THE PRESCHOOL CURRICULUM

LEVEL 2

(4-5 YEARS)

EARLY CHILDHOOD EDUCATION AND DEVELOPMENT CENTER

MINISTRY OF EDUCATION — BELIZE

2006
This production is made possible through the Ministry of Education, Quality Assurance and Development Services, Early Childhood Education Development Center, in collaboration with UNESCO,

This publication was produced to support Teachers of Preschool Centers in Belize. This reformed curricula replaces the Preschool Curriculum that was previously in use, and is to be used in collaboration with the following new publications:

1. Student Workbook
2. Teachers Guides and
3. Assessment Booklets

This is Level Two (4-5 years) of the two levels of Preschool in Belize.

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CHILDREN LEARN WHAT THEY LIVE

If children live with criticism, they learn to condemn.
If children live with hostility, they learn to fight
If children live with ridicule, they learn to be shy.
If children live with shame, they learn to feel guilty.
If children live with tolerance, they learn to be patient.
If children live with encouragement, they learn to be confident.
If children live with praise, they learn to appreciate.
If children live with fairness, they learn justice.
If children live with security, they learn to have faith.
If children live with approval, they learn to like themselves.
If children live with acceptance and friendship, they learn to find love in the world.

A message from the Early Childhood Education and Development Centre, Ministry of Education, Belize
Adapted from: Dorothy Law Holte

Acknowledgement

We wish to express our sincere gratitude to Mrs. Doreen Jones for her constant support and willingness to give guidance, ideas and suggestions for improvement of this Curriculum Guide. We also acknowledge her contribution, since a great part of this curriculum is adapted from the past Curriculum that she designed with the help of some preschool teachers. The knowledge, strategies, insights and activities included in this document, are valuable contributions from many early childhood educators from a wide source.

Alma Eiley
OVERVIEW

I. THE PRESCHOOL CURRICULUM

The preschool curriculum is not divorced from the overall Early Childhood Education programs, but in fact builds levels higher than the curriculum for that of the day care programme and provide the foundation skills, concepts and attitudes/values that the children take with them to the infant primary level. The preschool curriculum is built on the philosophy, goals, policies and guiding principles of the National Comprehensive Primary Curriculum, and provides the pre-requisite skills that the children need for life long learning. The experiences provided for the children during the preschool years deeply impact on their disposition for learning. Teachers and administrators of preschools are provided a framework that which will assist them in developing, implementing, and evaluating daily programs that guide and support children’s learning. The document should help teachers to reflect on their own philosophy of education for young children, their beliefs and practices and to recognize some key areas to be considered when making decisions to facilitate learning.

The existing preschool curriculum was developed by a group of preschool teachers under the guidance of the Preschool Unit, Ministry of Education. The process of revising the curriculum was guided by Mrs. Alma Elley, a retired educator who taught Early Childhood Education at the Belize Teachers’ College for many years, with support from the Preschool Unit and the Curriculum Development Unit, in the Ministry of Education. Recognition must be given to Mrs. Doreen Jones, a retired Education Officer of the Preschool Unit. She was instrumental in helping to construct the foundation for building Early Childhood Education, specifically in the Preschool section in Belize. She continues to support Early Childhood Education in many ways including development of materials for teacher training and as an advisor and editor for this document. Reference was also made to recent documentation of activities for three and four year old children, developed by Mrs. Nelma Mortis.

The Preschool Curriculum is intended as a guide for teachers rather than a prescription. A wide range of suggestions are included to help the children to develop through play and interaction, but teachers are encouraged to use their initiative, experiences working with young children, and consider the local setting and the cultural background of the children, their needs, their families and the community when using the curriculum.

The approach is Thematic Developmental-based and should be regarded as conventional. There are twenty themes to guide the content and process learning over the two years that most children spend in the preschool. The first ten themes will be covered during the first year at level one. The description of six (6) core areas provide consideration for the use of the themes to promote the total development of the child and integration of key subject areas consistent with the National Infant Primary Curriculum. The core areas are: Personal, Social and Emotional Development; Creative Development; Physical Development; Communication, Language and Literacy; Mathematical; Knowledge and Understanding of the World.

