

WEST BANK/GAZA PVO PROGRAM

HOLY LAND CHRISTIAN MISSION INTERNATIONAL (HLCMI)

Preschool Education Project

Evaluation Report

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The views and interpretations expressed in this report are those of the authors and should not be attributed to the Agency for International Development.

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## WEST BANK/GAZA PVO PROGRAM EVALUATION

Holy Land Christian Mission International (HLCMI)--

### Preschool Education Projects

#### 1.0. EXECUTIVE SUMMARY

Holy Land Christian Mission International (HLCMI), with partial funding of \$489,500 from A.I.D., operates its Preschool Education Program (PEP) for five-year-old children in eight preschool centers in six refugee camps in the West Bank, and in the city of Bethlehem. The program uses a complete kindergarten curriculum which offers a developmental approach to early childhood education, including whole group instruction in general subjects and small group instruction using structural lessons aimed at creating readiness to cope with school situations that will be encountered in the first grade.

Two classes of approximately 30 children each meet in each of the seven refugee camp preschool centers, and one class of approximately 14 children meets at HLCMI's elementary school in Bethlehem. Classes are conducted six days per week, 210 school days during the course of the 35-week program. There were 408 children enrolled in the program at the six refugee camps, and 14 enrolled in Bethlehem during the 1983/84 school year.

The kindergarten program for five-year-olds is complemented by a 26-week Mothers In-Home Program (MIHP) providing a structured, developmental course for four-year-olds. Printed lessons and support materials are supplied to 184 mother-child units over each six-month period. MIHP has a total of 23 part-time teachers (all seven refugee camps) working under the supervision of a head teacher in each camp, introducing new lessons and materials to participating mothers in weekly visits to their homes. Children who complete the MIHP are registered in the HLCMI kindergarten program the following year.

HLCMI developed the curriculum for its kindergarten program in 1981 and field tested it over the 1982/83 and 1983/84 school years. It will be finalized and printed by late 1984 or early 1985, at which time it is to be

disseminated to all interested potential users. Increased effort should be undertaken to make potential users aware of the curriculum and to solicit comment/input from them to insure its relevancy to the largest possible number of users.

The materials for the MIHP have been borrowed from the American Friends Service Committee (AFSC), Mothers Understanding Methods of Schooling (MUMS) Program, initiated in the Gaza refugee camps. The MIHP places less emphasis on the mother than does the MUMS program, but is still resulting in an effective program for four-year-olds.

Both programs are well-received by parents and teachers and are considered to be very beneficial to the child's social, emotional and academic development. The number of parents seeking to participate in the programs exceeds HLCMI's present capabilities to accommodate them.

The Preschool Education and Mothers In-Home Programs are helping to make parents and teachers aware of the importance and value of preschool education. The prevailing concept that children at four and five years of age were not ready to participate in preschool activities that would involve them in classroom settings is being fundamentally changed by these programs. Mothers are becoming more aware of their own children's learning processes and are welcoming the opportunity to be more closely involved. Teachers at the elementary school level, as well as parents, noted the significant head start children are gaining through MIHP and PEP, with a noticeable carry-over beyond the first grade. One concern is the impact these programs could have on the overall education curriculum beyond kindergarten. Teachers noted the need to provide kindergarten graduates more advanced materials than the non-kindergarten pupils are given.

Classroom facilities are adequate. Teachers and aides in PEP are performing excellently to adequately on the job. Teachers in MIHP are effectively accomplishing their work. To improve their already good performance HLCMI should consider increased in-service training for them at either the Tireh Teacher Training Center, Bethlehem University, or with Mary Khass who is operating a similar program in Gaza. Another untapped resource, the co-creator of the MUMS program, is available to provide in-service training also.

HLCMI's curriculum is highly structured, educationally sound and presents a good sequence of activities which are developmentally appropriate for a preschool education program. Its utilization has resulted in parents and teachers recognizing and appreciating its impact on the development of children participating in PEP. HLCMI could further enhance the curriculum's validity by sharing it with other organizations and groups on the West Bank involved in preschool education. One concern expressed is the overall relevancy of the curriculum in the Palestinian setting and whether or not it will meet felt cultural needs as well as educational needs. A cross-fertilization of ideas could make it even more appropriate and effective.

In addition to the West Bank program, A.I.D. provided \$215,000 to UNWRA, through HLCMI, for similar activities in the Gaza refugee camps. As indicated above, the MIHP materials initially were developed in Gaza and the PEP materials are to be shared when completed. Generally, the Gaza program has experienced the same results as those in the West Bank by HLCMI. During the two-year grant period, 2,400 children have benefited from PEP. The UNWRA preschool program director is seeking assistance for an additional three-year period from outside donors and, at the same time, is studying ways in which the program can become self-sustaining.

2.0. MAJOR CONCLUSIONS AND RECOMMENDATIONS

2.1. Overview

HLCMI is operating successful, well-received preschool education programs on the West Bank. They meet an educational need of the population. The people participating in the two programs are fully aware of and appreciate the benefits accruing to their children. The programs merit A.I.D.'s continuing support.

2.2. Preschool Education Program (PEP)

2.2.1. Curriculum

Use of the curriculum by HLCMI for PEP is providing participating children with a significant head start for elementary school. It enables teachers with a minimal amount of formal preschool education training to present to kindergarten children a relatively complex, structured educational program. Other organizations, such as the Union of Charitable Societies and the Red Crescent, working with the Community Development Foundation, an American private voluntary organization, are also engaged in preschool education activities and working on the development of their own curricula. Very little interaction between these groups and HLCMI has taken place, and therefore minimal cross-fertilization and exchange of ideas and concepts concerning curriculum development in particular and preschool education in general.

2.2.2. Recommendation

HLCMI should take the lead in organizing a series of workshops with other organizations in the West Bank and Gaza involved in preschool education activities to foster interaction and discussion of preschool education. It is recommended that HLCMI, before the final printing of its curriculum, make it available to those interested and involved parties, soliciting their comments. Interaction of this nature could lead to further improvement to the curriculum and greater acceptability to its potential users.

### 2.3.0. PEP Teacher/Aide Training

HLCMI developed a structured curriculum in part to alleviate a situation in which its kindergarten teachers and aides lacked formal preschool education training. The project coordinators and program supervisor conduct in-service training which has been effective. Teachers and aides in PEP, and teachers in MIHP, are doing a good job despite this lack of formal training. Progress of children participating in both programs evidence this.

Preschool education teacher training on a limited scale is available on the West Bank at Bethlehem University and Tireh, an UNWRA teacher training facility for refugee camp teachers. The Jerusalem Union of Charitable Societies also provides in-service training for its member societies. Preschool education training offered at Bethlehem University is an in-service, five-semester, nondegree program with the fourth and fifth semesters being two hours monthly of observation by the university program staff of the kindergarten teacher in her classroom. Feedback from these observation visits is given to the teacher. The Tireh program is a more formal two-year teacher training program.

### 2.3.1. Recommendation

HLCMI should examine these programs and weigh their potential benefits in the improvement of HLCMI PEP teacher efficiency in the classroom. If deemed appropriate, HLCMI should encourage the teachers and aides in PEP to enroll.

### 2.4.0. Mothers In-Home Program (MIHP)

#### 2.4.1. Selection of Mother-Child Units

HLCMI's MIHP is benefiting the participating mothers and children. Enrollment in the program is on a first-come, first-enrolled basis, with little if any consideration for selection criteria. This evaluation was unable to determine if the comparatively more economically and socially needy are being served by this program or not. Perhaps the differences in social and economic well-being are insignificant within the camps. In the event that there are discernible differences, they should be factored into the selection process to provide an advantage to the more needy.

2.4.2 Recommendation

Selection criteria for enrollment in MIHP should be developed. Selection should be based on criteria giving priority to the most economically and socially disadvantaged within the refugee camps. An application for enrollment similar to that used in the MUMS program in Gaza would be appropriate.

2.4.3. Teacher Preparation/Training

Teachers in MIHP are presenting the materials and follow-up guidance necessary for a successful program. Most of the teachers, however, have not had formal training in preschool education. In-service training is capably provided by the program supervisor, but could be augmented to create an even more effective program.

An excellent training resource not currently being utilized by MIHP is one of the creators of the MUMS program who currently operates that program in Gaza. She has indicated a willingness and availability to provide assistance in in-service training.

2.4.4 Recommendation

HLCMI should contact the UNRWA preschool program director to arrange for her assistance in the provision of in-service training for teachers in the Mothers In-Home Program.

3.0. GENERAL BACKGROUND AND STATUS OF THE PROGRAM

3.1. General Background - Holy Land Christian Mission International

HLCMI was organized in 1936 under the general not-for-profit statutes in Missouri as a nondenominational, charitable organization headquartered in Kansas City. HLCMI is registered with the Advisory Committee on Voluntary Foreign Aid as a private voluntary organization.

3.2. Preschool Education Program (PEP)

During the 1974/75 school year, HLCMI started a child care center program for five-year-old refugee children in

six UNRWA refugee camps on the West Bank. The program was initiated in response to severe conditions in the refugee camps which restricted opportunities for early childhood development. Patterns of education tended toward rote learning, with minimal emphasis on individual progress. The UNRWA educational system does not accept children before the first grade and parents of refugee children eagerly availed themselves of the services provided by HLCMI and other preschool education programs.

3.3. Mothers In-Home Program (MIHP)

In 1979 HLCMI initiated an experimental in-home program under which mothers of four-year-olds in refugee camps were trained to work with their children in a structured preschool program, which was developed by AFSC in Gaza. This program is operated in conjunction with the kindergarten program for five-year-olds with the purpose of increasing the readiness of four-year-old children for the kindergarten experience.

3.4. Other HLCMI Programs on the West Bank

In addition to the Preschool Education Program and Mothers In-Home Program, it maintains in Bethlehem an orphan home, the Mount of David Crippled Childrens' Hospital, two outreach physiotherapy clinics, and an elementary school. Approximately \$3,000,000 in A.I.D. funding was provided for the construction of hospital facilities and support of the two outreach clinics.

3.5. Status of A.I.D. Grant: West Bank Program

3.5.1. Objectives

The general purpose of A.I.D.'s grants to Holy Land Christian Mission International is to provide to HLCMI support for two educational programs that provide early learning experiences for Palestinian refugee children in the West Bank and Gaza. Total A.I.D. funding made available to HLCMI under this grant to date is \$489,500. The grant completion date is September 30, 1986.

Specific objectives of the grant are:

(a) to renovate the Child Care Center (kindergarten) in Arroub UNRWA Camp, and provide teaching materials and some security fencing and electrical installation for eight kindergartens located in six UNRWA camps and the

Village of Suwahreh (the kindergarten classrooms at Suwahreh did not receive any HLCMI support. Funds were used at HLCMI's Bethlehem School instead);

(b) to conduct an experimental in-home program under which mothers in six UNRWA camps will be trained to teach a structured preschool program to their four-year-old children;

(c) to conduct an in-service training workshop at the Sun Day School For Mentally Retarded Children in Gaza for school staff and an estimated 30 West Bank teachers of retarded children during the summer of 1979; and

(d) Amendment No. 5 to the grant, provided funding to include kindergarten and Mothers In-Home programs for refugee camps in the Gaza Strip, and for development, translation, printing and dissemination of a teaching curriculum and related teacher and student materials in support of the kindergarten program that provides direct and easy-to-understand steps to be followed by both teacher and pupil for each day's activities. An estimated 2,500 children and 45 teachers are expected to benefit through the use of the printed materials by project grant completion. Grant Amendment No. 5 also increased the number of expected child beneficiaries under MIHP from 1,500 to 3,000 by grant completion.

### 3.5.2. Status of Grant

Since the inception of the A.I.D. support in 1979, 2,040 children have attended PEP kindergarten classes in the seven refugee camp classrooms: Aida, Dheisheh, Arroub I, Arroub II, Fawwar, Shufat, and Dier Ammar. (The first five classrooms are in Hebron District, the last two are in Jerusalem District.) An additional 75 have attended the classes located at the HLCMI elementary school at its headquarters in Bethlehem. 1840 mother-child units have completed the MIHP program during the same period.

