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# Materials in the Bilingual Kindergarten: Student Teaching at the Carew Street School

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- - MATERIALS IN THE BILINGUAL KINDERGARTEN - -

STUDENT TEACHING AT THE

CAREW STREET SCHOOL

BY

DIANE WUNDERLICH

*MAT I*

Submitted in partial fulfillment of the requirements for  
the Master of Arts in Teaching degree at the School for  
International Training, Brattleboro, Vermont.

December, 1973

I would like to thank Carol Hausaman, the teacher of the Carew Street Kindergarten, for the help she gave me during my student teaching. Her example in the classroom, plus the advice and support she offered, was invaluable.

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The kindergarten teacher is constantly working on the development of her students' language skills. In any activity, emphasis will be placed on the children's learning to listen to and follow instructions, their ability to talk about what they are doing, and their ability to listen to each other.

In the English speaking classroom there is an abundance of materials dealing with concept formation, colors, sizes, relationships, vocabulary, numbers, etc. The bilingual classroom has much less available. In terms of content, many of the English materials, geared to children from middle class, white families are meaningless to the poor, urban Puerto Rican children. Stories written in Spanish (often from Spain) tend to be very complicated, and unsuitable for the early grades. Even materials being developed currently for bilingual programs in the United States pose problems because they are often geared to the Mexican - American culture. The result is that the teacher in a bilingual program must do a large amount of material developing and adapting.

This paper will present some of the lessons and activities that I worked with during my student teaching at Carew Street School. Its purpose is to aid a person who, although prepared for language teaching, has had little experience in elementary education. In order to learn, the children must be continually using and reviewing the material which has been introduced. The teacher's problem is to discover interesting and varied ways

2.

to elicit language from the children, reinforcing themes already covered and producing an integrated multi-faceted school day.

Every situation is different, so it is doubtful that the materials used in my class could be totally applicable to another teacher's class. I hope, however, that my efforts at adapting materials and finding a balance between repetition and variation of those materials, provides some ideas for another teacher in a similar position.

The Carew Street School is an elementary school located in the North End of Springfield, Massachusetts. The area is one of the poorest parts of the city and is currently slated for urban renewal. Looking out from the school one can see the highway, bulldozers, boarded up stores and condemned houses and apartment buildings (the homes of the students). The neighborhood zoned for Carew is very small in area, only extending a few blocks in either direction from the school, but there is a high concentration of population. The school uses all its available space for its four hundred pupils.

The Carew Street School is a bilingual school funded by Title VII of the Bilingual Education Act. All grades (K-6) participate in the bilingual project, with all students studying English and Spanish. Within the school different techniques and methods are being tried. The kindergarten is a self-contained classroom where one teacher and an aide work with sixty children, split in a morning and an afternoon session. A Spanish Language Development Teacher comes into the classroom daily for a half hour with each group.

The first and second grades are set up in team teaching situations. The entire first grade, for example, is assigned to two classrooms - a Language Development room and a Social Studies/Math/Science room. Each room has two teachers (English Language

Development, Spanish Language Development, Social Studies, Math) and an aide. Half of the first grade is in each room during the morning (split between the two teachers) and the classes switch in the afternoon. The children therefore see each teacher for some part of each day. The 3rd and 4th grades are set up similarly.

The scheduling in the fifth and sixth grades is somewhat different. Language classes at that level are organized in a pull-out system. Subject areas are studied with the class groups together, and for a segment of each day students are split in smaller groups to go to either ESL classes or SSL (Spanish as a Second Language) classes. Throughout the school there is at least one Spanish speaking staff member in each class.

The student body of Carew Street School is approximately 85% Puerto Rican and 15% Anglo (Black and White students). The degree of bilingualism of the Puerto Rican children varies from family to family. Some, recently arrived from Puerto Rico, speak no English, some speak very little Spanish, and others speak both languages well. The school's objective is to have its children read and speak both Spanish and English by the time they leave the sixth grade.

The bilingual school is set up on the assumption that the child who comes to school with five years of language and concept development in his native language will learn better if this



background is taken advantage of and expanded. If the child's dominant language is Spanish, he will learn to read first in Spanish. It is believed that after mastering the basic skills in Spanish, it will be a simple matter to reapply them later in learning to read English also.

The children of the Carew Street School and other children from schools in similar areas have been described as being "language starved." It is said that compared to middle class children they have had a very narrow range of experience, and have not had as much language stimulation from their families and environment. The result is that they enter school less prepared to handle the tasks set before them. They often do not know colors, shapes, names of the letters of the alphabet, numbers, etc., in English or in Spanish.

The approach taken by the school is to provide new experiences for the children, in their environment and in different settings. Throughout all these experiences extra emphasis is placed on developing language skills -- which will later aid the children in developing reading skills.

## III. Materials

Subject areas dealt with in the course of a Kindergarten day include Language Arts (in general -- choral speaking, stories, poems), music, art, science, social studies, ESL, Spanish, math and physical education.

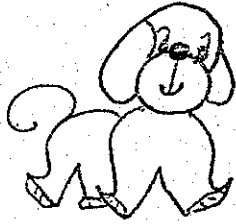
A typical day's schedule includes:

Morning session:	8:00 - 8:30	Breakfast
		Quiet Play -- free time for books and puzzles
	8:30	Opening Exercises
		Salute flag -- in English and Spanish
		Attendance
		Calendar
		Weather
	9:00 - 9:15	Music
	9:15 - 10:00	Work Activity period -- art activities, math, science
	10:00 - 10:15	Clean-up
	10:15 - 10:45	Spanish
	10:45 - 11:00	Physical Education
	11:00 - 11:15	Stories
	11:15	Dismissal

Opening exercises is an important part of every day -- for gathering the group together, giving instructions, talking about anything new or interesting that might be happening at school or at home. It is an introduction to routine and a sort of order that the children will have to get accustomed to. Each of its components affords many opportunities for the children to speak in front of the group.

During the taking of attendance, children start off with the sentences "I'm here" or "He's not here." Through discussions of the calendar and the weather the children talk about the days of the week, seasons, numbers, holidays, etc. In the earlier part of the year, much of opening exercises is conducted in Spanish. At other times, alternate days are chosen for English or Spanish.