It is hoped that administrators, teachers and parents will understand the importance of children’s participation in experiences that will help them to develop early physical, spiritual, social/emotional, numeracy, communication and literacy skills, concepts, values, attitudes and understanding of the world.

II. RATIONALE FOR THE PRESCHOOL CURRICULUM

The preschool Curriculum provides opportunities and experiences for three and four year old children to learn in a safe, secure, warm, caring, stimulating and multicultural environment, where they are encouraged to play in order to communicate, develop,
explore, discover, experiment, and inquire about the world, thus learning how to learn and acquiring developmentally appropriate skills, concepts, positive attitudes and values that will become the foundation for a smooth transition into the primary school and life beyond.

III. GOALS:
Some broad goals of preschool education were established in the preparation of a draft policy for preschools in Belize. In keeping with the philosophy and guiding principles, the following goals were identified:

Educational: To advocate for and provide school readiness programs to enhance a range of learning potential, giving children an educational “head start”.
Social: To enhance relationship building, communication and adaptation skills.
Cultural: To promote the children’s cultural awareness.
Spiritual: To promote spiritual development of the children.
Emotional: To promote the development of confidence, positive self-esteem, positive attitudes and empowerment.
Mental: To promote healthy psychosocial development.
Physical: To promote the development of fine and gross motor skills and coordination.
Intellectual: To enhance the child’s individual thinking and thought.

Age Appropriate Programs: To promote child-centered activities and programs that will support healthy cognitive development.

IV. OTHER GOALS:

- To develop the capability for physical and social growth in each child through healthy play experiences.
- To help children to develop good social habits as individuals and as members of society.
- To enrich the experiences of children, develop their imagination, self-reliance, self-efficacy, positive self-esteem and positive thinking power.
- To help children learn to appreciate personal, cultural origins, traditions and customs.
- To assist children in constructing their own knowledge through repeated experiences.
- To develop language and communication skills first in the mother tongue and then English as the official national language.
- To introduce children to information technology as a means of learning.
- To improve the quality of care and education for young children.

V. DEVELOPMENTAL GOALS FOR THE 4-5 YEAR OLD

Psychomotor – To develop increasing control and refine gross and fine motor skills, maintain body balance, coordination and equilibrium.
Socio-emotional – To help children to develop self-reliance, cooperation, respect, confidence, empathy, and to understand that others also have feelings, opinions and ideas.
Cognitive – to foster children’s problem-solving, analytical and critical thinking skills, deductive reasoning, and mental imagery.
Aesthetic – To develop appreciation for the natural and physical environment.

VI. METHODOLOGY:
Instruction in the preschool includes a variety of teacher-directed and child-directed activities with play as the main method of learning. The teacher provides learning opportunities through Free Play,
Functional Play, Construction using materials, Guided Discovery, Enquiry, Didactic Play, Social Games with Rules, contact with a wide variety of materials and individual and group experiences inside the classroom/center, in the yard and/or the play ground, and in the wider community. Conversation and Group Discussions and interaction are also effective means of learning as well as Observation, Physical Activities, Worksheets, and use of The Media.

While most of the activities are planned, some may be spontaneous based on the needs of the children. The daily schedule is often well balanced between self-chosen activities and guided activities. A portion of the morning session and afternoon session is devoted to Circle Time, Story telling, Games, singing and reciting.

VII. ORGANIZATION:
The preschool center should be organized so that the children could play naturally, without too much disruptions. A room that has adequate space and is well organized, will help children to learn to arrange, classify and categorize. The children must know where materials are kept and have easy access to them. The range and amount of materials in the learning centers/activity areas should be carefully selected, must be developmentally appropriate, colorful, durable, and related to the themes presented in the curriculum guide. Preschool teachers must know when to introduce new interesting stimuli in order to invoke new insights, creativity and enthusiasm.

Much consideration ought to be given to time, which is a very valuable resource in the preschool center. In a well-organized room children spend less time fussing over materials and more time on task.

VIII. THE PRESCHOOL PHYSICAL ENVIRONMENT:
According to Caples, S.E. [1996] “The classrooms are the heart of each day’s world for both the children and the staff... and yet that space needs to allow children to feel secure, not overwhelmed, and permit organization, yet encourage exploration.”