The curriculum and materials for PEP have been developed and are being finalized following two years of in-class testing and modification. HLCMI supervisory personnel in Bethlehem are planning to organize workshops in conjunction with the dissemination of the materials to other potential users on the West Bank and in Gaza when the curriculum has been printed. Printing of the finalized curriculum is currently expected to be done in late 1984.

A.I.D. grant funds were utilized to purchase two vehicles, one a Renault from initial grant funds in 1979, the other a General Motors van purchased in 1983. Both vehicles are used to distribute materials to the refugee camp centers, to transport teachers and children to special events, and to transport project administrators between child care centers on the West Bank. A photocopier has been purchased locally. A.I.D. funds are being used to pay salaries for the MIHP teachers.

Note: The kindergarten classroom at Suwahreh did not receive any HLCMI support. Funds were instead used at HLCMI's Bethlehem school.

Initial A.I.D. grant funds were also used to help renovate the Arroub I classroom, purchase durable educational toys and materials for the kindergartens and other services and commodities as noted in the grant budget.

### 3.5.2.1 Budget

The budget for use of A.I.D. funds is as follows:

Salaries		\$310,600
Travel, Board, Lodging		20,500
Typing, Translating, Printing		23,840
Renovation (camp kindergartens)		8,500
Commodities		63,000
Vehicles	\$48,000	
Photocopier	15,000	
Fuel and Maintenance		10,400
Materials & Supplies		52,660
	Total	\$489,500*

\*A.I.D. provided \$215,000 under a separate grant to HLCMI that provides support through UNRWA to preschool education in Gaza refugee camps.

### HLCMI's Direct Costs (all for PEP and MIHP)

Salaries (for teachers and aides)	\$ 85,200
Salary (for translator)	5,880
Printing of curriculum	2,097
Printing (worksheets for PEP and MIHP)	2,040
Supplies (for PEP and MIHP)	30,205
Repairs - Miscellaneous	48,900
	Total Direct
	\$174,322

<u>Indirect Contributions</u>	
Volunteered Services (\$25,000/yr x 7 yrs)	\$175,000
Volunteered Services (\$25,000/yr x 2 mos.)	4,167
HLCMI Overhead (audited rate of 10.4%)	40,228
Total HLCMI Indirect	<u>\$219,395</u>
Total HLCMI	393,717
Total HLCMI and A.I.D.	883,217

### 3.6.0. Organizational and Administrative Structure

3.6.1. Administratively, HLCMI is managed by a seven-member board of directors with operational control exercised by a president who is a member of the board and serves as chief executive officer supervising a staff of approximately 75 at the Kansas City offices.

### 3.6.2. West Bank Administration

Its West Bank operations are directed by its Bethlehem administrator. PEP and MIHP are coordinated by a husband/wife team of volunteers provided by the Church of the Brethren and paid for by HLCMI. Day-to-day operations of the programs are coordinated and supervised by this volunteer team and the program supervisor, a locally hired Palestinian. The volunteer husband/wife team are both experienced educationalists with experience in curriculum development and kindergarten-level teaching. The program supervisor has a degree in sociology and has worked in the HLCMI programs for five years.

### 3.6.3. PEP and MIHP Staff

Nine teachers, seven in six refugee camps and two at the Bethlehem HLCMI school, along with seven teachers' aides, comprise the staff for the Preschool Education Program. Each refugee camp classroom operates with one teacher and one aide handling two shifts consisting of 30 pupils each.

Note: MIHP operates in six refugee camps. A head teacher supervises four teachers in each camp, each of whom works with eight mother-child units. One classroom in the Aida refugee camp can accommodate only 24 pupils due to space limitations. The Mothers In-Home Program has only three teachers in the camp.

Kindergarten teachers and aides handle two shifts of classes. The first begins at 7:30 a.m. and ends at 10:00 a.m.; the second from 10:30 a.m. to 1:00 p.m. Between the two shifts, UNRWA operates a school lunch program.

Teachers in MIHP arrange with the participating mothers a mutually agreeable day and time for their weekly one-hour session. Each teacher works with eight mother-child units, thereby spending approximately 32 hours monthly in the performance of her job. Head teachers, one in each camp, supervise the MIHP teachers, spending about 56 hours monthly on the job.

Monthly salaries for teachers in PEP range between \$210-\$235. This is a lesser amount than is paid by UNRWA to its elementary classroom teachers, but is generally higher than that paid by other preschool programs in the area. HLCMI teachers' pay is based on U.S. dollars which, given the inflationary problems of the Israeli shekel, is to the teachers' advantage. Most preschool teachers have not had formal teacher training and do not have teaching degrees, so the basis for establishing a pay scale is somewhat arbitrary.

Kindergarten classroom aides receive monthly salaries ranging from \$105-\$135. Head teachers in MIHP are paid between \$120-\$130 per month, and the teachers from \$70-\$80 per month. All salaries are based on U.S. dollars.

#### 3.6.4. Operational Policies and Procedures

Day-to-day operation of both programs is under the technical supervision of the project coordinators, who provide guidance and assistance to the program supervisor. The project coordinators and the program supervisor make unannounced field visits to the kindergarten MIHP teachers while classes are in progress.

Kindergartens are visited weekly by the program supervisor who observes classes in session, provides guidance/counselling to the teachers/aides and discusses with them any problems or questions they may have concerning the curriculum or in dealing with unfamiliar in-class situations. The project coordinators and the project supervisor conduct in-service training sessions at the Bethlehem administrative offices for the kindergarten teachers and aides once a month.

The program supervisor provides regular supervision to MIHP through visits to homes while the teacher is working with the mother-child units. She observes the teacher's presentation of course materials to the mother and the review of the child's previous week's lesson by the teacher. Immediate feedback is provided to the teacher, assisting her in dealing more effectively with mother and child. The program supervisor observes each of the 23 MIHP teachers every two months. Each teacher is also given guidance by the head teacher for each camp program once each week during observation visits in the mother-child unit homes. Head teachers prepare monthly reports for submission to the project coordinators and project supervisor. The project supervisor schedules two or three meetings yearly with the head teachers to discuss the program, but sees them also on an ad hoc basis during regular visits to the camps.

### 3.7.0. Curriculum

In 1981 HLCMI began development of a comprehensive printed curriculum for use in PEP. It was believed that the situation created by a lack of trained kindergarten teachers, and the rapid turnover of teachers, could be alleviated by using a structured curriculum. The curriculum was developed by a two-person team of education specialists, who visited the West Bank and returned to the U.S. to prepare the curriculum. Following translation into Arabic, it was printed and along with accompanying materials, presented to the HLCMI kindergarten teachers in in-service workshops prior to the start of the 1982/83 school year. Each teacher was provided with the 28-week curriculum in Arabic along with workbook materials for the first three weeks of classes.

At regular monthly in-service meetings for kindergarten teachers and aides, the project coordinators and program supervisors and teachers discuss the curriculum. Teachers are encouraged to be innovative, modifying elements of the curriculum if they feel it appropriate and beneficial to their pupils to do so.

The curriculum, as originally developed, contained 28 weeks of daily class plans. A predecessor to the current project coordinator and the current program supervisor developed an additional seven weeks material which is used to start the school year.

The curriculum as a whole is well thought out, educationally sound, with clear goals and a good sequence of activities. It is developmentally appropriate for five-year-olds. A highly structured program presents the potential problem of schools becoming curriculum- rather than children-oriented. HLCMI field staff are aware of this danger. Teachers are being encouraged to make modifications to fit their needs.

Teachers and parents strongly believe in the usefulness of the curriculum. Thirteen mothers of the children participating in the PEP classes in Shufat and Arroub camps were contacted during this evaluation. All of them voiced strong support for and praise of the program. A mother compared the progress of two of her own children, one in PEP and one in another kindergarten class being operated in the camp. She noted that the child attending the PEP class had learned how to do simple arithmetic and writing whereas the other child learned only a few songs.

The mother's contention that children participating in PEP had a distinct advantage upon entering first grade was supported by elementary teachers. Children with PEP experience rank at the top of their class at first and subsequent grade levels. Given that training for kindergarten teachers, including those in PEP, is minimal, and that the accomplishment of PEP graduates vis-a-vis those in other kindergarten programs seem to be measurably greater, a reasonable conclusion is that the curriculum plays a significant role. Evidence suggests the HLCMI-developed curriculum puts the child exposed to it at an advantage. A more in-depth study to provide more empirical data to support or refute this point should be considered.

The teachers at Shufat and Arroub I believe the curriculum has greatly assisted them in teaching their classes. Both felt it was relevant in the camp setting, useful in preparing the child for the first grade and at the proper difficulty-level to encourage child development. As noted above, the curriculum was developed by consultants from the Elgin, Illinois school system. While they did make a brief visit to the West Bank, they did not have extensive exposure to Palestinian/Arab social and cultural settings. A more thorough familiarity with the area's social and cultural background may have resulted in a curriculum more closely addressing perceived local needs.

Parents and teachers voiced a minor criticism and a suggestion. The criticism of the curriculum was that it could be made more culturally relevant through inclusion of more songs and stories native to the West Bank setting. The suggestion was that classes should be longer than the two and one-half hours they are at present. Parents and teachers felt this would allow more time for individual teacher-child interaction. A doubling of the teaching staff or a fifty percent reduction in the number of pupils would be necessary to provide five hours of class time for each shift. HLCMI says it does not have the resources to expand its program nor does this evaluation recommend a lengthening of the kindergarten sessions.

### 3.8.0. Testing Program

In conjunction with the curriculum, a biannual testing program was put into operation to provide evaluative data necessary to document the overall value of the preschool education program. It is designed to measure basic readiness skills necessary for a child to begin the academic work of first grade, including physical skills, social and emotional development, language development, reading readiness and arithmetic readiness.

A pre-test is administered at the start of the school year by the kindergarten teacher to establish a base line against which progress made through the use of the curriculum materials can be measured. The program supervisor translated the pre-test and test materials and provided guidance to the teachers in test administration. She administered the large muscle coordination section of the test in each camp kindergarten as an example, and then supervised the teacher in giving the small muscle coordination and readiness sections of the test. Reliability of initial testing results was questionable since the teachers had had virtually no previous experience or background with a testing system of this type. The 1983/84 school year was a learning and experience-gaining year in its use for them also. (A copy of the test is attached as Attachment B.)

### 3.8.1. Testing Program Validity

Validity of testing results is lower than is desirable. Teachers do not have adequate background in test administration nor do they perceive testing as a tool for improving the learning process. Testing was perceived, initially at least, as a reflection of the teacher's pedagogical abilities. A significant degree of subjectivity entered into the testing process. The program supervisor commented that one teacher, on an early test, rated her children significantly higher than those in other camps. The teacher was apprised of this and given guidance on the rationale behind testing. On the subsequent test, the children's test scores were shown as being unrealistically low, raising the specter of regression in the children's development. This was not the case, but pointed up the need for further test administration refinement and guidance to the teachers on test administration and usage.

### 3.8.2. Test Result Usage

Test results are shared with parents in biannual parent-teacher conferences. Teachers provide the parents with a written report noting the child's strengths and weaknesses and discusses the child's overall progress at the conferences. Parent interest is enhanced, resulting in their playing a more active role in their children's education. Validity notwithstanding, the tests do serve as the basis for a useful parent-teacher dialogue. Until administration procedures are refined and standardized validity will remain questionable.

### 3.9.0. Site Visits

HLCMI arranged for two refugee camp kindergarten classes to be called back into session for the purpose of on-site observation of classroom activities.

#### 3.9.1. Shufat Refugee Camp Kindergarten

At the Shufat camp, on the northern outskirts of Jerusalem, the kindergarten teacher and aide worked with 25 children who attended class in 1983/84. The teacher and aide effectively worked with the children using the curriculum entailing large group and small group involvement. The teacher, though not a preschool education university graduate, did an excellent job in both settings. She presented the materials in an

animated and effective manner, holding the children's attention and gaining their enthusiastic participation in the activities.