Although the children do not yet read, it is important that they grasp the connection between the written word and reading. Accordingly, simple sentences are often written on the board, and the children "read" them out loud. This leads to sight recognition of certain commonly appearing words. A good way to introduce the days and weather is through a 'friend' who comes to visit, such as Snoopy, Bozo, the Clown, the Easter Bunny, etc.



The teacher can later ask "Who can

HELLO!

HOLA!

TODAY IS MONDAY

HOY ES LUNES.

touch the word HELLO, TODAY, IS," and so on. Since the children are learning to recognize and write their names, the teacher can also write on the board the name of the person who can hold the flag for the day. "Is this your name?"

Choral speaking is often part of opening exercises. It should be accompanied by good sized pictures or some hand or body motions that the children can do, along with speaking. Selections should also be relatively short, or able to be spread over a couple of days.

Some examples:

- 1 I like winter, I like snow.  
 I like icy winds that blow.  
 I like sliding down the hill  
 I like rolling down the hill.  
 Oh! HO! HO!  
 I like winter, I like snow.
- 2 Smile, little snowman  
 short and fat  
 With your two black eyes,  
 and your big, black hat.

Smile little snowman,  
 Look out for the sun!  
 And then, little snowman,  
 Run! Run! Run!

Hombre de nieve, sonríe por favor  
 Redondo y gordo, no te gusta el calor

Hombre de nieve, sonríe otra vez,  
 Pero cuando veas el sol  
 Debes correr con rapidez!

3 Jack and Jill went up the hill  
 to get a pail of water.  
 Jack fell down, Jill fell down.  
 The water fell all over.

4 Blow, wind, blow!  
 Push, wind whoosh!  
 Shake things, take things  
 Make things fly.

Blow wind blow,  
 Push, wind, whee!  
 No, wind, no, Not me, Not me!

5 Chick, Chick (Easter time -- "ch" sound)  
 Chick Chick is a tiny fellow

Cheep, cheep, cheep

He is soft and he is yellow

Cheep, Cheep, Cheep

Chick chick has two little eyes

Cheep, cheep, cheep

He is small and he is wise,

Cheep, cheep, cheep

6 Things to Draw<sup>1</sup>

Can you draw hills or



mountain peaks?



Can you draw heads with

funny beaks?



Can you draw a fence



or a lollipop?



Can you draw a tent



or a spinning top?



(Chalk Talk"--Draw these on the board as you say it.)

Later, have the children draw it.

7 Two little eyes to look around,<sup>2</sup> (Point)  
Two little ears to hear each sound.

One little nose to smell what's sweet,  
One little mouth that likes to eat.

8 Mix a pancake, stir a pancake  
Pop it in a pan.  
Fry a pancake, Toss the pancake,  
Catch it if you can!

9 Vegetable Soup

Chop, chop, choppity chop,  
Cut off the bottom and cut off the top.  
What is left, we'll put in the pot.  
Chop, chop, choppity chop.

10 Things That Grow

Flowers grow like this (cup hands)  
Trees grow like this (spread arms)  
I grow... (Jump up and stretch)  
Just like this!

11 Pussy Willow

Close your eyes and do not peek.  
I'll put something on your cheek.  
Soft as silk, soft and sleek,  
Close your eyes and do not peek.  
Mew, mew, mew, mew,  
(What is it?)  
It's a pussy willow!

When visuals are used in conjunction with nursery rhymes and other poetry, they should be as varied as possible. Scraps of material, buttons or pieces of cotton can make a picture very appealing by adding texture and three dimensionality. The flannel board is also good for telling a story or reciting a poem (Jack and Jill).



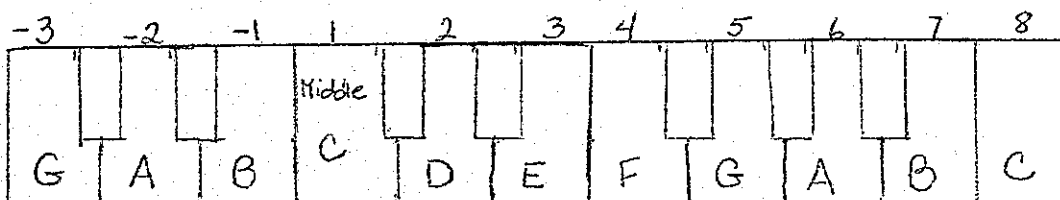
## Music

The value of music in the classroom is manifold. Besides the joy which results from expression in song and movement, the child practices listening skills--developing an awareness of different rhythms and sound qualities. Music also serves as a vehicle for reinforcing language and concepts which are being dealt with in the total classroom environment.

The music program in the kindergarten includes rhythm instruments for the students to use (maracas, drums, triangles, rhythm sticks) records of songs and games, other music for rhythm and movement exercises, and the songs introduced by the teachers on the autoharp, guitar or piano.

Some of the songs here are from published music collections for young children. Some are original, translations, or adaptations, or more complicated songs. Many were learned from other teachers. (See appendix for list of records and music books.)

The melodies of the songs have been indicated by numbers corresponding to the scale shown below. The chords of the songs are on the line above the melody. The rhythm is indicated alongside the song.



Counting SongsTEN LITTLE INDIANS -- LOS INDITOS

C  
 1 1 1 3 5 3 1 2 2 2 2 -1 2-1-3  
 Uno, dos, tres, inditos, cuatro, cinco, seis, inditos

C G C  
 1 1 1 1 3 5 3 1 5 4 3 2 1  
 Siete, Ocho, nueve, inditos, Diez inditos son

Párense, párense, los inditos, Párense, párense, los inditos.

Párense, párense, los inditos, Los inditos, Párense.

Aplaudan, aplaudan, los inditos...

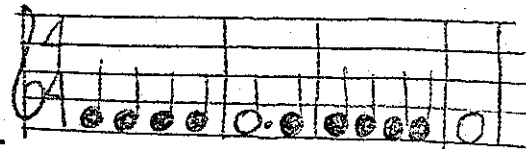
Bailen, bailen, los inditos...