We may not be aware of the extent to which the environment influence behaviors of teachers and children. Have you ever observed that when children are indoor they behave differently from when they are outdoor? We know that children learn through interaction with the environment. However, for this learning to be productive, the classroom and outdoor play spaces must be carefully arranged. The classroom or preschool center should be structured “so that all the children meet with success as they explore and interact with each other and with the learning materials. The learning environment should be so arranged that the children can function in an orderly fashion, cooperating, communicating, learning, sharing and working together.

THE PROCESS OF LEARNING IN EARLY CHILDHOOD

The organization of the physical environment, ways of teaching, and guiding young children are all geared to one common goal: Supporting the young child’s learning.

Let’s look more closely at some important aspects of learning in the early years.

DEFINITION OF LEARNING

‘Learning’ is a change in behaviour that occurs as a result of experience.

We need to be concerned with three words: ‘change’, ‘behaviour’, and ‘experience’
‘CHANGE’ should be towards competence, coping and adaptations. To describe change we must be able to recount what the child can do at one point in time, then trace what he is able to do at a later time.

‘BEHAVIOUR’ and learning are not the same. The child’s behaviour may change as a result of fatigue, hunger, illness, medication, fear, stress or level of motivation. Learning is abstract, it cannot be observed. What we can observe is the behaviour or performance of the child as a result of learning.

‘EXPERIENCE’ allows the child to demonstrate the behaviour he or she has learned. Experience also helps the child to practice skills and take learning to another level.

DIFFERENCE IN PACE AND RATE OF LEARNING

At any age there are individual differences in the rates, pace and efficiency of learning. As a child matures, his/her learning proceeds with increased efficiency. EACH CHILD SETS HIS/HER OWN PACE OF LEARNING. That pace may be slower or faster than the other children. That pace may be constant for similar tasks but different in varied tasks. The effective teacher helps children to move at their own pace challenging the pupils by supplying meaningful materials, activities and experiences to support their interest and rate of learning.

It is important to help children to move from one step to another without missing any steps, this is essential to ensure a firm foundation for future learning.

CONDITIONS THAT FACILITATE LEARNING

Learning is best carried out under relatively conflict-free conditions. The child should feel secure, confident and able to cope with the problems presented. Children do not learn readily when discouraged and see little hope for success when ridiculed by others.

The child must want to learn.

Teachers should motivate and encourage activities involving people, objects and events. These activities must include both motor and mental aspects. Young children enjoy and benefit from all kinds of movements, indoor and outdoor, fine and gross motor activities.

Children learn by being active. Exploring what they can do with their own bodies and discovering what they can do with material and equipment.

Children enter the Preschool Centre knowing a great deal. They have had many experiences and understand the world on the basis of their experiences. Our teaching must be based on their knowledge and a feeling for their understanding. It is important for them not to skip any stage psychologically or intellectually in their development.

Some children need to learn trust.

Many children have missed opportunities and experiences that would allow them to function well in the Preschool Centre. Some need to learn to trust adults and themselves before they are ready to make choices and be responsible for their own learning.

Understand the child, guide his/her learning and ensure that conditions are favourable for intellectual and social growth.

FOUNDATIONS FOR LEARNING

Children learn about the world through perceptions - looking, listening, feeling, tasting, smelling and moving. It is important to repeat here that all children need:
The ‘special’ child with handicap and/or disability and incomplete information may not trust his/her own perception. Both teachers and peers should render assistance and fill the missing blanks for the child.

**LOOK!**

Looking, watching and observing are the most constant and readily available source of learning for most children. Teachers should allow children many opportunities to ‘look’ and expose them to beauty in form, texture, colour and arrangement in the environment and be thoughtful about what she/he models and how he/she does it.

**LISTEN!**

Sounds are important to children. Interest in sounds and the capacity to listen and to discriminate sounds contribute to the development of language. Pleasure in sound is the basis for the enjoyment of music.

Children discover many sounds on their own as they explore materials. The teacher can support and extend these opportunities by his/her questions and comments and by providing numerous opportunities for listening and making sounds with their bodies and with objects. The teacher is in a position to detect hearing impairment early.