The kindergarten classroom was well-equipped with educational toys and materials appropriate for kindergarten-level children. HLCMI annually provides a per capita average of seven dollars worth of expendable supplies, including paints, paper, crayons, clay, books and playground equipment. The classroom is well maintained by the UNRWA and the camp officer is very supportive of the kindergarten program.

### 3.9.2. Arroub I Refugee Camp Kindergarten

The second "in-session" site visited, Arroub refugee camp, is located approximately 25 kilometers south of Jerusalem. The 17 children graduated from the 1983/84 kindergarten class were present. Classroom activities observed on this evaluation visit included large and small-group activities, involving large and small muscle coordination games and developmental learning activities. The teacher did not have formal preschool education training, but appeared to be doing an adequate job. In comparison to the class in Shufat, there was noticeably less enthusiasm and direction. Children have benefited from the class, but did not appear to be as advanced academically as those in Shufat. This situation is most likely attributable to teacher/aide personality and teaching style given that in both kindergartens the same curriculum was used.

Another reason for the children at the Arroub I being less advanced is probably due to the fact that only half of them participated in the Mothers In-Home Program as four-year-olds. HLCMI operates two kindergarten classrooms in Arroub, but does not have the resources to hire the additional four teachers required for MIHP which would enable all the kindergarten children attending the two classrooms in Arroub camp access to MIHP. An additional \$10,000 per year would enable full coverage.

### 3.9.3. Dheisheh Refugee Camp PEP Classroom

The Dheisheh Refugee Camp PEP classroom was visited en route from Arroub Camp. Maintenance and repair work on the facility, started shortly after the end of the 1983/84 school year, still had not been completed. The project coordinator stated that contact with the UNRWA

area officer would probably be necessary to assure completion of the work prior to school start-up in September.

### 3.10.0. UNRWA Participation in Program

Classroom facilities in Arroub I are adequate. The facility is not as well-maintained as the one in Shufat, demonstrating the varying degrees of UNRWA camp officials' active support for the program. HLCMI project coordinators and program supervisor corroborate UNRWA is responsible for maintenance and repair for the seven HLCMI-operated refugee camp classrooms. Support has been generally adequate, though it varies from camp to camp. Jerusalem District camp officers (Shufat and Dier Ammar) are usually more quick to respond to classroom needs than those in Hebron District (Arroub I, Arroub II, Aida, Dheisheh and Fawwar).

According to the Project Coordinator, when required maintenance and repairs aren't routinely taken care of by camp officers, representations to UNRWA area officers are made to get action taken.

## 4.0. GAZA PRESCHOOL PROGRAM

### 4.1.0. General

A preschool education program for five-year-old Gaza Strip refugee camp children was initiated in 1966 by the United Nations Relief and Works Agency (UNRWA). In 1970, at the request of UNRWA, the American Friends Service Committee (AFSC) assumed administrative control of the program and operated it until September 1, 1980, when program control was returned to UNRWA. AFSC continued providing program cost funding but was unable to meet the full costs following the 1980 reorganization under UNRWA auspices.

AFSC and UNRWA requested Holy Land Christian Mission International to serve as a coordinating agency and administrative conduit for supplemental funding. A.I.D. provided a grant of \$215,000 in 1982 to HLCMI to assist the UNRWA preschool program in Gaza. HLCMI made the grant funds directly available to UNRWA. HLCMI is not actively involved in the day-to-day administrative and program decisions of the Gaza preschool program.

#### 4.1.1. Preschool Education Program

Program facilities are owned and operated by UNRWA. All of the centers have playgrounds equipped with merry-go-rounds, swings, seesaws and jungle gyms built by local craftsmen. Each classroom is arranged so that the class is divided into four groupings for pre-reading or pre-math, arts and crafts, free play and library activities. This arrangement enables the large number of pupils in each class to be divided into manageable groups and is ideal for the short attention span of the young children.

PEP in Gaza utilizes a curriculum developed specifically for Gaza preschools in UNRWA camps. The curriculum uses a daily-integrated activities approach whereby all the day's activities are related to one story or theme. The curriculum has been modified from a basic developmental package to more specifically meet the needs of Palestinian children. Interrelatedness of curricula is stressed along with language skills and establishment of a strong self-concept. Pre-math and pre-reading skills are taught as well as space-relation concepts, arts, crafts and music. Classes are from 7:30 a.m. until noon six days a week.

Teachers are required to comment on each week's curriculum. Their comments and experience provide direct feedback for modification and adaptation of the curriculum, making it more relevant. Teachers were initially reticent, but are increasingly taking an active role in curriculum modification.

Generally speaking, teachers have not attended formal preschool education instruction. The project director provides in-service training on a monthly basis. New teachers work under the supervision of a "head teacher" while gaining experience in the classroom. The Tireh Training Center provides training for those who qualify and enroll in its two-year preschool education program. Students in the Tireh preschool program do their practicum as interns with the Gaza program.

#### 4.1.2. Mothers Understanding Methods of Schooling (MUMS) Program

The MUMS program in Gaza is not receiving A.I.D. funding support. However, it is the model from which HLCMI developed its Mothers In-Home Program for four-year-olds

in the West Bank. As originally conceived, the program objective is to raise the status of the mother in the eyes of her family and community. She would play a direct role in the formal education of her child. The program is aimed at improving the mother's self-image and dignity while encouraging her to become more openly and actively engaged in the community.

Aides working with mothers participating in the MUMS program are employed full time by the program. Prior to assuming their jobs, they observe aides on the job for 3-6 months and are then evaluated by the UNRWA project director. Those who are accepted are then given in-service training as they commence working with up to 25 mothers in the MUMS program. Selection procedures and training for aides results in an extremely dedicated teacher and effective program.

#### 4.2.0. Organizational and Administration Structure

The director of the program is a Palestinian professional who has been with the program for over ten years. In the early stages of the program, she was a member of the AFSC staff but later, as A.I.D. entered as a donor, she was transferred to the UNWRA rolls on contract. Recently, she obtained status as a direct-hire staff member for UNRWA.

Sixteen UNRWA kindergartens are operating in nine refugee camps (eight in Gaza, one in Canada Camp in Egypt) in the Gaza Strip, with 41 teachers and 30 UNRWA interns. There were 1,435 children registered in the program in the 1983/84 school year.

#### 4.3. Status of the Program

During the two-year period in which A.I.D. funds have been provided, 2,810 children have attended PEP kindergarten classes in the 33 refugee camp classrooms. The program serves approximately 15% of the kindergarten age children in the Gaza refugee population.

The conclusions and recommendations noted in Section 2 for the HLCMI program in the West Bank generally are also valid for the Gaza program. The program appears to have been well-received by the pupils, parents and teachers and to have been successful in meeting its goal and objectives. The curriculum developed by HLCMI should be

shared with the preschool director in Gaza and she definitely should play a leading role in any HLCMI plans for the dissemination and utilization of the materials.

UNWRA recently decided to give regular status to the preschool program under its overall refugee program mandate. This means that some type of support will be forthcoming from UNWRA, but the director still will be required to obtain outside support for most of the requirements of the program. A study is underway by a private West Bank firm to identify income-producing activities which could be undertaken for support of the program. In the meantime, support from previous donors, such as A.I.D., AFSC, OXFAM and others, will be required for at least another three years. The program merits continuing A.I.D. support.

## 5.0. IMPACT ON TARGET BENEFICIARIES

### 5.1. Overview

HLCMI's preschool education programs are impacting positively on target beneficiaries. Interviews with teachers of PEP and MIHP revealed an initial skepticism concerning the capacity of four- and five-year-old refugee camp children to participate successfully in preschool programs. Parent enthusiasm for the programs was minimal. The prevailing view was that the children were too young and the curriculum and materials too complex for the child.

During the course of evaluation visits with mothers of children in PEP and MIHP, a very significant change of opinion was evident. There is enthusiastic support for the idea of preschool education and an appreciation of the benefits it can bring about for the child. More specifically, in the Shufat refugee camp, one mother stated that she had two children of kindergarten age. Concurrently, one had been enrolled in the HLCMI PEP, the other in a second privately-operated preschool program in the camp. She commented on the accelerated rate of progress evidenced by the child who had been enrolled in HLCMI vis-a-vis the other. Elementary school teachers made similar observations concerning pupils who had participated in HLCMI's programs. One elementary school teacher volunteered that this accelerated rate of learning manifests itself in subsequent years of schooling.

## 5.2. Impact on Children

Children are clearly benefiting from participation in PEP and MIHP. They become more socially aware at a younger age. They are better prepared to enter the first year of elementary school, demonstrating an increased capacity to master their course work at an accelerated pace. The child's enthusiasm for learning is enhanced.

Academic skills and proficiency, as well as overall readiness for formal schooling, is imparted to the child. Teachers noted that children having attended PEP are invariably at the top of their first grade classes.

Much of the material covered in the PEP curriculum is repeated in the first grade which presents a special challenge to the first grade teacher. She must cope with this situation. In the refugee camps where HLCMI programs are being implemented, approximately one-half of the five-year-olds have access to their program. Elementary classrooms in the camps are not co-educational, with two sections for boys and two for girls the rule. This means that about one-fourth of each first grade class will have attended PEP since kindergarten attendees are not grouped.

Elementary teachers stated that they do try to meet the special needs of those pupils graduated from PEP. However, there is not an organized effort to systematically meet the challenge created for the elementary school teachers by PEP, or for that matter by other kindergarten programs. This is one area that will need to be addressed if the advantages gained by the child attending kindergarten are to be sustained and built upon in his/her continuing years of education.

HLCMI preschool programs have been in operation a relatively short period of time. The long-range impact on the child can not yet be assessed. Whether or not the head start these programs provide to the child is maintained, carrying over into his/her adult life remains to be seen.

## 5.3. Impact on the Family

HLCMI's programs impact positively on participating families. The preschool programs, especially the MIHP, increase parents' awareness of the educational process

their children go through. It helps them be more responsive to their children's educational needs and help meet them. The Mothers In-Home Program provides mothers and other family members the means to play a direct role in the formal education process advancing a sense of pride in the child's development.

5.4. Impact of PEP and MIHP on HLCMI Direction and Capacity

Demand for its preschool programs greatly exceeds HLCMI's capacity at the present. The programs reputation is such that no effort is required to solicit increased participation. An Israeli Military Government representative recently visited HLCMI's kindergarten classrooms and was apparently impressed with what he saw. He suggested that HLCMI consider expanding its role in preschool education by assuming a role in supervising other kindergarten programs on the West Bank.

HLCMI states that it does not have the resources to expand its preschool education activities. HLCMI's objective is to continue program operation at a level which can be maintained with anticipated resources when A.I.D. support terminates. HLCMI believes its current program levels, given this perspective, are realistic.

5.5. Impact of Program on U.S. Goals

The U.S. Congress legislated a program of development assistance to the administered territories of the West Bank and Gaza to express U.S. concern for the humanitarian and developmental needs of the Palestinians. A.I.D. support to HLCMI's preschool programs derives from this legislation. To the extent that this expression of concern for West Bank and Gaza Palestinians' humanitarian and developmental needs embodies and accurately reflects U.S. goals, the HLCMI programs are impacting positively on them.

Palestinians living in refugee camps participating in the programs are aware that the U.S. Government is providing funds to HLCMI for these programs. The relatively modest amount of dollars provided through A.I.D. is helping meet those goals.