Marchen, marchen, los inditos...

Siéntense, siéntense, los inditos...

FISH STORY

C G C  
 1 2 3 4 5 6 5 4 3 2 1  
 One two three four five, I caught a fish alive.



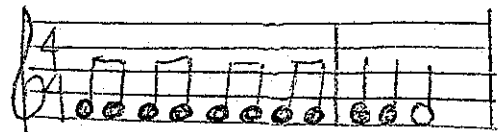
C G C  
 1 2 2 3 4 5 6 5 4 3 2 1  
 Six seven eight nine ten, I let him go again.

G C  
 2 -3 3 1 3 5 5 2 2 -3 -3 1 3 5  
 Why did I let him go? Because he hurt my finger so. OWWWWWWW!

C G C  
 1 2 3 4 5 6 5 5 4 3 2 1  
 Which one did he bite? The little one on the right.

DOS Y DOS

C F C  
 5 5 5 6 5 3 1 3 5 8 5  
 Dos y dos son cuatro, cuatro y dos son seis



F C G C  
 6 6 6 6 5 3 1 3 2 5 3  
 Seis y dos son ocho, y ocho, diez y seis.

C F C  
 5 5 5 5 6 5 3 1 3 5 8 5  
 Y ocho, veinticuatro, y ocho, treinta y dos,

F G C  
 6 5 4 3 4 3 2 3 4, -1 1  
 Carlos va a la escuela, Y tambien voy yo

Weather and the SeasonsIN THE SPRING (melody--Sur le pont d'Avignon)

C G  
 In the spring, In the spring

C G  
 Children playing, children playing

16.

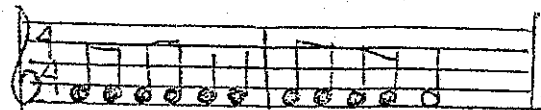
C G  
In the spring, In the spring

C G C  
Children playing, laugh and sing.

C G C G C  
And they all run this way. And they all run that way.  
(use different actions)

LA PRIMAVERA

C G C  
5 3 3 8 6 4 7 5 6 5 5  
Hoy las golondrinas platicando están



C G G C  
5 3 1 3 8 6 4 7 5 6 5 8  
Es que primavera ha llegado ya

Hoy los pajaritos vienen a cantar.

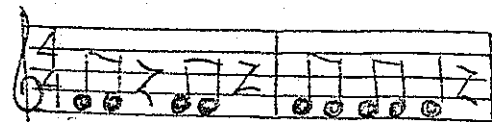
Es que la primavera ha llegado ya.

Hoy las florecitas vienen a bailar.

Es que la primavera ha llegado ya.

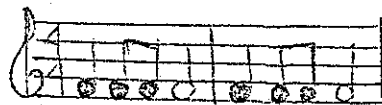
LISTEN TO THE RAIN

C G C  
8 5 8 5 5 5 6 7 8  
Listen, listen, listen to the rain



C G C  
8 5 8 5 5 5 6 7 8 8  
Tapping, tapping, tapping on my window.

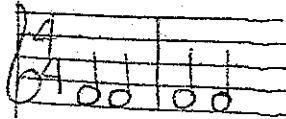
C G F C  
8 8 8 7 6 6 6 5  
Rain on the grass, Rain on the trees,



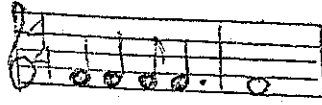
F C G C  
4 4 4 3 3 2 5 1  
Rain on the house, but not on me!

BLOW WIND BLOW

5 4# 3  
 Em B Em -1  
 Blow, wind, blow-ow



Em  
 7 6 5 6 7  
 Whistle through the trees,

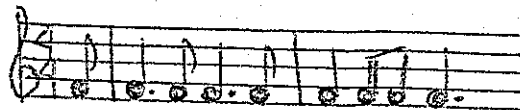


Em  
 7 6 5 6 7  
 Shake the little leaves.

Em B Em Em B Em Em  
 5 4# 3 5 4# 3 7-----3  
 Blow, wind, blow, Blow, wind, blow. 0000000000000000

HELLO MR. SUN

C  
 5 3 5 3 5 3 33 3  
 Hello, hello, hello, Mr. Sun



G C  
 4 2 4 2 2 2 3  
 Hello, Hello, How are you?  
 5 3 5 3 5 3 33 3  
 Hello, Hello, Hello, Mr. Sun

C  
 4 2 4 2 5 5 5 1  
 Hello, hello, How do you do?

ESTA CAYENDO LA NIEVE-- Melody: The Bear Went Over the Mountain

C F C G C  
 Esta' cayendo la nieve, Esta' cayendo la nieve

F C G G  
 Esta' cayendo la nieve, Y cubre la tierra así.

18.

C F C F C  
Así, así, así, Así, así, así.

C F G G C  
Esta' cayendo la nieve, Esta' cayendo la nieve

C F C G C  
Esta' cayendo la nieve, Y cubre la tierra así.

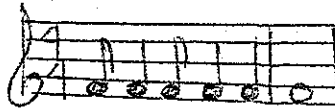
(The snow is falling down, The snow is falling down.

The snow is falling down. See how it covers the ground.

-----  
C G F C C F F C C G G C  
8 7 6 5 5 4 4 3 3 2 2 1  
Down, down, down, down, The snow is falling on the ground.

WINTER GOODBYE

Am  
5 3 5 3 5 3  
Winter, goodbye, goodbye.



Am F  
3 1 3 1 3 1  
So glad am I, am I,

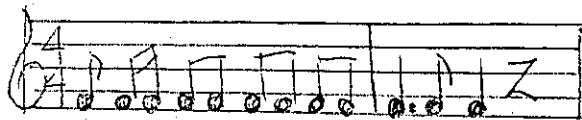
-1 -1 1 2 3 4  
Happy to see the sun.

G C  
5 5 4 3 2 1  
Happy that spring has come.