**TOUCH! FEEL!**

Children are very responsive to the feel of things. They need help in naming the feeling of things that they have identified by touch, for language can help facilitate and direct their thinking. The teacher can encourage the children to experience the feeling of things, supporting and extending their experiences by giving descriptive comments. Through touching and feeling and describing herself, the teacher models a way of learning for the children to organize their world and learn from her example.

**TASTE!**

“It tastes bad.” “It tastes good.” There are more accurate terms to describe taste and the teacher can introduce many other terms to the children. Children will bring objects and materials to their mouth to explore their taste and feel. All materials used in the centre should be safe for mouthing.

Experience and describing taste not only increase the child’s awareness, but also challenge his ability to express his perception. Enjoying tastes and flavours increases enjoyment of eating.

**SMELL!**

There are many kinds of smell. Some smells are pleasant, some are not. Almost everything has an odor which helps us to identify people, places, things and animals. Describing smells challenge children’s ability to express their perception in precise ways.

The teacher supports the child’s discrimination and organization of odor by the questions she/he ask and the opportunities she/he provides.

**MOVE!**

A child’s kinesthetic perception is a result of using his body. The human body develops from the large muscles to the fine muscles. Free movement is essential for the young child. There should be variety
in the child’s activity programme. The teacher should ensure that there is plenty space indoors and outdoors for the child to learn to use his/her body, and equipment to build strength and exercise judgment.

Movement allows the child to learn the kinesthetic discrimination necessary to organize and control his/her own body in and through space.

**PLAY AS A WAY OF LEARNING**
One way to understand play is to classify it on the basis of what the child may be learning from being involved in play. That is to view play as a mode of learning and to classify it in terms of what the child is doing and what he may be learning. The appearance of pleasure often accompanies play, but pleasure is an internal feeling that takes many forms and may not be observable. The child at play usually is serious. Play is pleasurable even when there is no sign of laughter and the activity is positively valued by the player.

Play is self-motivating, it is under the child’s control and it continues overtime. Teachers must provide for young children activities that are pleasurable and give them opportunities to learn through play experiences.

DOREEN JONES (MRS) E.O. Preschool

**THUS A CHILD LEARNS**

**THUS A CHILD LEARNS;** by wiggling skills through his fingers and toes unto himself; by soaking up habits and attitudes of those around him, by pushing and pulling his own world.

**THUS A CHILD LEARNS;** more through trial than. error, more through pleasure than pain, through experience man suggestion, more through suggestion than direction.

**THUS A CHILD LEARNS;** through affection, through love, through patience, through understanding, through belonging, through doing, through being.

*Day by day the child comes to know a little bit of what you know; to think a little bit of what you think; to understand your understanding. That which you dream and believe and are, in truth, becomes the child.*

*As you perceive dully or clearly, as you think fuzzily or sharply; as you believe foolishly or wisely; as you dream drably or goldenly; *as* you bear false witness or tell the truth—**THUS A CHILD LEARNS.**

Fredrick J. Moffitt
A LOOK AT DISCIPLINE

What is Discipline?
Discipline is.....

• Helping a child learn to get along with his/her family and friends.
• Teaching a child to behave in an agreeable way.
Allowing the child the freedom to learn from his/her mistakes and experience the consequences of his/her decisions.

Effective discipline is helping, teaching and learning.

Discipline Is Not Punishment

Whereas punishment focuses on the child, discipline focuses on the act. When we punish a child we are in effect saying to him, “You are loved (or not loved) because of the things you do.” Punishment teaches the child to be “good” as long as we are looking—but as soon as we turn our heads, watch out!

To Discipline Effectively, Think About These Ideas:

1. Effective discipline is positive. It is helping, teaching and learning.
2. The purpose of discipline is to help children learn to do what is right because they want to, not because they fear punishment.
3. Effective discipline is moderate, neither very permissive nor very strict.
4. Moderate discipline is most effective for the age we live in.
5. Discipline influences the kind of adult your child will be.
6. Understanding your own individual child is the basis for effective discipline.
7. Discipline needs to be in keeping with the child’s age and abilities.

ALWAYS:

Make sure the child knows what you expect. Agree with your spouse on your expectations and be consistent.