Attachments:

- A. List of Persons Contacted
- B. Sample Tests
- C. Sample Curriculum

LIST OF PERSONS CONTACTED

Kenneth Shamberger	HLCMI Project Coordinator
Marguerite Shamberger	HLCMI Project Coordinator
Fatina Shuguerat	HLCMI Program Supervisor
Mary Khass	
William Duncan	HLCMI Bethlehem Administrator
Ezieh	Shufat Classroom PEP teacher
Samira	Shufat PEP aide
Amneh	Shufat MIHP head teacher
Nofesseh	Shufat MIHP teacher
Nafeza	Shufat MIHP teacher
	Shufat Elementary School teacher
	Shufat Elementary School teacher
Faika	Arroub I Classroom PEP teacher
Rahmeh	Arroub I Classroom PEP teacher
Rasmeieh	Arroub Camp MIHP head teacher
Faizeh	Arroub Camp MIHP teacher
Azizeh	Arroub Camp MIHP teacher
Sabha	Arroub Camp MIHP teacher
Sadaqa	Arroub Camp Elem. School teacher
Brother Albert Alphonse	Bethlehem University
Ruby	CDF
Carl Pfaff	HLCMI, Kansas City
Mothers w/children enrolled	PEP/MIHP in Shufat (8)
Mothers w/children enrolled	Arroub PEP/MIHP (11)
	UNRWA Camp officer, Shufat
Dr. Amil Khatibi	Jerusalem Union of Charitable Soc.
Training/Res. Center Dir.	Union of Charitable Soc.
Sister Barbara	CRS Director, West Bank, Gaza, Jerusalem

ATTACHMENT B

TESTS

**DIRECTIONS FOR TESTING:**

Large Muscle Co-ordination

Tell the child what to do and give him time to do it but do not show him how to do it.

Small Muscle Co-ordination

1. Give the child a paper with a picture of one thing on it. Ask him to color the picture.
2. Ask him to cut out the picture that he colored.
3. Ask him to paste the cut-out picture on another sheet of paper.
4. Give the child a blank sheet of paper. Use the shapes from the curriculum materials. Show him the circle and ask him to draw a shape like this on the paper. Do not name the shape. Continue the same way with the other three shapes. He must draw all four figures to be marked a +. If he can draw some give  $\pm$ .
5. Ask the pupil to use the paper used in #4 to do the folding.

Readiness

1. Hold up each of the eight colors one at a time and ask the pupil to name the color.
2. Have ten blocks; ask the pupil to count them.
3. Use the number cards from the curriculum materials. Mix them, then lay them one at a time on the table for the child to name.
4. Tell the child four numbers (not in order) e. g. 3652, and ask the pupil to repeat them.
5. Hold up each shape and ask pupil to name the shape.

**DO NOT HELP THE PUPIL!**

Mark sheets like this sample:

LARGE MUSCLE CO-ORDINATION					
September 24 1983 DATE Class A.M. <u>X</u> P.M. _____ Playcenter Name <u>Shofat</u>	Hops ten times on each foot in stationary position	Gallops smoothly (Be sure knees do not bend)	Walks up to and kicks a ball	Throws a ball at a target	Catcher a ball
Child's Name	+ ± -	+ ± -	+ ± -	+ ± -	+ ± -
S. M. U. R. E. N.	-	-	-	-	±







SUGGESTIONS FOR SUPERVISOR

Dear Fatima,

The only time that I get a letter written to you is when I have more work to send to you. I have been working hard to prepare the tests that you will need to give in December or January (Depending when the end of the first semester will be this year.) and again in May. I am hurrying so that I can give you time to translate these papers into Arabic, prepare the forms on the xerox, and introduce them to the teachers at an in-service meeting. Because the teachers have had the experience of giving the pre-test in September, I think that you can talk all of them at an in-service about how to give this longer test but be sure that you go out to the centers many times during the weeks while they are giving the tests to be sure they are doing the testing correctly and to give them an opportunity to ask you questions if they do not understand.

The results of the pre-test that the teachers gave in September look as if the teachers followed directions and did a good job of testing. We appreciate your teaching them how to give the tests and your sending the results to us promptly. When I get these December/May tests ready for you, I will have time to analyze the pre-test results. The directions with the pre-tests together with the telephone call seem to have been adequate instructions for that test at the beginning of the year, but now instead of quickie tests, these are more complex:

1. These tests will take longer to give and mark the checksheets.
2. These require that the marks (+, i, -) be summarized (graded together with what the teacher knows about the pupil) and a (+) or (-) written on the Class Testing Sheet in line with the pupil's name.
3. These require that a report for parents be written on the report sheets for each individual pupil. If the pupil has a (+) on the summary sheet, a check (X) can be made in the box on the top row. If the pupil has a (-) on the summary sheet, then a check (X) should be put in the box on the lower row as:

	LARGE MUSCLE	SMALL MUSCLE	SOCIAL	LANGUAGE
Your child is average or above in:	X	X		
Your child needs help in:			X	X

COMMENTS:

The COMMENTS that the teacher writes can tell the parents what areas she will work on during the weekly "individual help" time on the last day of every week. She might suggest things the family can do to help the child's development.

The KINDERGARTEN REPORT sheet for the parents is eighteen centimeters long so you can duplicate two on a thirty-six (36) cm. sheet of paper. Xerox them the way we did the notes last year, so you can get two on each sheet of xerox paper. Every teacher will need one report sheet for every pupil in each class. Wish I could be with you for half-an-hour to help you duplicate the check sheets for your teachers, and also to make these report cards.

The words at the top of the columns of the checksheets can be translated and new checksheets made with the Arabic words on each column could be numbered (1-3 e.g.) and the teachers given a list, e.g., Column number 1, on Large Muscle, is: Kops 10 times on each foot in stationary position. That way the teacher would make the marks under the column number one as she tests this task. This would mean you will not have to remake the checksheets. You will need to translate and re-make

*the report sheets so that the parents can read them.*

#### SUGGESTIONS FOR SUPERVISOR --continued

Whichever way you used the checksheets for the pre-test will probably work for these checksheets. I don't know if you translated the information into Arabic or if you taught the teachers to use the English, but it looks like they did alright with the pre-test.

You will remember the four pages of testing information we received and you translated last spring. I have taken the ideas off those sheets and used them to write the instruction sheets and I used the task directions to make the checksheets. You will not need to use that testing material on those four sheets or the directions with Week 17 Day 6. This package contains all of that material.

Notice that the last three items of the Arithmetic test are on the checksheet for Emotional Development. That sheet had only three items so this way I did not have to crowd the arithmetic sheet.

It may take as much as three weeks to do the testing this time but after the teachers are familiar with it, they should be able to complete it in two weeks. The kindergarten program should go on as it is written but the aide should be able to lead some activities while the teacher observes and marks the checksheets. Count back two weeks (three weeks this time) from the end of the semester and the beginning of vacation to have them begin testing at that time.

In this package of testing materials, you will find:

1. Seven checksheets--one for each area to be tested.
2. One Class Testing Sheet--a summary sheet on which all of a pupil's marks in each area are graded together with what the teacher knows about that pupil's ability to give one mark for each area to indicate the child's ability.
3. Kindergarten Report--to give each pupil's parents a written copy of the child's ability as marked on the Class Testing Sheet and some comments telling how the teacher will help.
4. Five sheets of Introduction, Suggestions, and Directions to help the teachers to give the tests, mark the checksheets and Class Testing Sheet, to give information to the parents at the parents meeting, and to mark the Kindergarten Report.
5. Two Suggestions for Supervisor sheets--to help with implementation.
6. One blank form that I used to make the checksheets--to use if you need it. Remember that if you want to make more forms, don't write on this one, keep it to xerox all you need.

When the teachers have finished the testing, have them return the eight sheets for each class (seven checksheets, one class summary sheet). Xerox them for your files and give them to Mr. Clay or to Bassem--which ever man is in charge of the office--so they can be sent to Mr. Gripkey.

Best wishes to all of you,

Helen Fairbanks

## INTRODUCTION

All children grow and develop along the same patterns. What is different is each child's personal time-table. Each child grows at his own pace. Faster is not necessarily better. Children develop in many ways: physically, intellectually, socially, and emotionally. A child may seem very advanced in one area, but immature in others.

Some people forget that a child is a whole person. They look only at his intellectual achievements; but the child's social and emotional growth in these early years are just as important as his physical and intellectual growth. Only if a child feels a sense of adequacy and belonging, can he feel free enough to allow himself to learn. The various areas in which a child grows are interrelated. The growth does not necessarily accumulate in a smooth and continuous fashion. There are periods of stability, followed by times of change: new growth, new things learned, and these are followed by a period of adjustment until stability sets in on the new and higher level. Each accomplishment prepares the child for the next stage of development. Regardless of the various differences in individual children, the journey is the same for everyone: all normal development leads in the direction of growing up.

Body movement or muscle coordination depends on the child's neurological (nerve) development. It does not indicate how intelligent the pupil is but only shows the developmental stage of the neurological or neuromuscular system. A pupil who has not reached a maturity level that enables him to do most of the large muscle activities will need much individual help to learn to do many of the tasks that we expect of him in kindergarten.

The small muscle development begins only after the large muscle skills therefore it is important to notice the areas of difficulty so that help can be given until there is improvement in both areas.

Usually with some individual help from the teacher and aide most pupils will develop very fast during this important fifth year of the child's life. It is necessary that you to know which pupils cannot do each activity then you can give individual help for that particular area to those specific pupils whenever you have the time and an opportunity. If you group pupils who need help in a certain activity you can give them games or activities that they can do together to maximize your instruction. This is the reason that this frequent testing during the year is important for you as a teacher. The child who improves his skill of movement or coordination will be able to sit or stand longer, focus his attention better and reduce his random motions. The pupil's small muscle skills must be developed before a child writes or reads if he is to avoid later problems.

Interpretation of the results of the tests for the parents and for the teacher's use must be viewed with a consideration that these marks represent the child's ability only on the specific day that the test was marked. Even the following day another concept may be learned or a new skill mastered. Kindergarten pupils learn so quickly. The tests are necessary to indicate the individual strengths and weaknesses of each pupil so that the needs of the child may be met.

Overemphasis should not be placed on any one score since it is only a general estimate of the child's ability in this area. Low scores can indicate other than problem areas. The young child, probably one with a summer or recent fifth birthday, will probably score lower than his older classmates. The child who is fatigued, ill uncooperative or insincere will usually score below expectations. If the child did well, it does not necessarily indicate high intelligence, since intelligence was not being tested.

When the tests are properly used they will help insure progress for every pupil using this curriculum.

## SUGGESTIONS FOR TESTING

These suggestions should be used together with those on the sheet, "Directions for Testing" and the "Directions for Testing" given with the check sheets used at the beginning of the year. A couple of the tests should be more difficult now, e. g. the pupil can be expected to "Hop ten times on each foot in a stationary position." now but at the beginning of school we could not expect him to count to ten and his hopping, not his counting, was being tested.

Remember that it will be easier to check "Large Muscle Coordination" if you observe and evaluate the pupil while the aide is supervising them when they are playing a game or having outdoor playtime.

The check sheet for "Social Skills" and "Emotional Development" should be marked as you observe the child reacting or participating in a group activity, e. g. discussion group or playing at the centers in the classroom. This check sheet should not be marked in the "quiet corner" where the "Small Muscle Coordination" and the readiness tests are given.

To mark the sheets use the same symbols (+, ±, -, ) that you used on the beginning of the year tests. Suggestions or directions are given for the items that may be confusing or not be understandable.

As soon as you can, after you have started testing, write in the names on the "Kindergarten Report for Parents" for each child and begin checking the correct box by each item to show each child's mark. You will want to have all of the sheets completed before you begin talking to the parents.

To explain the evaluations to the parents, it might be helpful to invite all of the parents of each class for a meeting during a time when the pupils are not present so that you can explain each item. The ideas given in the sheet titled, "Introduction" and some of the items on the directions sheets may be useful to make your explanation of the tests to the parents.

You will need to decide if it is better to give the reports to the parents when you have them together or to have each come alone to talk about his own child. In either case, be sure all are given their evaluations before the vacation at the end of the first semester and before the vacation at the end of the school year.

You have a "Class Testing Sheet" to mark after each child has been tested. Write the pupils' names on this sheet in the same order as you wrote them on the check sheets. When all of the tests for a check sheet are completed, e.g., for Large Muscle Coordination look at the marks on the line with the first pupil's name. Are most of the marks for the nine tests (+) or (±)? Then mark a (+) on the Class Testing Sheet. If the marks are (-) or (±), then mark (-) on the Class Testing Sheet.