Animals

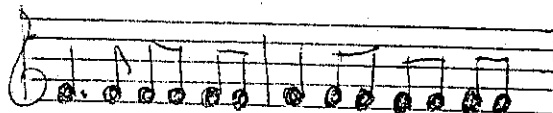
MI CHACRA

C  
 1 1 1 1 1 1 3 1 2 3 2 1  
 Vengan a ver mi chacra que es hermosa,



C  
 3 3 3 3 3 3 1 3 4 5 4 3  
 Vengan a ver mi chacra que es hermosa.

G  
 5 5 6 5 4 3 2  
 El pollito hace así--pío, pío, pío



G  
 5 5 6 5 4 3 2  
 El pollito hace así--pío, pío, pío

5 3 3 3 3 5 3 3 3 3  
 O va, camarada, o va camarada,

G  
 5 6 5 4 3 2  
 O va, o va, O va.

G C  
 4 2 2 2 4 2 2 2 2 4 5 4 3 2 1  
 O va, camarada, O va camarada, O va, O va, O va

Vengan a ver mi chacra que es hermosa.....

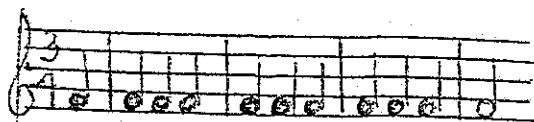
La gallina hace así--clo, clo, clo

Y el ganso hace así--haunc, jaunc, jaunc

El guajalote va así--gaubul, gaubul

PATITO PATITO

C G  
 5 5 6 5 3 1 3 5 4 3 2  
 Patito, Patito, color de cafe'

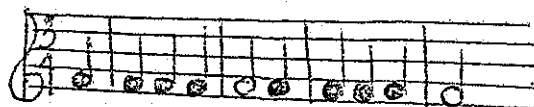


G C  
 4 4 5 4 2-1 2 5 4 2 3  
 Si Usted no me quiere, Pues luego Por Qué?

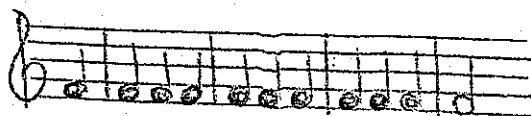
C G  
 5 5 6 5 3 1 3 5 4 3 2  
 Ya no se presume que al cabo yo se'

C  
 4 4 5 4 2 -1 2 5 4 2 1  
 Que usted es un patito, color de cafe'

5 5 6 5 8 3 3 4 3 5  
 Me dijo que sí, Ya luego que no.



C G G  
 5 5 5 6 5 2 2 3 4 3 2 3  
 Era una patita como todas son

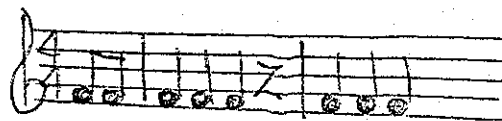


C  
 5 5 6 5 8 3 3 4 3 5  
 La pata volo', Y el pato tambien,

G C  
 5 5 6 5 2, 2 3 4 3 2 1  
 Y nunca jamas a los dos encuentre.

Parts of the BodyCAN YOU TOUCH YOUR HEAD

F  
 1 1 4 4 6 (Shout)  
 Can you touch your head? Yes I can! (Repeat)



F Bb G  
 1 1 4 4b 6 7b 7b 7  
 Can you touch your head? One, two, three

F Bb F  
 8 7b 6 1 4 4 4  
 Turn around and look at me. (Continue with other parts of body)

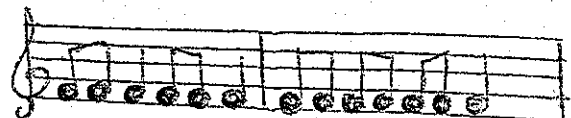


MiscellaneousEL PATIO DE MI CASA

F C F  
 1 4 4 4 6 4 4 4 1 1 1 4  
 El patio de mi casa es muy particular  
 1 4F 4 4 4 4 4 1C 1 1 4F  
 Cuando llueve se moja, como los demás



C  
 7 8 6 8 8 6 8 8 9 7 7b6 7b  
 Hache, I, Jota, Ka, Ele, Eme, Ene, A.

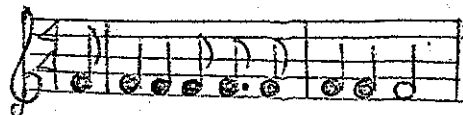


C  
 7b 7b 5 7b 7b 5  
 Yo me voy, Yo me voy

F  
 7b 7b 7b 6 5 4  
 Que no me quiero mojar.

POLLITO CHICKEN

C G  
 -3 1 3 1 1 -3 1 3 2  
 Pollito, chicken, Gallina, Hen



G C  
 4 4 3 3 3 2 2 1  
 Lápiz, Pencil, y pluma, pen

C G  
 -3 1 3 1 1 -3 1 3 2  
 Ventana, window, y puerta, door,

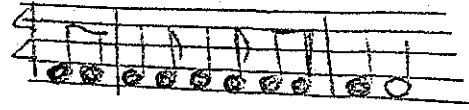
G C  
 2 4 4 3 3 3 2 2 1  
 Maestra, teacher, y piso, floor

WAKE ME, SHAKE ME

G D G  
 5 5 5 5 7 7 7 7 6 5  
 Wake me, shake me, Don't let me sleep too late.



2 3 5 5 5 5 3 2 5 5  
 Got to get up early in the morning,



D  
 5 6 7 7 7 7 6 5  
 Gonna swing on the big, big gate.



Wake me, shake me...

Gonna brush my teeth in the morning

Gonna swing...

Wake me, shake me...

Gonna comb my hair in the morning,

Gonna swing on the big...

VEN, VEN, VEN ACA Melody: Row, Row, Row Your Boat

Ven, ven, ven acá, Vamos a cantar

Canta y canta, y canta y canta

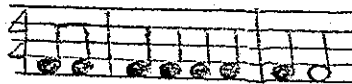
No quiero terminar.

Come, come, come and sing. Come and sing a song.

Sing, Sing, sing, sing, Come and sing along.