TRY NOT TO:

• Compare one child’s behavior with another.
• Let one day go by with more punishment than reward.
• Say “You are bad”...say what you have done is bad, or better yet, “What you did makes me angry.”
• Spank more than one swat.
• Use an object to spank.
• Threaten.
• Bribe.
• Nag.
• Criticize.

*** PROGRAMME YOUR CHILD FOR SUCCESS ***
INTRODUCTION TO SELF CHOSEN ACTIVITIES

Self chosen activities are those activities set up in Learning Areas called Centres and are designed to develop and reinforce skills in the various content areas. During this time children will be engaged in activities of their own choice, using materials to further personal as well as academic developments.

The skills to be developed at these centres will include:

Psychomotor: that is gross motor development, sensory-motor, integration and perceptual motor skills.

Cognitive skills to deal with recognition of knowledge and the development of intellectual abilities and skills including critical thinking and language power.

Social skills such as human interactions and relationships.

Affective skills relative to the development of appreciation, adequate adjustments, changes in interest, attitudes and values.

Some of the materials developed for these activities include:

Classification in three categories:

(a) Grouping which is relational on the basis of common function or association
(b) Grouping which is descriptive on the basis of common attributes such as size, shape, colour.
(c) Grouping which is generic on the basis of class or categories such as vehicles, furniture, fruits, vegetables.

Seriation. That is ordering objects on the benefits of their relationships in size, quality, quantity. such as: big, little, more, less, rough, smooth.

Spatial Relations - That is perceptions of body awareness and relationships in space.

Temporal Relations - That is time with regards to beginning and ending.

The teachers’ role at this time is not to push but to nurture basic abilities as they are developing. Attention must therefore be given to:

(i) Involving children in experiences that will assist them in gathering, organizing and applying information.
(ii) Providing a variety of manipulative materials to facilitate active learning.
(iii) Personalizing learning opportunities for maximum individual involvement.
(iv) Encouraging children to make decisions as they self-select an activity.
(v) Assessing individual children’s ability to perform and complete tasks.
(vi) Interaction with individuals and small groups as they verbally express their feelings, ideas and the processes of their activities.
PLANNING THE TIME TABLE

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SELF CHOSEN ACT</strong></td>
</tr>
<tr>
<td>30 mins AM</td>
<td>Purpose: Children observe, manipulate objects to be used in day’s lesson</td>
</tr>
<tr>
<td>15 mins PM</td>
<td>from previous day’s lesson</td>
</tr>
<tr>
<td></td>
<td><strong>CIRCLE TIME</strong></td>
</tr>
<tr>
<td>20 mins AM</td>
<td>Assembly / Devotions / Attendance / Weather / Calendar / News: find their</td>
</tr>
<tr>
<td>20 mins PM</td>
<td>names, songs, rhymes, jingles</td>
</tr>
<tr>
<td></td>
<td><strong>LESSON PLANNED LEARNING EXPERIENCES</strong></td>
</tr>
<tr>
<td>25 mins AM</td>
<td>Based each day on theme. Plan for one specific objective each day</td>
</tr>
<tr>
<td>25 mins PM</td>
<td><strong>PHYSICAL PLAY / OUTDOOR ACTIVITIES ETC.</strong></td>
</tr>
<tr>
<td>15 mins AM</td>
<td>N.B. Activities developed during Work Time (Lesson Oriented Activity)</td>
</tr>
<tr>
<td>15 mins PM</td>
<td>should enable the children to apply concepts, thought processes, content</td>
</tr>
<tr>
<td></td>
<td>and skills initiated during the time devoted to planned experiences.</td>
</tr>
<tr>
<td></td>
<td><strong>SNACK AND QUIET TIME</strong></td>
</tr>
<tr>
<td>30 mins AM</td>
<td>Set purpose</td>
</tr>
<tr>
<td>10 mins PM</td>
<td>Work on activity area to apply concepts and skills</td>
</tr>
<tr>
<td></td>
<td>Share accomplishments and evaluate efforts</td>
</tr>
<tr>
<td></td>
<td><strong>LESSON ORIENTED (WORK) TIME</strong></td>
</tr>
<tr>
<td>25 mins AM</td>
<td>Story, Rhymes, Jingles, Music/Songs</td>
</tr>
<tr>
<td>25 mins PM</td>
<td><strong>GROUP TIME</strong></td>
</tr>
<tr>
<td>20 mins PM</td>
<td>N.B. Activities developed during Work Time (Lesson Oriented Activity)</td>
</tr>
<tr>
<td></td>
<td>should enable the children to apply concepts, thought processes, content</td>
</tr>
<tr>
<td></td>
<td>and skills initiated during the time devoted to planned experiences.</td>
</tr>
</tbody>
</table>