After you have marked the Class Testing Sheet, write each pupil's name on a "Kindergarten Report for Parents" form. Look at the row of marks after the pupil's name. If he has - under Large Muscle, put the X in the box on line with "Your child is average or above in:". If he has a minus, put the X in the box on the line, "Your child needs help in:". Do the same for the other six tested areas.

The Class Testing Sheet will be a valuable tool as you plan your individual help. Again using the Large Muscle test as an example, you can look down that line to quickly know which children have (-) marks then look on your Large Muscle test to see which children had problems with hopping. You or the aide can help these children as a group. Besides making sure that they know how to hop and practicing it, you should also have them walk the balance beam or a meter stick laid on the floor. That exercise is good for large muscle coordination.

## DIRECTIONS FOR TESTING

Today you will begin formalized evaluation. Be sure that you have read the Introduction, the Suggestions, and the checksheets. There is a checksheet for each of the seven tests. You will need a set of the seven checksheets for each of your classes.

For today's session select areas that require testing of individual children, e.g., "Small Muscle Coordination" would be good. Try to set up a corner for testing that is as quiet as possible. It would also be beneficial to create a few visual barriers (book case, cabinet) so that the child who is being tested can concentrate to the best of his ability.

When marking the report and explaining it to parents, remember that the same form is used for midyear as well as the end of the year. By midyear children are not expected to have completed all of the tasks listed on the evaluation sheets. There will be many tasks that will be recorded to show that the children are beginning to grasp the concept but do not consistently demonstrate it.

The skills listed represent basic readiness skills necessary to begin the academic work of first grade. It is anticipated that the children will learn much more than the evaluation reflects.

Usually no more than one area of the test should be administered at a time. Testing sessions with each child should be rather short. If a child seems tired or upset don't continue with him because the remaining testing will not properly reflect his abilities.

If there is any doubt as to whether the child can complete the task, do not pass him. You need to have an accurate record of tasks that the child is unable to complete for individual work sessions with him.

Testing need not be limited to this period of the day. If you feel that your aide can read the story or direct the calendar, attendance, or Simon Says activities, you may use this time to continue testing. Some of the test items are best observed when the child is doing them in a group activity. Individual testing can be done during routine group activities where the aide can take charge and you can observe the pupils. This should be done only where the aide is able to manage the large group with ease.

During familiar group games or activities let the aide lead and you sit and record observations about the children. Select 3 or 4 children each time and observe whether they take turns, follow the rules, complete large muscle tasks, etc. Remember, don't just use the one observation time to record certain behaviors such as the social skills. Be sure you have paper and pencil. Don't trust your observations to memory -- you will forget!

Remember that the testing atmosphere should be one that is fun. No child should feel as if he has failed.

Testing should begin at least two weeks before the end of the semesters and should be completed over a two week period so that the reports will be given to the parents just before the beginning of the vacation. At the end of the year, wait until the last week to give the reports to the parents.

It is a good idea to have a meeting of the parents to explain the evaluation process before you give the child's report to a parent. Set the date for the parent meeting to explain the testing program before the reports are to be given to the parents.

As you are meeting with the parents, be sure to tell them that during the second semester on the last day of every week the Small Group Time will be devoted to individual review of the items not successfully completed on the midyear evaluation report.

#### MARKING CHECKSHEETS:

These directions are given in addition to those for marking checksheets at the beginning of the year.

#### LARGE MUSCLE COORDINATION

Encourage pupils to practice these activities at recess time on play ground. You can then correct any activities that are not properly done. When testing time comes, you may be able to check off some of the children during recess time.

#### REMEMBER:

Hop -- means one foot is pulled up and the child jumps ten times on the other foot while staying in one position.

Jabber -- is done with knees stiff, one foot ahead of the other. The child jumps on the foot that is behind.

Skip -- uses the feet alternately. The left foot is raised forward off the ground and the child bounces (hops) on the right foot, then the right foot is raised a bit forward, and the child bounces on the left foot until he has alternated at least five times on each foot.

Moves his body in a coordinated manner to complete day to day activities. As the child moves around during the day, he does not "fall over his feet," "drop everything he touches," or knock over things as he passes.

#### SMALL MUSCLE COORDINATION

Colors solidly and within the lines of a drawing. The pupil does not scribble over the drawing, some places heavy, some places not colored at all. He colors inside the lines.

Cuts out a simple object. For these tests give a picture that has more corners or turns than the one used at the beginning of the year. The pupil should cut smoothly on the lines.

#### LANGUAGE DEVELOPMENT

Language development is more than the ability to talk. It is the ability to listen, to understand, and to use words to express ideas, reactions, and one's own thinking. Language growth occurs when children learn to listen effectively, try to understand, share experiences, and receive appropriate stimulation. Improving pupils' language development will help children to understand what is said to them, to communicate effectively with others, to follow directions, and to become good readers.

Follows 3 - 4 directions (without visual clues). This test checks the pupil's ability to:

1. Hear and understand 3 - 4 directions given at one time.
2. Remember the directions in the order given.
3. Do the actions in the same sequence as they were given.

Talks in complete sentences (5 - 7 words).

Repeats 5-7 word sentence.

These two tests sound alike but they are not checking the same skills. Talks in sentences means that the child usually expresses his own ideas (during private conversation or in sharing discussions) in sentences of 5-7 words.

Repeats a 5-7 word sentence means that the child can listen to a sentence and repeat it, e.g., The black cat walked on the fence.

Groups objects/pictures by categories. The pupil should be able to place 5-7 objects or pictures correctly in 2-3 categories. Do not use the same objects or pictures that have been used in teaching situations.

Narrs categories when given its members. The pupil should be able to name the category as each item is named, e.g., bread-fruit, cat-animal, orange-fruit.

MARKING CHECKSHEETS: --continued

SOCIAL AND EMOTIONAL DEVELOPMENT

These tests examine the child's ability to:

1. Remember and obey classroom rules.
2. Respect other people's rights and work cooperatively with others.
3. Participate in discussions and social activities.
4. Work alone without constant supervision or stimulation.
5. Feel happy in and be strongly motivated to succeed in school.

READINESS FOR READING AND ARITHMETIC

All of the activities in the kindergarten curriculum are a preparation of the readiness necessary for successful learning in first grade. In addition to the other areas that have been tested the pupils need to learn:

BASIC CONCEPTS

These are the major ideas that are learned before or during kindergarten. There are basically four areas that are a normal part of the kindergarten curriculum:

1. Identifying word meanings about locating objects in relationships to one another--i.e., over, under, beside, etc.
2. Identification of colors.
3. Counting of objects in a one-to-one relationship.
4. Identification of shapes.

Pupils especially need constant reinforcement of the many basic word concepts, e.g., small, smaller, smallest, etc. during language experiences, pre-reading and pre-mathematics activities.

READING READINESS

Reading readiness includes all of the specific skills necessary for recognizing, remembering, and using letters and words to get meaning from written material. These skills include the ability to use both:

auditory--audio-hearing-ears  
visual--vision-sight-eyes

1. Discrimination--the ability to see and hear how things are alike or different.
2. Sequencing--the ability to see and hear the correct order of events, details, facts, directions, sounds, words, numbers, etc. The ability to sequence properly helps children to organize thinking processes.
3. Memory--the ability to remember what has been seen or heard and to recall that information whenever needed.

ARITHMETIC READINESS

Children need to understand numbers and the processes (addition, subtraction, etc.) so that they can arrive at accurate answers when they are computing arithmetic problems.

Before children can learn that  $1+1=2$ , they must understand many things. They must be able to recognize and read numbers, to know that each numeral represents a certain number of objects, to realize that "+" means putting objects together, and "-" means taking objects away. They should understand that each number is different, i.e., smaller or larger, more than or less than another number.

Reading Readiness and Arithmetic Readiness tests check the use of all of the above skills and should be marked very carefully because these are the areas where you will do the most important individual teaching during the second semester.

LANGUAGE DEVELOPMENT -- EXAMPLES --

Verbally compares two similar objects to tell how they are the same, how they are different as they do during Surprise Bag activities.

Inferential statements are the things we can say about things we see in the picture, e.g., It is cold because he has his coat on.









- This means the test is not expected to be passed until the end of the year.
- This means that the behavior or skill has been completed.
- This means that the behavior or skill is beginning to be established.
- This means that the behavior or skill is not yet present.

LANGUAGE DEVELOPMENT												
NAME OF CHILDREN												
CLASS												
TEACHER												
DATE												
												Follows 3-4 directions (without visual clues)
												Talks in complete sentences (five to seven words)
												Verbally compares two similar objects for likenesses and differences
												Groups objects or pictures by categories
												* Names category when given its members
												Asks or answers who, what, where, or why questions
												Repeats a five to seven word sentence
												Describes a picture using nouns, verbs, adjectives, adverbs and can make inferential statements
												* Retells a story in correct sequence (need not include all details)







ATTACHMENT C

REPRESENTATIVE SAMPLES OF CURRICULUM

- Week 9
- Week 22

tal Group

Put something in the surprise bag.

7:30  
(10:30)

Come in. Meet in meeting place. When all are greeted and settled take attendees with pegs. Have children walk backwards around table. Have one child count and write number.

7:45  
(10:45)

Surprise bag as always.

8:00  
(11:00)

Simon Says:

- Simon says close your eyes and keep them closed until Simon says to open them.
- " " touch your head
  - " " touch your shoulders
  - " " touch your toes
  - " " touch your knees
  - " " touch your elbows
  - " " touch your wrists
  - " " touch your ankles
  - " " touch your arms
  - " " touch your legs
  - " " touch your hips
  - " " touch your fingers
  - " " touch your heels
  - " " touch your spine
  - " " touch your tummy
  - " " touch your chest
  - " " touch your ears
  - " " touch your eyes
  - " " touch your nose
  - " " touch your belly button
  - " " touch your shoulders
  - " " touch your back
  - " " touch your front
  - " " touch your ears
  - " " touch your toes
  - " " touch your knees
  - " " touch your elbows
  - " " sit down
  - " " put your hands in your lap
  - " " open your eyes

Fingerplay # 31

Where is thumbkin (hands hidden behind back)  
Where is thumbkin

Here I am (1 thumb is held in front of self)  
Here I am (other thumb is out now too)  
How are you today sir. (wiggle right thumb at left)  
Very well, I thank you (wiggle left thumb at right)  
Run away (right sides behind back)  
Run away (left sides behind back)

Where is Pointer (motions all same but use pointing finger)  
Where is Pointer

Here I am  
Here I am  
How are you today sir  
Very well I thank you  
Run away, run away

Where is Tall man (repeat all motions with middle finger)  
Where is Tall man

Here I am  
Here I am  
How are you today sir  
Very well I thank you  
Run away, run away.

Where is Ring man (Use 4th finger)  
Where is Ring man

Here I am  
Here I am  
How are you today sir  
Very well I thank you  
Run away, run away.

Where is Pinky (Use little finger)  
Where is Pinky

Here I am  
Here I am  
How are you today sir  
Very well I thank you  
Run away, run away.

"IF YOU SIT AT THIS TABLE: (clap a certain number of times) YOU CAN HOP ON ONE FOOT TO FIND A TOY."

Free Time Tip:  
Notice who is using what toy, so if any are left on floor later, you can ask specific child to put it away.

# Kindergarten Curriculum

8:15 - 8:30	Table I	8:35 - 8:50	Table
8:35 - 9:10	Table II	9:15 - 9:30	Table III
9:15 - 9:30	Table III	11:15 - 11:30	Table I
9:30 - 12:00	Table III	12:15 - 12:30	Table III

WHAT ARE WE SITTING ON? \* THE NAME IS A CHAIR. THAT'S THE WORD I WAS LOOKING FOR. WE CAN SAY THE WORD CHAIR. LET'S ALL SAY IT. \* CHAIR. BUT WE CAN ALSO WRITE IT LIKE THIS - C-H-A-I-R (say each letter) WE ALWAYS WRITE THE FIRST LETTER HERE AND THEN WE WRITE THE NEXT. EACH WORD IS MADE UP OF LOTS OF LETTERS. EACH ONE OF THESE THINGS IS CALLED A LETTER. WHAT'S THE WORD WE USE FOR THIS? \* (touch the table) IT'S WRITTEN LIKE THIS - T-A-B-L-E (say each letter outloud)

Go around the room and ask for obvious items and write each one out, spelling the letters and pointing out which side of the card you start writing the first letter of each word. Be sure to include:

- window
- door
- floor
- bookshelf
- ceiling (if you can reach it)
- List a few of the toys

"LATER WE'RE GOING TO TAPE THESE LABELS WHERE THEY BELONG SO WE CAN LEARN TO READ SOME WORDS."