EL ZAPATERO

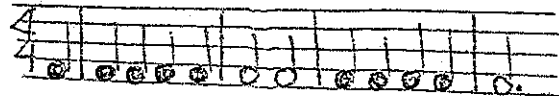
C G  
5 3 1 3 3 5 3 2  
Yo le dije a un zapatero



C  
3 2 -1 2 2 3 2 1  
Que me hiciera unos zapatos

G C  
5 3 1 3 3 5 3 2 3 2 -1 2 2 3 2 1  
Con el piquito redondo, como los que tienen los patos.

C G  
-3 1 2 3 4 5 5 6 5 4 3 4  
Malaya zapatero, como me engaño



G C  
-3 2 2 2 3 4 4 4 5 4 3 2 1  
Me hizo los zapatos, y el piquito, no!

LA VIUDITA-- circle game--one child in center

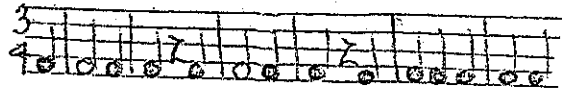
C F C  
5 5 5 6 5 3 1 3 5 8 5  
Yo soy la viudita, la hija del rey.



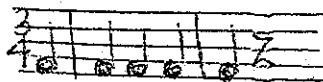
F C G C  
6 6 6 6 5 3 1 3 2 5 1  
Que quiero casarme, no encuentro con quien.

(Close eyes and spin; then point first to one child,  
then second, then third--take and swing as partners)

C G G  
-3 1 3 1 -3 1 3 2 3 4 4 4 3 3  
Contigo, sí, contigo, no. Contigo, mi vida,



C  
3 2 2 2 1  
Me casaré yo.



### The Work-Activity Period

The work-activity period is the time when the class splits up to work in smaller groups on different projects around the room. At this point the children work on various new art or science activities. They can also paint at the easels, make collages with scraps, play in the doll house, with the blocks, with various games, and take out the guinea pig or the rabbit. This is also the time when the teacher calls together small groups of children for work in ESL, Spanish or math.

### ESL and Spanish

The lessons for small group ESL and Spanish are planned around units, such as clothing, colors, the house, parts of the body. Whether lessons are taught in English or Spanish depends on the group that is being worked with. The objective is to develop basic vocabulary, assuring understanding first in Spanish, then in English.

The following lessons were used successfully in ESL and Spanish groups.

## Unit I -- Clothing

## Lesson

Objectives: A. To be able to repeat the name of a type of clothing.

B. To be able to identify a type of clothing when the teacher says it.

C. To be able to produce the words without teacher cues.

Materials: A. Flannel board

B. Flannel pieces -- girl, boy, clothes.<sup>3</sup>

Procedure: A. Introduce girl and boy

"Estos nenes se llaman \_\_\_\_\_ y \_\_\_\_\_  
(names of students)

Quieren ir a la escuela, pero no tienen ropa. Ustedes pueden darles su ropa." (Here are \_\_\_\_\_ and \_\_\_\_\_. They want to go to school but they don't have any clothes. You can give them some clothes."

B. Dress the dolls and say-- "Este es el vestido" (dress), la falda (skirt) etc.

C. Ask children to point to the clothing. "Muéstrame el vestido" or "Show me the dress."

D. "Where are your shoes?" "¿Dónde están tus zapatos?"

(This can also be done with paper dolls such as Raggedy Ann and Andy.)

## Lesson 2

Objectives: same

Materials: Clothing picture cards from Peabody Language Kits<sup>4</sup> (or any pictures of clothing)-- boots, coat, bathrobe, dress, hat, jacket, pants, mittens, pajamas, shirt, shoes, suit. (Botas, abrigo, bata, vestido, gorra, chaqueta, pantalones, guantes, pijamas, camisa, zapatos, traje)

Procedure: A. Go through cards quickly--

"Qué es esto? or What is this?" Have the students repeat.

B. Spread eight cards on ground or table, face down.

C. One child turns a card over and has to name it.

D. If they do it correctly, they get a point and the card is taken away. (Throughout the process, ask the other children also-- "What's that?")

E. If incorrect, turn the card face down again to be chosen again.

## Lesson 3

Objectives: same

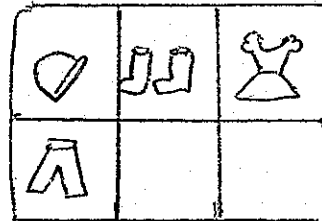
Materials: Peabody Kit--magnetic board, manikins and clothing.




Procedure: same as with the flannel board, but the magnetic pieces are easier to handle.

#### Lesson 4

Objectives: A. To understand how to play the Lotto game.  
 B. To be able to match picture to picture.  
 C. To be able to repeat the names of the clothing.  
 D. To be able to be the caller.

Materials: A. Lotto game. Can be made with six pieces of oak tag (8" X 11") divided into six sections. Each card should vary somewhat from the next. Each section has a picture of a type of clothing.



B. Cut-outs of clothing matching the pictures on the cards.   

C. Buttons. Each child should have six buttons for markers. It is better if they can be of the same color so the children do not confuse matching the color of the marker with the color of the picture.

D. Paper bag--to be a container for the cut-outs.

Procedure: The teacher (caller) picks out a piece of clothing from the bag (without looking) and calls out its name. If a child has a picture of the type of clothing on his card, he says it and puts a button on it. The first to fill his card wins. After the first time, the students can take turns being the caller.

Other Activities for a Clothing Unit

A. Cut-out dolls. The children can draw their own or cut them out from dittos provided by the teacher.

B. When the whole group is together, the children can show if they are wearing something new or special. A song for this is A New Shirt.

Geraldo has a new shirt, a new shirt, a new shirt

Geraldo has a new shirt, He wore to school today.

Unit II--Parts of the Body

Lesson 1

Objectives: A. To be able to repeat

B. To be able to give the teacher a piece which has been requested (picking it out of all the pieces scattered).

C. To be able to say what some part of the body is called if it is pointed to.

Materials: Peabody Kit--Manikins, disassembled body, and magnetic board.



