SUMMERTIME (and the kids are driving you crazy!)

The following games and activities should help solve the "Mom, I'm bored" problem.

1. **Newspaper War:** Crumple lots of newspaper into balls and then find boxes or chairs to use for forts. Let a battle begin and see how many hits you can score. Remember, when the battle is through, all the newspaper weapons must be thrown in the garbage.
2. **Bowling Alley:** Save 10 half-gallon milk cartons or 2-liter bottles and set them up as pins. Then Stand back and roll a tennis or rubber ball to try to knock them over. Keep score. See who can get more points or see how many turns it takes to get 15 points.
3. **Sponge Squeeze:** Play this game outdoors. You'll need a large bowl of water and a paper cup and a little sponge for each player. As soon as one person says go, take your sponge, dip it into the bowl and squeeze the water from your sponge into your cup. The winner is the first one to get a whole cupful of water.
4. **Balancing Act:** Put a stack of paper plates on one side of the room and stack of paper cups on the other side. Each player must run over and pick up a plate, then run back to put a cup on the plate and then run back to the other side and balance a second plate on top of the cup. Keep doing this until you have carried a whole stack of cups and plates. Anyone who drops a plate or cup must start over. See how tall a stack you can carry.
5. **Imagination:** If you're bored with being at home, then use your imagination and turn your house into someplace else. A row of chairs can become an airplane. A table with a sheet or blanket over it can be a house or even a cave. Let your imagination take you anywhere you want.

- 6. Rock Paperweights:** Find a smooth, round, light-colored rock and wash it well with soap and water. Then use a pencil to draw a flower or fish or any design you like on the rock. Paint the design with watercolor paint. Then after the paint has dried, ask Mom to help you cover the whole rock with a coat of shellac.
- 7. Macaroni jewelry:** Take some pieces of short macaroni and paint them with watercolors or dye them with food coloring. After they dry, use a shoelace or strong string to make yourself or Mom necklaces and bracelets.
- 8. Place It:** Design place cards for tonight's family dinner using folded pieces of construction paper. On each place card, write the person's name and draw a picture of something he or she like to do or eat. Then make a matching place mat for each member of the family.
- 9. Chalk Talk:** Wet paper bags until they are nice and damp and color them with pieces of colored chalk. The chalk will become fluorescent.
- 10. Invent Instruments for a Band:** You can make all the instruments for a band and invite all your friends over to play. Use an oatmeal box for a drum. Just tape the lid back on the empty box and decorate it. To make a guitar, stretch rubber bands around an empty shoebox (without a cover). You pluck the rubber bands to play. Use an empty salt box for maracas. All you have to do is put some pebbles in the box and tape it shut and shake to play. Finally, you can even make some horns. Take empty toilet-paper or paper-towel rolls and punch holes in one side with a pencil. Then cover one end with wax paper, which is tightly rubber banded in place. When you hum into your horn, taking your fingers on and off the different holes, you'll be able to make many pretty sounds.
- 11. TV Bingo:** Make a bingo card for yourself by drawing four lines down and four lines across on a piece of paper. You should have 25 squares. Make the center square free and fill in the other squares with things you can see (such as a bed, bike, car) or words you can only hear (such as who, if, I, when, and today). Then turn on the TV and cross off each word as you hear it. The winner is the first one to cross off all words on his/her card.
- 12. House of Ants:** You will need to get two glass jars for this project. One should be slightly smaller than the other. Turn the smaller jar upside down and put it in the larger jar. Fill in the space between the two jars with sandy soil, but don't pack too tightly. Next, find some ants. If you have trouble finding them, here is a way to catch ants. Put a half of tablespoon of sugar into a half cup of water. Ants will be attracted to it. Once you have located the ants, take 10 to 20 of them and put them in the jar you have prepared. Screw the lid on tightly. Once a week you should feed the ants about four drops of sugar water and a tiny crumb of bread. Don't feed them any more than once a week and don't punch holes in the lid. You'll soon see the ants building a whole city inside your jar.

INDIVIDUAL COURSE REGISTRATION

NAME _____

STUDENT NUMBER _____

STREET & NUMBER _____

CITY/STATE/ZIP _____

PHONE () _____

COURSE _____

If you have received your syllabus for this course, please sign below. Your signature affirms both receipt of the syllabus as well as acknowledgment of your responsibility to use the syllabus in determining your mode of class participation.

SIGNATURE _____

DATE _____