At the end of the lesson see if anyone can "read" the words you have written. You can give clues like "YOU SIT ON IT" if they don't guess right away.

Note: Save name cards you make today to use in dismissal.

## Total Group

Materials needed: Pencils, sentence strips or 3 x 12 strips of heavy paper, Leo the Late Bloomer book.

9-32  
1957

Clean up. Meet in meeting place. When all is clean and children are settled say, "REMEMBER WHAT YOU DID IN SMALL GROUP TODAY? \* THAT'S RIGHT. YOU WROTE DOWN WORDS FOR THE NAMES OF THINGS IN OUR ROOM. NOW WE ARE GOING TO TAPE THEM UP IN THE RIGHT PLACES. I WILL HOLD UP A WORD. IF YOU THINK YOU KNOW WHAT IT SAYS, RAISE YOUR HAND." \* Hold up each word in turn, asking if they know what it says. Give clues if they get stuck like...it's up high, it's made of....., it's used as a \_\_\_\_\_, etc. Ask a child to stick sign in correct place in the room. When finished and all are sitting nicely:

9-32  
1957

Read: Leo the Late Bloomer by Kraus. When finished: Ask, "WHY COULDN'T LEO REAR, WALK, CRAW, ETC. IN THE BEGINNING? \* HE WAS TOO YOUNG - HE WASN'T READY YET. WHEN HAVE YOU EVER FELT LIKE LEO?"

9-32  
1957

"WHEN I HOLD UP YOUR NAME TAG, YOU MAY WALK TO LINE UP."

نعب حبس/ فرسق صعبر / طاولة رقم ١: ١٥ : ٣٠-٨ : ٣٠ طاولة (٣) : ٣٥ : ٥٠-٨ : ٣٠  
 [11:30-11:50] [11:30-11:50]

طاولة رقم (٣) : ٥٥ : ١٠-٨ : ٣٠ طاولة (٤) : ١٥ : ٣٠-٩ : ٣٠  
 [12:10-11:50] [12:30-12:10]

عما نسيي حبس عند ؟ : الام كرسى - وهذه هي الكلمة التي كتبنا تحتها . استطع  
 ن يقول الكلمة كرسى . دوننا بقولها جميعا « كرسى » لكن نستطع اننا ان نكتبها على  
 هذه الصيغة : ك - ر - س - ي . قولي كل حرفا نكتبنا اولا حرفا ثم كس : نسي .  
 كل كلمة موعدة من عدة احرف . كل واحد من هذه الاتساء اسمه حرفا : نسي الطاولة ما  
 نكتبه : نسي . نكتبها ليهده ؟ : نسي نكتب على هذه الطريقة : نسي  
 ن - ا - و - ن - ا - ن . قولي كل حرف بمو عال : " .

بحولي من المعرفة واسأني عن اتساء / ادوات واحد واكتب كل واحد بوضوح . تحبسه : الحروف  
 والاساره التي حانب السطاقه ( الذي بدأ عيب كتابة الحرف الاوون من كل كلمة - تاكسني  
 ان نعلمي :

سساك

سساك

ارض انظره

سساك

سساك انظره ان نسطعي الوصول اليه

وردي قائمه صغيره نعلمي الالعباب

" سوي لسطق هذه الرقع ( Labels : اسماء الاتساء في مكانها حتى نستطيع  
 ان نعلم قراءة بعض كلمات " .

اعملسي ساقه اسم كل طفل واسألهم ان يميزوه .

عن سبة نسيي نظري اذا كان اي واحد يستطع " قراءة " الكلمات التي قس بكتاسب .

سطعير ان تعضها انصار! مثل " انم نحسبون علىه " اذا نيم يعرفوا مساره .

ملاحظسه :

احتطبي سطاقات اسماء عملتها اليوم لتتعمقها عند الاتصرافه



كتب الصف - مواد لاريسه - اسئلة بصاح شرحات من ورق عمل ١٣٠٢  
كتاب Leo the Late Bloomer

ظنوا ان التلواني مكن لاحسنه . عندئذ سبو كل شي صفا وبتعز الاصا  
قوسى " اسكروى مانا . فبتتم اليوم فى فرق صغيره ؟ " هذا صحيح . لقسند  
كتبه كتاب "عما" اتيا فى عرسنا . سوف طقسنا لان فى المكان الصح  
سوف رفح سدى كتبه . . . . . سبتصوا . نكم سرفون من طول . ارفعوا اذنكم  
اربعن الكلمه السدوب . مسفرة ان كانوا عرفون ما يقول . اعطى لعمور ادا  
شغروا مثل . . . . . اسبا فوق الى اعلى . اسبا مصنوعه من . . . . . تتعمل متر . . . . .  
الح . اسأى ضمسلا ان نفس انازه فى مكان صح من . . . . .  
عسسا كمل وهنته ونسى الجميع حسة عليهم :

٩ : ٣٠  
- ٣٠ -

امرسسى

٩ : ٥٠  
{ ١٢ : ٥٠ }

تأليف كراوس : Leo the Late Bloomer

بعد ذلك : اسألى " لمانا لم سصع لو ان سقرأ . ان سكلهم . بريم . اسح ؟  
فى السداية ؟ " لفت كتاب صغيرا . هذا - لم يكن على اسعداد لذللك بعد . سى  
سكى انك شعرت مثل لو ؟ "

سبب اربعه صفا اسك اسكنا ان عمى لتقف فى الصفا .

١٠ :  
١٠ : -

Week : Day 3

Total Group

Put something in the surprise bag.

10:30  
(10:30)

Come in. Meet in meeting place. Take attendance with pegs. Ask them to skip around tables. Be sure to keep track of any children who can't skip. Ask one child to count and write number on the board as usual. Ask him how many there would be if he counted you too. \* How many if he counted the aide also. \* Write - 2 after the first number and then write the new number.

10:45  
(10:45)

Surprise bag as always.

11:00  
(11:00)

Simon says: Use a quick pace:

Simon says stand up  
" " sit down  
" " stand up  
" " jump  
" " turn around  
" " tap head  
" " rub tummy  
" " touch nose  
" " wiggle nose  
" " click tongue  
" " stamp feet  
" " clap hands  
" " turn around twice  
" " make arms go in circles  
" " hit sides  
" " bend over  
" " touch toes  
" " touch knees  
" " clap hands  
" " jump  
" " hop on 1 foot  
" " stand on 1 foot  
" " close eyes  
" " open eyes  
" " slap your knees  
" " nod your head  
" " shake your head  
" " wiggle your eyebrows  
" " wink your eye  
" " jump up and down  
" " balance on 1 foot  
" " sit down

Children should stand for the Fingerplay:

We can jump, jump, jump,  
We can hop, hop, hop,  
We can clap, clap, clap,  
We can stop, stop, stop.  
We can shake our heads for "yes"  
We can shake our heads for "no"  
We can bend our knees a little bit,  
And sit down slow.

"IF THIS IS YOUR TABLE NUMBER: (write number on board or paper) YOU CAN GO TO FIND A TOY."

Free Time Tip:  
Be sure children use each others names.

# Kindergarten Curriculum

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Free Play / Small Group	8:15 - 8:30 Table I	10:55 - 11:20 Table II
8:55 - 9:10 Table III	(11:15 - 11:30) Table IV	(11:35 - 11:50)

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Note: If you have time make the name sheets ahead of time. If not, sit down with each child and dot out the name. Say the letter name as you're doing it. Show air where each letter starts.

"YESTERDAY WE WORKED WITH OUR NAMES AND I WROTE THEM. TODAY YOU'RE GOING TO GET TO WRITE THEM WITH A LITTLE HELP."

When you make the dots write just one first name using almost the whole piece of paper. Allow plenty of space between the letters. Put an X on the first letter of the child's name. This gives him a cue where to begin. This worksheet is an introduction to writing his name so don't be concerned very much about his approach. Be very encouraging.

As you go around and help students talk about where they start. Say each letter with them.

---

Material needed: beanbags, dotted name sheets.

---

## Total Group

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9:30  
12:30

Clean up. Meet in meeting place. When all is cleaned and everyone is settled say, "WE ARE GOING TO PLAY THE SAME GAME WE PLAYED YESTERDAY. YOU WILL GET A NEW ANIMAL NAME, THOUGH, SO DON'T FORGET THE ONE I TELL YOU WHEN I GIVE YOUR YOUR BEAN BAG." Children line up as you follow the same procedure as yesterday. See yesterday's card.

Side note: while this is going on, aide spreads today's worksheets on correct tables, but spread randomly.

Stop at 9:50/12:50 on dot and go into the room.

10:00  
(1:00)

"TODAY WHEN I CALL YOUR NAME, YOU WILL FIND YOUR WORKSHEET ON YOUR TABLE AND LINE UP AT THE DOOR."



طاوله (٢) : ٨ : ٥٠-٨ : ٣٥ ١١:٥٠-١١:٣٥	طاوله رقم (١) : ٨ : ٣٠-٨ : ١٥ ١١:٣٠-١١:١٥
طاوله رقم (٣) : ٩ : ١٠-٨ : ٥٥ ١٢:١٠-١١:٥٥	طاوله رقم (٤) : ٩ : ١٠-٨ : ١٥ ١٢:١٠-١١:٥٥

مُخصَّص :

١- كس لندك وقت اعدى اوريق ايسم اعل وقت اندريه واد سد كس نسا  
وب اخسي مع كل طقس واكتس اسمه بالسقط . سوتن اسي الحرف واست غراسسه . كس سسه . بر  
ان سدا كل حرفه

" اتغلنا اسمنا وكسبه اما سفي . وانيرم سوي تكسويه انم  
ساعده قنيه "

عندما تحسن اسمك اكي فقط ااسم :لاول مستعمنة كل :لورده . سركسي  
مناقة كسره من الحروف . قعي علامة x على اول حرف من اسم الطفل . هذا سمعظسسه  
اندر ا/ يلعبها ليمان البدانة . ورقة :لتعل عنه عبارة عن مقدمه لكتابة اسم ساسست  
لا ضرورة لتقليق على طريقة كتابته . تحبسه كسبر .

وان تعثن حول :نتلامس وباعسهم بختي عن السكان اني سداون مسه .  
نولي . س كل حرف متبهم .

كل الصف مود لارمه . اكناس حوب . اوراق امامه مستضت

٩:٣٠  
١٣:٣٠

خطبة : العز، في مكان الاحتجاج . عندما بعد كل شيء رحمة  
سبح نولي . جود بعد في شمس التي نعتنا من . وورد نسوس  
ثم حون حدث . نذكر لا نسو . ثم الحيوان الذي احركم في  
اعضكم : كيتكم : الحوية بقف الاطفال في صد وانت تسعين من الشريفة  
التي حرت عنها من . راجع ساقفة : من

ملاحظته لثماتده :

ببما تتفقد المرميه والاطفال للخروج من المانع  
اوراق التعمير لهذا اليوم على الطاولة المحاضرة . نكر : توريست  
نور عندو كتمنا اتفق .

توميس في الساعة ١٢:٥٠/٩:٥٠ على نقظة وادخسوا حتم  
في العديسل .

١٠:٠٠  
١٣:٠٠

عمد اشادي سماكم اليوم سوف تحنون اوراقكم في ضولكم  
واطسوا قرب السنت .

ek 5 Day 5

al Group

7:30  
(10:30)

Come in. Meet in meeting place. When all are settled, take attendance with  
pegs. Children callcp. One child counts and writes number on the board.