- Procedure: A. Put complete manikin on the magnetic board.  
 "Este es \_\_\_\_\_" Está triste porque está sólo. Quiere tener un amigo. Pueden hacerle un amigo? (This is \_\_\_\_\_. He's sad because he's all alone. Can you make him a friend?)
- B. Put pieces on ground. "Give me the head." (teacher put<sup>s</sup> in on board) or "Put the head on the board." etc.
- C. "What's missing?" Point to own face.
- D. After completing the figure, go over it again. "What's this?"

## Lesson 2

- Objectives: A. same basic vocabulary
- B. Memory exercise-- Can the children answer questions about the story?
- C. Can the children retell the story?

Materials: Peabody Kit--picture story cards VI-VI2

"P. Mooney and Mr. Nobody. It is necessary to simplify and translate the story provided on the record accompanying the Peabody materials. It is a story about Mr. Nobody, an invisible man who is very unhappy because he has no friends. P. Mooney helps him out by giving him some awful-tasting blue medicine.

Mr. Nobody feels very strange and all of a sudden, his feet appear, then two legs, then a body, two arms, etc.

Procedure: A. Tell story, showing pictures in sequence

B. Ask questions.

### Supplementary Activities for a unit on Parts of the Body

A. Songs--Head, Shoulders, Knees and Toes

Can You Touch Your Head

B. Record--Learning Basic Skills to Music, Hap Palmer

(In Spanish and English) (See Appendix)

C. Games--Simplified "Simon Says"

"Touch your head" "Touch your feet"

"Listen! I'm going to fool you" "Touch

your shoulders" (and point to nose)

D. Art Activities--Making puppets, drawing families

### Unit III--The House

#### Lesson 1--Story

Objectives: To stimulate discussion on where we live, addresses, different types of houses, and places.

Materials: A. Houses, by Janet and Alex D'Amato, Nutmeg Press, 1971, Interlyth, Ltd., USA

or In a People House, by Theodore Le Seig

A Bright and Early Book, Random House, New York

or Come Over To My House, by Theodore Le Seig,

Beginner Books, Random House, Inc. (This one is more complex than the other two--better for the English speakers.)

Procedure: A. Read story

B. Questions. What types of houses did you see? What kind do you like? What kind is like your house? What goes inside a house?

C. Draw pictures of their houses or of the houses that they saw.

Lesson 2--Sounds of the House

Objectives: A. Can they identify sounds--auditory discrimination.

B. Do they know the names of household items?

Materials: A. Peabody Kit--picture cards of household items--vacuum cleaner, toilet, scissors, sewing machine, telephone, etc.

B. Peabody Kit--record of sounds of the house.

Procedure: A. Go through cards asking what they are and what sounds do they make.

- B. Leave cards on display
- C. Play record--ask "What do you hear?"
- D. Have student point to a picture and say

"I hear a \_\_\_\_." It can be conducted like a race where the first to raise his hand can guess what the sound is. If he guesses right, he can take the picture.

### Lesson 3--House Interiors

**Materials:** House Chart. Make a picture of the interior of a house on a large piece of oak tag. Include places for furniture. (It might be done in the form of a blueprint). Cover the chart with contact paper or laminate it. Make separate furniture pieces (cut-outs) that are the same as the pictures on the chart, and laminate them so they can be stuck on the chart with masking tape.

**Procedure:** A. Decide on one room to start with.  
 B. Have furniture pieces on the chart.  
 C. Take them off one at a time and put them in a bag, giving the model at the same time. "This is a stove." (Students repeat)

D. One at a time, the students shut their eyes and pick a piece from the bag. They name it if they can, or repeat it and stick it on the chart.

E. When all are back on the chart, put them back in the bag by saying to a child--"Give me the table," etc.

Variation on game: for a more advanced group--

"Juanito lost his toy truck somewhere in the house."

Materials: Chart and die or color spinner (if each room is a different color--blue bedroom, green living room.)

Procedure: A. Teacher decides where the truck is.

B. Students spin to go to a room.

They then ask one question, "Is it \_\_\_\_\_ (under the sofa?)

Teacher answers, "No, it's not." or "Yes, it is." (Winner)

After a while, the children can take turns deciding where the truck will be.

#### Lesson 4--Doll House

Objectives: A. To be able to tell what furniture belongs in what room.

B. To be able to talk about the function of each room.

Materials: A. Pictures of rooms of the House

B. Cartons, paint, wallpaper catalogs, doll house furniture, scraps for curtains and rugs.

Procedure: A. Decide what room to make

B. Decide on colors, how many windows, wallpaper

C. Paint, cut, paste

## Lesson 5--House Interior

Materials: Doll House furniture

Procedure: "Shop" for furniture

A. Have furniture set up randomly on a table.

B. All sit around table.

C. Go over pieces--"Does this go in the kitchen?"

D. If yes, have a child put it in.

Variation: Pretend you are moving into a new house.

Put the kitchen furniture (etc.) in one of the trucks from the play area. Proceed in same manner as above.

Supplementary Activities for a House Unit

A. Make collages of houses

B. Build houses in block area.

C. Songs and poems: At Our House by Lois Lenski,

Henry Z. Walck, Inc., New York, 1959

Unit IV--Colors

Color comes up in almost every discussion in the course of a day, whether it be talking about the weather, nature, or any art activity.

As with other topics, the best way for the child

to learn color names and distinctions is to use them and this occurs by the teacher emphasizing them in whatever activity is going on.

A good introduction to colors is through a story. There are many good stories, but an excellent one is Bill Martin's Brown, Bear, Brown Bear.<sup>5</sup> As in all his stories, there is a pattern and rhythm which the children will quickly catch on to and then participate themselves in telling the story.

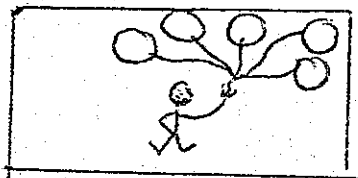
"Brown Bear, brown bear, what do you see?"

I see a blue bird looking at me."

It is simple and translateable for starting the children off in Spanish.

Following the telling of the story the children can color dittos of the animals in the book or draw their own. The pictures can then be put together in a book, so they can have their own copy.

For reinforcing colors, Bingo is a good game. A simpler form of it for the younger students could be a game such as the Balloon Man. (This is a commercial game).



Each child has a card with five colored balloons. There are also colored discs to match the balloons in the pictures. The children take turns spinning a color spinner and pick the proper color balloon

to put on their card (saying the color out loud). The first to fill his card is the winner.

Another idea is to have a color table. Each week a different colored tablecloth may be put on with objects of the same color. During the week the children can collect all that they find of that color.

### Art Activities

The time the children spend working on their own in different activities is one of the most important portions of the day. It is a time when the children can let their imaginations go and create as they like, using the many different materials made available to them (paints, crayons, scraps, paste, blocks, etc.) It is a time when they interact with each other--learning to share and cooperate within a group, making friends in a less structured situation. The art activities give them contact with different shapes, sizes, colors and textures. They are given practice in visual discrimination and perception. The tactile contact with different materials is an important dimension in the children's experiences. Through cutting and pasting, they are working on improving their eye-hand coordination.

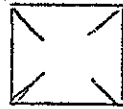


Another important aspect of the work activity period is the opportunity it provides for integration with the other language units introduced in the daily classes.

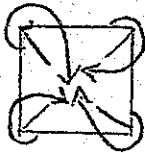
Some of the activities from our classes were the following:

Weather--pictures of the day's weather, making kites,

Making pinwheels.



Cut out squares and slit them in each corner



Fold four corners to the center



Pin the corners down with a paperclip and attach to a straw

Collages--rainy days--pasting on umbrellas, snow (with scraps of cotton, styrofoam, foam rubber)  
Trace shapes. Picture of the wind.

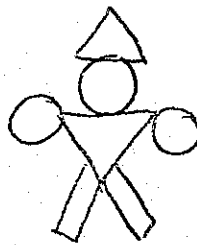
Tactile Experiences-- Bean Table, Macaroni Table,

Yarn Writing. Students can write their names, numbers or designs with beans, macaroni or yarn, pasting them on stiff pieces of cardboard. They can be displayed and the children can always find their names and trace them with their fingers.

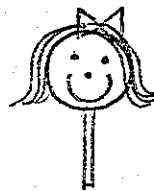
Clothing Unit--Cut-out dolls--Make dittos of a boy and girl and their clothes. The children can cut them out and color them. This is also good for parts of the body.

In the doll house--Have a box of dress up clothes

Parts of the Body-- Clowns--made from different shapes, traced or drawn and cut out.



Stick Puppets--on paper plates (Raggedy Ann and Andy) Yarn hair, button eyes, handles from lollipop sticks or straws



House Unit--Collages of houses, drawing, painting.

Construct a doll house of cartons.

Blocks--Suggest that the children build as many different kinds of houses as they can.

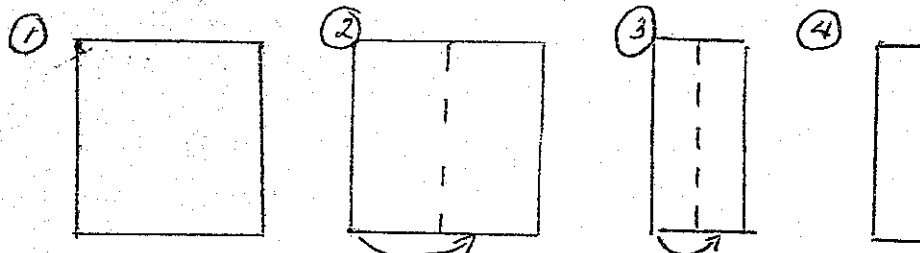
Colors--Colors, shapes and numbers are brought out in every lesson through good questioning of the students and preactivity discussions. Some activities emphasizing color can be:

Coloring of Easter eggs

Dittos--coloring pictures of things of the same color (Green paper: frog, tree, grass).

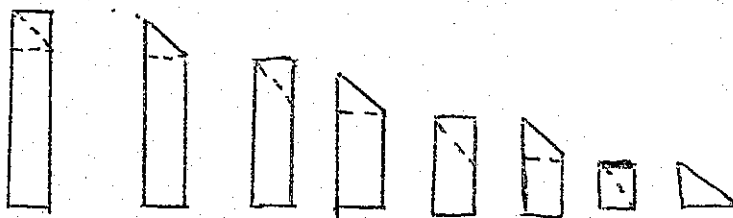
Towel dying--(a pre-tie-dying activity)

Put out a tray of different colored paints (in a muffin tin, egg box, etc.) Give each child a paper towel. They first fold it



vertically. Then they fold down the corners until the paper is in a small triangle.

During the discussion, the teacher should emphasize shapes.



The last step is to dip each corner of the triangle into a different color. The paint will spread through the towel. The teacher can unfold the wet towel carefully and hang it up to dry.

Color mixing--Allowing children to experiment mixing colors--with crayons, food coloring and water, paint.

Making clay fruits of Puerto Rico and painting them.

Story Time

Story time can be set aside for the last part of the day to have a quiet period before the children leave for home. Stories are also told at various times during the day in small groups or with the whole group when they are appropriate to a theme being discussed or introduced.

Stories are an area where the scarcity or inappropriateness of Spanish materials is greatly felt. Many of the Spanish children's stories are much too complicated or long for the kindergarten level. Besides having to translate many of the English stories, many of the Spanish ones have to be adapted as well.

Normal sized children's picture books are fine for small group storytelling. With larger groups, however, (twenty to thirty) the children have difficulty seeing and consequently listening to the story. In dealing with this, 'Big Books' provide an excellent answer.

Some Big Books are commercially published such as the Tell Again Story Cards, Level I<sup>6</sup> by Louise Binder Scott. These are large sequential picture cards with the story written on the back for the teacher

to read. They are told simply and generally with certain patterns that the children will soon catch on to and say on their own. The children can learn to tell the stories themselves, and in language teaching, the teacher can write her own story, stressing the patterns she chooses, or the language appropriate to the group. Stories can be made into Big Books by drawing pictures onto oaktag pages (copied from a story) or by using an overhead projector to project the image onto the page and then trace it. They can be made very interesting by decorating them with different materials. Some Big Books in the Carew Kindergarten were painted or colored with magic markers. Others were given a shiny finish by spreading liquid glue over colored tissue paper.