Free  
(10:45)

"TODAY AFTER FREE TIME WE ARE GOING TO START A PAINTING OF OURSELVES. TODAY IT  
WILL ONLY LOOK LIKE A SHADOW OF US. DOES A SHADOW HAVE EYES THAT SHOW? \* (no)  
DOES A SHADOW HAVE A MOUTH THAT SHOWS? \* (no) WELL OUR PAINTING WON'T EITHER...  
YET. WE'LL BE PUTTING THOSE IN TOMORROW. I NEED YOUR HELP IN TELLING ME WHAT I NEED  
TO PAINT ON MY PAPER. YOU MAY CHOOSE ANY COLOR OF PAPER THAT YOU LIKE. I CHOOSE  
THIS (color) PIECE FOR MINE." (Hang your paper on the easel or wherever you  
demonstrate projects at the meeting place) "THE PAPER GOES THE 'TALL WAY', [ ] SO  
THAT YOU CAN PAINT A PICTURE OF YOUR WHOLE BODY. IF I WANT TO START AT THE TOP,  
WHICH PART OF MY BODY WILL I PAINT FIRST? \* THAT'S RIGHT - MY HEAD. I'M NOT  
PAINTING MY HAIR TODAY." (Paint a circle near top edge and fill it in with paint.)  
"WHAT IS RIGHT UNDER MY HEAD? \* THAT'S RIGHT, MY NECK. (paint neck) THEN WHAT? \*  
MY SHOULDERS AND WHAT COMES OUT OF MY SHOULDERS? \* ARMS. I CAN MAKE MY ARMS  
BEND AT THE ELBOWS OR THEY CAN LOOK STRAIGHT. WHAT'S AT THE ENDS OF MY ARMS? \*  
MY HANDS WITH 5 FINGERS, RIGHT? \* NO? OH. HOW MANY? \* 5, THAT'S RIGHT.  
Continue in this fashion until you have a chest, hips, 2 legs and 2 feet with 5 toes  
each. Paint as you talk. Be sure you stress that the skin color is covering the whole  
body, just like sk'n does. Say, "ARE WE MAKING EYES TODAY? \* NO, TOMORROW. NOW  
I'M FINISHED EXCEPT FOR A VERY IMPORTANT WORD. WHAT IS THE WORD WE USE THAT MEANS  
USE? \* IF I USE THIS WORD, YOU KNOW WHO I'M TALKING ABOUT? \* THAT'S RIGHT, MY  
NAME. I'M GOING TO WRITE MY NAME AS NEATLY AS I CAN HERE ON THE RIGHT SIDE OF THE  
BOTTOM. I WILL USE A CRAYON. TRY TO WRITE YOUR OWN NAME, BUT IF YOU NEED HELP  
RAISE YOUR HAND. WHEN YOU'RE ALL FINISHED, CARRY YOUR PAINTING IN 2 HANDS LIKE THIS  
(demonstrate) AND LAY IT TO DRY HERE." Show where.

You will be doing this after free time clean up, so you'll want to clean  
quickly and hurry to sit down and get quiet quickly too.

8:00  
(11:00)

"WHEN I HOLD UP YOUR NAME TAG, YOU MAY WALK TO GET A TOY."

Free Time Tip:  
Set up 8 containers of flesh colored paint.  
2 per table, no brushes in it yet.

# Kindergarten Curriculum

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Free Play / Small Group	8:15 - 8:30 Table I	8:35 - 9:50 Table
8:55 - 9:10 Table III	9:15 - 9:30 (11:15 - 11:30) Table II	(11:35 - 11:50) Table
11:55 - 12:10 Table III	(12:15 - 12:30) Table II	

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"TODAY WE HAVE A PAPER THAT LOOKS ALMOST LIKE YESTERDAYS. ONLY THIS TIME THERE IS A ROAD FOR THE BUS AND FOR THE BOY. THIS TIME LET'S SEE IF YOU CAN MAKE A LINE FIRST WITH YOUR FINGER SO YOU DON'T TOUCH THE EDGE OF THE ROAD. LET'S DO IT. \* GOOD. WATCH ME. I'M GOING TO DRAW MY LINE FROM THE CAR TO THE HOUSE. I'M GOING TO TRY NOT TO TOUCH THE EDGES OF THE ROAD. NOW YOU DO IT."

Continue with the rest of the worksheet in the same manner. Be sure to praise and remind about starting on the right side. Also remind about bumping the edges. Have the children attempt to write name on the back when they are finished. Notice which hand the children are using when they complete the worksheet.

Be sure to compliment on appropriate sitting behavior - feet flat on the floor - hands holding the paper and looking at what they're doing.

## Total Group

Materials needed: 12 x 18 assorted colors of construction paper, flesh colored paint, brushes - one each child, work sheets, primary pencils.

9:30  
(12:30)

Clean up. Meet in meeting place. When everyone is sitting Kindergarten style say, "I LIKE THE WAY AND ARE SITTING. DO YOU REMEMBER WHAT WE ARE GOING TO DO NOW?" "THAT'S RIGHT, PAINT OUR SHADOW PICTURE. I WILL PUT MINE HERE SO YOU CAN REMEMBER WHAT YOU NEED. YOURS WON'T BE JUST LIKE MINE. THAT'S OKAY, WE DON'T ALL LOOK ALIKE. TABLES 1 AND 2 PLEASE COME LINE UP TO CHOOSE YOUR PAPER. YOU MAY GO STRAIGHT TO YOUR TABLE AND START PAINTING." Call each table. When all are painting, walk around and remind them not to forget to write their name in crayon. As they finish aide can supervise clean up while you continue to help with any names that you need to.

10:00  
(1:00)

When all are finished say, "WHEN I WRITE THE FIRST LETTER OF YOUR NAME ON THE CHALKBOARD, YOU MAY SKIP TO LINE UP TO GO." Continue writing letters until all are in line.

كل المسد

انظروا. لنتموا في مكان الاجتماع. عندما يستقر الجميع خذي الحضور  
معدات حري: لاقتناي سرعة. بعد طفل واحد ويكتب العدد على السطح.

٧ : ٣٠  
(١٠:٣٠)

" سوف نبدأ اليوم بدهان لانفسنا بعد فترة اللعب الحر. سوف تدو اليوم  
كخيال لنا فقط. هل للخيال عيون طاهرة؟ ( لا ) هل لنحيال فم قاهر؟  
( لا ) عال حتى في دهاننا لن نرى ابهما .... ( عيون او فم ) على كل سوف  
نضعها غدا على الصورة. اما بحاجة الي مساعدتكم لتخبروني مسادا  
احتاج ان ادهن على ورقتي. يمكنكم ان تختاروا اي لون ورق تحبونه مسادا.  
ننا احتار هذا: ليون الورق لي. ( عطني ورقتك على حاشية لوح / صرر  
ان في اي مكان تعرضين اشياء في مكان الاجتماع. " تدو الورقة على شكل طولي  
حتى تستطعوا ان ترسوا صوره لحصمكم كاملا

٧ : ٤٥  
(١٠:٤٥)

إذا كنت تريد ان تبدأ من القمه. اي جزء من جسمي سأدهن اولاً ؟ \* حسدا  
صحيح - رأسي . اسألني ادهن شعري اليوم " ( ادهني دانتيره قرب اعطسني  
الطرف وعطسنا بالدهان) ماذا يوجد تحت رأسي مشاشرة؟ \* هذا صحيح. رأسي  
: ادهني الرقعه ثم ماذا؟ \* اكتفائي وما الذي يتعلق خارج كتفي؟ \*  
اذرع . اما استطع ان ارسم ذراعي مطويين عند الكوعين او يمكن ان يكونا  
مستقيمين. ماذا يوجد في حياية الذراعين؟ \* يداي بيته اصابع. صحيح؟ \* لا  
آه كم اذن؟ \* حسه. هذا صحيح . واطلي على هذا الاطوب حتى يكون عندك  
صرا. اوراك . رجليان وقدمان مع خمس اصابع لكل. ادهني وانت تتكلمين. لا نس  
ان توكدي ان لون البشره يغطي الجسم مثل البشره بحسبها. قليني " حسس  
سدهن عيون اليوم؟ \* لا. عددا. لقد اكملت الآن كل شيء ما عددا كلمة بحسبه  
حدا: ما هي الكلمه التي ستعلمها وتعلمي نحن؟ \* عندما استعمل حسسده  
الكلمه تعلمون عن: تحدث \* هذا صحيح . اسمي. سوف اكتب اسمي بحري  
اسقه حدا حد عن الحاشه الامر من اسفل الورقة. سأستعمل  
ليون سمع. حنونوا: ان تكتسوا اسماءكم سانتمكم. لكن اذا كنتم سخا حسب  
الي مساعده ارفعوا ايديكم. عندما تنتهوا جميعا من وطيفتكم. احمنوا الصورة  
المدهونه كلتا السديين بهذه الطريقه ( استعري) واصرفوه حنا

سوف تعطون حد بعد التنظف عن اللعب الحر الذا: سرعوني في استعري  
وسدخون حنون وتنشرون بالهدو" سرعه ايضا.

٨ : ٥٥  
(١١:٥٥)

" كما ربع بيدي شاقه اسل. يسكك ان تمنح لتأخذ لعسة.

فكره مداه

حصري ٨ اوحة / علب من دهان ملون طسعي. وعاء ان لكل صاوله  
لا تصعي الفراش بها الآن.

٨ : ٥٠ - ٨ : ٢٥ (٢) طاولة	٨ : ٣٠ - ٨ : ١٥ (١) طاولة رقم (١)
(١١:٥٠-١١:٢٥)	(١١:٣٠-١١:١٥)
٩ : ٣٠ - ٩ : ١٥ (٤) طاولة	٩ : ١٠ - ٨ : ٥٥ (٣) طاولة رقم (٣)
(١٢:٣٠-١٢:١٥)	(١٢:١٠-١١:٥٥)

يوجد معنا اليوم ورقة تسدي تقريبا مثل ورقة امس الفرق هذه المرة ان هناك  
 طريقة لقيادة الاوتوبس، صام وتوليد ايضا دعوات ترى هذه المرة ان كان  
 استطاعتكم ان ترسموا خطا اوليا اصابعكم حتى لا تلمسوا طرف الطريق. دعوتكم  
 جعلت ذلك. عال. راقبوني. سوف ارسم خطي من السيارة الى البيت سأحاول ان اجرب  
 عدم لمس اطراف الطريق. حسا الان دوركم "

واطلسي بقصة اوراق السفن بنفس الاطوب . تأكدي ان تمدهم وذكرهم  
 ان البداية على الجانب الايمن. وذكرهم ايضا عدم صدم الاطراف اظني من الاضلال  
 حاوية كتامة انماهم على ضرر المعصه عندما يصرفون من عملهم . لاحظتني  
 اني بد سنعمنها الاضلال عندما يكتمون اوراقهم .

تأكدي ان نظري ساعجاب الحثه السليمه - الاقدام منسطه على الارض - والسيفت  
 تحمل البرقه وهم سظرون امامهم .



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Total Group

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7:30  
(10:30)

Come in. Sit in meeting place. When all are sitting quietly take attendance using the counting frame. Children will each balance a beanbag on top of their head as they walk. One child counts and writes number as always.

7:45  
(10:45)

Review selected alphabet letters by pointing to them out of sequence. Practice the letter sounds.

Fingerplay # 15:—

I am a top all wound up tight (hug arms around self)  
I whirl and whirl with all my might (swirl around)  
And now the whirls are out of me (stop whirling)  
So I will rest as still as can be. (sit down)

8:00  
(11:00)

Calendar activity for this month. Concentrate on what the name of yesterday -- was, tomorrow, today, day after tomorrow.

"I'M GOING TO GIVE YOU A WORD AND WHEN YOU TELL ME IT'S OPPOSITE YOU CAN JUMP TO FIND A TOY."