Variation on a theme is very important in storytelling. One of the Big Books I made was El Pez (The Fish) from the Dick Bruna series.<sup>7</sup> I first told the story in Spanish and then another day told it in English. We spent some time talking about the story and about ducks and geese (characters in the story). That day some of the children counted the fish in our aquarium and fed them. An art activity was making fish and ducks by first tracing a

pattern on a piece of oaktag, cutting it out, and then pasting crumpled pieces of tissue paper all over the pattern. A string was tied to the ducks and fish and they were later added to a mural that the children painted about the story. They painted the water, the land, rocks and fish, and traced one of the students to be the little girl in the story. The figure was stuffed, painted and attached to the mural.

Other activities leading from this type of story are water activities--boat races, propelling boats by blowing through straws, testing what floats and what sinks, etc.

For some stories children can make masks and act out the story as it is being told.

Although it is important that the children spend some time simply listening, it is also valuable for them to participate in the telling of stories. The Little Boy With a Drum<sup>8</sup> is one in which they can join in on the repeating line "He went marching, marching, marching along." It is enjoyable if one child can beat a drum to the rhythm of the story as it is being told.

Muffin, The Noisy Book<sup>9</sup> is a story about a dog who hurts his eyes and has them bandaged. Although

he can not see, he can hear, and the children go through the story (and the accompanying tape) listening to sound effects and guessing what Muffin hears. The English in the commercial tape is very complicated, so the teacher can make her own tape in simpler English and in Spanish. The game can then be carried further by the teacher bringing in a bag of objects which make different noises (an alarm clock ringing, a whistle blowing, paper tearing, chalk on the board, etc.) The children can take turns playing Muffin, being blindfolded and having to guess what is that they are hearing.


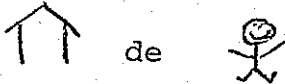

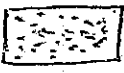


Henry and the Carrot Seed<sup>10</sup> is an appropriate story for spring, and a good accompanying activity is having the children plant and take care of their own seeds.

If good Spanish materials are available or if the teacher can translate and adapt good English materials, she is fortunate. Another good method of storytelling is using Experience Charts. An experience chart is based on something that the class experiences together. They create a story through discussion of something they did and the teacher writes it using some sight vocabulary that she would like them to be able to recognize and pictures that



they draw. The children later read the story together.

An example from our class is of a trip the class made to the Puerto Rican grocery store:

Caminamos a las		(tiendas)
Vimos la		(Pancho)
Vimos		(mangos)
Vimos		(habichuelas)
Vimos		(manzanas)
Vimos		(plátanos)

After reading the story the children are asked to point to the word 'vimos.' The experience charts can be very valuable since they can relate directly to the experiences of the children and be used as a reinforcing activity immediately after doing something. Photographs of the class on special occasions or just in their daily school surroundings also stimulate discussion and excitement.

## What Makes a Lesson Successful?

The ideas put forth in this paper may be helpful in giving a teacher ideas from which to work. But possibly the most crucial awareness that I got from my student teaching was that neither good materials nor good intentions are sufficient to create a successful learning environment.

Classes are affected by students' moods, by whether or not they eat breakfast, by the weather.

They are also affected by the students' attitudes toward the teacher. The kindergarten is made up of babies, who are new to the school situation. They come to school with neither a dedication to "learning" nor an immediate respect for that person they will come to know as "teacher."

If a teacher cannot control her class, learning will not take place. Control does not mean that children are sitting silently at their desks. It means that students know what is expected of them, and what they can expect from their teacher. It means you can leave a room for a minute knowing that in most instances, you will not return to bedlam.

Control, or respect, is won only after a period of testing during which the students are asking and

find out what are the limits of behavior acceptable to their teacher. Before going on to plan what one is going to try to teach, it might be more worthwhile to establish oneself first as the teacher.

Although easy to say, this may be the most difficult task a teacher has. Much of this ability comes through experience, but some things can be kept in mind. Good advice given to me was that although freedom is beautiful and conducive to learning, chaos deters learning. It helped to start out having strict demands for behavior and then loosening them as the students got to know me, and I them.

Another point is that bored children will not tune out quietly by daydreaming, doodling, or writing letters (as may adults). Their span of attention is short and their patience is as well. Their reaction might be to hit the person closest to them. For this reason the teacher must learn to pace herself well. She must also be prepared, know exactly what she wants to do and what she wants to elicit from the students (even if her objectives change during the course of the lesson). Children will not wait long while you fumble with a picture or look for a piece of chalk.

The successful lessons here occurred alongside

48.

many unsuccessful ones in the classroom. I hope some of the ideas presented help someone else in being creative, when it seems like their mind has run dry.

## APPENDIX I - RECORDINGS - MUSIC BOOKS

Books

ABC Music Series, Music For Young Americans  
American Book Company, N.Y. 1959  
(Also - recordings)

Choate, Robert A., et al., New Dimensions in Music  
(series) American Book Co., N.Y. 1970

Jaye, Mary Tinnen, Making Music Your Own,  
Silver Burdett Co., a division of  
General Learning Corp.,  
Morristown, N.J.

Lenski, Lois, At Our House, a Read and Sing  
book with music, Henry Z. Walck, Inc., N Y. 1959

McCall, Adeline, This Is Music, Allyn & Bacon  
1966 (also-recordings)

Records

Bowman Recordings  
Childhood Rhythms, Arranged and recorded by Ruth Evans  
Series I - Fundamental Rhythms -  
walk, run skip, march, jump, gallop  
Animal and toy rhythms, play and  
character rhythms, rhythm  
combinations

Learning Basic Skills to Music - Hap  
Palmer Music Also in SPANISH,  
Educational Activities  
Freeport, N.Y. 11520

Learning Basic Skills through Music Vol 2.  
Hap Palmer Music - Educational  
Activities, Inc. P.O. Box 392  
Freeport, N Y 11520

Learning Basic Skills through Music  
Health and Safety

This is Music (see books) for  
kindergarten and nursery school, 2 records  
Music for Young Americans - Kindergarten  
recordings - (see books) Audio  
Education, Inc. ABC Music Series