Free Time Tip:  
If necessary ( a child may get hurt) intervene in a disagreement and ask both their side of the story.  
Listen and usually both need to apologize.

# Kindergarten Curriculum

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Free Play / Small Group	8:15 - 8:50 Table I	8:55 - 9:50 Table II
8:55 - 9:10 (11:55 - 12:10) Table III	9:15 - 9:30 (11:15 - 11:30) Table IV	

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"TODAY WE HAVE OUR LETTER FLASHCARDS." Go through them as a group and name them in order. Then mix them up and ask them to name them as a group. The next time you go through each card trace the letter as if you were writing it. When you do it turn so your back is to the children and hold up the card in front of you and above your head so they can see it. Have them trace in the air while you trace on paper. Go through the cards once.

"DOES ANYONE REMEMBER WHAT I SAID WE WERE GOING TO DO? \* (use yesterday's worksheet today) I'LL HOLD UP EACH PAPER AND YOU TELL ME IF IT'S YOURS. PLACE THE PICTURE RIGHT IN FRONT OF YOU. WE'RE GOING TO SEE HOW MANY THINGS WE CAN SAY ABOUT THIS PICTURE. LOOK VERY CAREFULLY. REMEMBER YOU CAN SAY THINGS ABOUT WHAT THEY'RE DOING, WHERE THEY ARE, WHEN THEY'RE DOING IT, THE SIZE OF THE THINGS, THE COLOR OF THINGS, WHAT THEY'RE WEARING, WHY THEY ARE DOING IT. WE WANT TO SEE HOW LONG WE CAN MAKE OUR SENTENCES."

Ask specific questions if they don't offer much:

- Who is in the picture (boy, girl, dog)
- What are their names (dog too)
- Are they big or small
- Are they the same age
- Do you think they are brother and sister or just friends
- What are they doing
- What is the name of the book they are reading.
- Are they inside or outside
- What will they do after they get done with the story
- Ask descriptions of clothes/hair, etc.

"THAT'S A LOT. YOU WERE VERY GOOD. WHEN YOU TAKE YOUR PAPER HOME TODAY SHOW YOUR PARENTS AND TELL THEM THE STORY WE TOLD TODAY. ALSO SHOW THEM HOW TO USE THE CODE WITH THE NUMBERS AND COLOR WORDS."

## Total Group

Materials needed: yesterday's worksheet, letter flash cards, beanbags.

9:30  
(12:30)

Clean up. When room is clean, meet in meeting place. When all are sitting quietly choose someone to inspect the room and ask someone to finish cleaning anything that is left. Then say, "TODAY WE WILL GO OUTSIDE TO PLAY A GAME CALLED, 'RUN, RABBIT, RUN'. WHEN I CALL YOU, YOU MAY JUMP LIKE A RABBIT AND LINE UP AT THE DOOR TO GO OUT." Lead children out to a sitting place while you explain how the game is played.

There are 2 groups of players: the rabbits, about three fourths of the players, and the foxes, the remaining one fourth. A definite space at one end of the play area is the rabbits' home and the remaining space is the woods. The foxes roam about in the woods and the rabbits venture forth in search of food. The teacher calls, "Run, rabbit, run!" This is the signal for the foxes to chase the rabbits. If a rabbit is tagged by a fox before he reaches home, he becomes a fox and assists in tagging the other rabbits in their next venture forth. The children are urged to try to be the rabbit who is caught last.

Teaching suggestions:

1. Clear the rabbits from the space called the woods after each chase so that all may see who was caught and who are the foxes.
2. After the game has been played several times, appoint one of the children to be the leader of the foxes. He gives the signal.
3. Encourage venturing. Suggest that real rabbits are very daring and that they venture far.

10:00  
(1:00)

"IF YOU ARE A GIRL AT TABLE (number of table) YOU MAY RUN TO LINE UP TO GO."

"IF YOU ARE A BOY AT TABLE (number of table) YOU MAY RUN TO LINE UP TO GO."

Week 22 Day :

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## Total Group

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7:30  
(10:30)

Come in. Sit in meeting place. When all are sitting quietly take attendance using counting frame. Children skip. All count in unison. Just for fun try counting by tens to 100. Push over a whole row of beads at a time.

7:45  
(10:45)

Review all alphabet letter card sounds you think children are weakest on. Go this out of sequence. Keep pace fairly quick and fun!

Fingerplay # 22:

I have 10 little fingers (hold up 10 fingers - use motions  
And they all belong to me. as indicated by words)  
I can make them do things,  
Would you like to see?  
I can close them up tight (make fist)  
I can open them wide (open up again)  
I can hold them up high.  
I can hold them down low.  
I can wave them to and fro,  
And I can fold them just so.

8:00  
(11:00)

Calendar activity for this month. Talk about the year.

"IF YOUR NAME STARTS THE SAME AS (say words with same starting sounds as children's names) YOU MAY TIPTOE TO FIND A TOY."

**Free TimeTip:**

Notice who is using what toy, so if any are left on floor later, you can ask specific child to put it away.

# Kindergarten Curriculum

Free Play / Small Group

8:55 - 9:10  
(11:55 - 12:10) Table III

9:15 - 9:30  
(12:15 - 12:30) Table IV

8:15 - 8:30 Table I  
(11:15 - 11:30)

8:35 - 8:50 Table II  
(11:35 - 11:50)

"EARLIER IN THE WEEK WE HAD A WORKSHEET WHERE WE COLORED IT WITH OUR SPECIAL NUMBERED CODE AND THEN THE NEXT DAY WE TALKED ABOUT ALL THE THINGS WE COULD SAY ABOUT THE PICTURE. I WANT TO SEE HOW GOOD YOUR MEMORY IS. START TELLING ME ALL THE THINGS YOU CAN REMEMBER." (Do not show the picture - This is from memory) If they have trouble coming up with things you can ask some of the same questions listed on day 2 of this week (color, size, shape of objects, people).

When they are no longer offering ideas bring out the picture and say, "IS THERE ANYTHING YOU CAN SEE NOW THAT WE HAVE FORGOTTEN TO SAY?" \* Be sure to notice if any child doesn't offer much information other than being shy - write his name to work individually with him on a review day.

"YESTERDAY WE PLAYED DRUMMER. HOW MANY DRUMSTICKS (blocks) DO I HAVE? \* (1) TODAY I'M GOING TO HAVE 2. I'M GOING TO ASK THAT YOU BEAT YOUR DRUM EXACTLY LIKE I DO SO WATCH. \_\_\_\_\_, PASS OUT 2 DRUMSTICKS (blocks) FOR EACH CHILD. WATCH - EVERYONE DO LIKE I DO - BUT WAIT UNTIL I'M DONE SO YOU CAN DO THE WHOLE THING, OKAY. MY TURN."

One hand	Wait	Other hand
tap, tap tap		tap, tap tap, tap

Now call on students individually. Don't call on them in the order that they are sitting. Encourage them to count to themselves to help them remember.

One hand	Wait	Other hand
tap, tap, tap		tap
tap, tap		tap, tap, tap
tap, tap, tap, tap		tap
tap		tap, tap, tap
tap, tap, tap		tap, tap, tap
tap, tap		tap, tap, tap, tap
tap, tap, tap, tap		tap, tap
tap, tap		tap
tap, tap, tap		tap, tap, tap, tap
tap		tap, tap, tap
tap, tap, tap, tap, tap		tap

Total Group

Materials needed: blocks, rolled up newspaper, taped to stay in place for game.

9:30  
(12:30)

Clean up. When room is clean, meet in meeting place. When all are sitting quietly choose someone to inspect the room and ask someone to finish cleaning anything that is left. Then say, "WHEN \_\_\_\_\_ TOUCHES YOUR ELBOW, YOU MAY LINE UP TO GO OUTSIDE." Lead children outside to play "Swat the fly" (This is game # 3. You've played it before.)

10:00  
(1:00)

"WHEN I TAP YOU, YOU MAY CHOOSE ONE PERSON WHO IS SITTING NICELY AND TAP HIM TO SKIP TO LINE UP TO GO. AFTER YOU TAP ONE PERSON YOU MAY SKIP TO LINE UP TO GO." Teacher touches 3 children on head. Those children each touch one child. Then those 3 chosen each choose one...

Week 22 Day 3

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## Total Group

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7:30  
(10:30)

Come in. Sit in meeting place. When all are sitting quietly take attendance using the counting frame. Children will hop on one foot then midway switch feet. (If they can't do it, they may change feet when tired.)

7:45  
(10:45)

Review all letter names (animal alphabet cards) in reverse abc order.

Play Simon Says.

8:00  
(11:00)

Calendar activity for the month.

"IF YOUR NAME STARTS THE SAME AS (say words with same starting sounds as children's names) YOU MAY WALK TO FIND A TOY."

**Free Time Tip:**

Aide: Divide up colored chalk - 2 containers per table, assorted colors in each.

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# Kindergarten Curriculum

## Free Play / Small Group

8:55 - 9:10  
(11:55 - 12:15) Table III

9:15 - 9:30  
(12:15 - 12:30) Table IV

8:15 - 8:30 Table I  
(11:15 - 11:30)

8:35 - 8:50 Table II  
(11:35 - 11:50)

Call each student up to work individually on one of the following depending on what they can do. Pick the level that each student should do the task. Do not have all the students do each level. The variety is provided so you can pick level of difficulty for child.

### Practice writing NUMBERS:

- Easiest: 1. You write the number on the paper while the child watches.  
Average: 2. You show them the flash card and they write it from that.  
Hardest: 3. You say the number and child writes it without seeing it.

### Practice writing their names - first name only:

- Easiest: 1. You print it in big print and have the child trace it. (show him where to start each letter).  
2. You print it in dotted lines (space the letter somewhat apart) and he traces it. *M i k e*  
3. You print it on the same paper (space letters apart) and he prints each letter under yours. *Mike*  
*M i k e*  
4. You show him his name on another piece of paper while he tries to print it.  
5. He prints his name without looking at anything.

Note: If he can do this you can start to work on his last name. He should be printing his name on his worksheets too.

Any time left over may be used for improving low evaluation areas from midyear testing.

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Materials needed: colored chalk, 12 x 18 white paper.

## Total Group

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9:30  
(12:30)

Clean up. When room is clean, meet in meeting place. When all are sitting quietly choose someone to inspect the room and ask someone to finish cleaning anything that is left. Then say, "TODAY WE WILL ILLUSTRATE OUR STORY. LET'S READ IT AGAIN TO HELP US REMEMBER THE PARTS YOU WANT TO MAKE A PICTURE ABOUT."

Read story.

Talk about which parts they may want to draw. Say, "TODAY YOU GET TO USE CHALK. YOU CAN MAKE VERY DIFFERENT COLORS WITH IT THAN YOU CAN WITH CRAYON. THE ONLY THING YOU NEED TO WATCH OUT FOR IS SMEARING AND SMUDGING. IF YOUR ARM BRUSHES ACROSS YOUR DRAWING, IT WILL MAKE THE LINE SMUDGY. SOME THINGS YOU MIGHT WANT SMUDGY, LIKE CLOUDS OR WATER, BUT MOST THINGS YOU'LL WANT TO BE CLEAR SO THAT WE WILL KNOW WHAT IS HAPPENING IN YOUR PICTURE. BE SURE TO USE YOUR WHOLE SPACE ON THE PAPER. DON'T JUST DRAW ONE LITTLE THING IN THE MIDDLE. THAT'S WHY YOU HAVE A BIG PAPER - SO THAT LOTS CAN HAPPEN IN YOUR PICTURE. WHEN YOU FINISH YOUR PICTURE, YOU MAY HAND IT IN AND FIND A PUZZLE TO DO UNTIL EVERYONE FINISHES."

Write children's names on papers and hand them out as you do this. Children take the paper to their table and begin to draw. Encourage trying many colors. Compliment those using the space well and finishing their pictures carefully. Send children who rush to finish or do not do their best back to do so. Save these pictures for next week.

10:00  
(1:00)

"WHEN I SHAKE HANDS WITH YOU, YOU MAY SKIP TO LINE UP TO GO."