**Free functional and didactic play:**
The well-balanced schedule is shared between:
- Self-chosen activities and teacher guided activities
- Active and quiet activities
- Individual, small group and large group activities

**WEEKLY THEMES**

Each week a new Theme is introduced to the class. As far as possible enough lesson activities have been planned to cover the theme for the entire week. It is expected that in preparing your daily plans you will endeavour to implement what has been suggested and supplement these with your own ideas.

Remember that children learn what we teach and that they do so by ‘doing’. Thus all the lessons should be activity based.
CIRCLE TIME ACTIVITIES (GENERAL)

1. Welcome - Greet each child by name. Have cards containing ‘Full names’ of children displayed on a table. Select and pin/tape each child’s name card to his/her shirt. As children become familiar with their names, have each child select his own name and place in pocket chart.
2. Calendar and Weather
3. Spiritual emphasis
4. Introduction of any activity leading up to the ‘days’/week’s theme.
5. Listening to music.
6. Sing songs.
7. News - Recording children’s news with appropriate drawing of same.

SUGGESTED TIME TABLE

<table>
<thead>
<tr>
<th>TIME</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00</td>
<td>Self-chosen activity at Learning Centers</td>
<td></td>
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<tr>
<td>9:00 – 9:20</td>
<td>Circle Time – Spiritual Emphasis</td>
<td></td>
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<tr>
<td>9:20 – 9:45</td>
<td>TEACH LESSON</td>
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<tr>
<td>9:45 – 10:00</td>
<td>Physical Play – Outdoor / Indoor Ring Games</td>
<td></td>
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</tr>
<tr>
<td>10:00 – 10:30</td>
<td>SNACK – CLEAN UP - REST</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10:30 – 10:55</td>
<td>Lesson Oriented Activity</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>10:55 – 11:20</td>
<td>Group Time – Story / Rhymes / Songs</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11:20 – 11:30</td>
<td>CLEAN UP - DISMISSAL</td>
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****ALTERNATE TIME TABLE****

<table>
<thead>
<tr>
<th>TIME</th>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>1:00- 1:15</td>
<td>Self-chosen activity at Learning Centers</td>
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<tr>
<td>1:15 – 1:35</td>
<td>Circle Time – Spiritual Emphasis</td>
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<tr>
<td>1:35 – 2:00</td>
<td>TEACH LESSON</td>
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<td>2:00 – 2:15</td>
<td>Physical Play – Outdoor / Indoor Ring Games</td>
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<tr>
<td>2:15 – 2:35</td>
<td>SNACK – CLEAN UP - REST</td>
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<tr>
<td>2:35 – 3:00</td>
<td>Lesson Oriented Activity</td>
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<tr>
<td>3:00 – 3:20</td>
<td>Group Time – Story / Rhymes / Songs</td>
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<tr>
<td>3:20 – 3:30</td>
<td>CLEAN UP - DISMISSAL</td>
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The Level 1 Curriculum provided the foundation skills, concepts, positive attitudes and values as building blocks for progression to a more advanced level. This Level 11 Curriculum is presented in a similar format focusing on more advanced skills, concepts, values and positive attitudes. We must be aware though, that it is essential for us to recognize the previous knowledge, attitudes, values and skills that the children bring to the learning situation.

COMPETENCIES FOR THE 4-5 YEAR OLD:

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT:
In order to show the level of development in these areas, the children will demonstrate these competencies:

- Explain why it is important to practice good personal hygiene
- Identify ethnic, cultural, and sex differences
- Show initiative and self-reliance
- Make independent decisions about materials to use in order to express individuality
- Labels and describes a wide range of feelings with appropriate vocabulary during discussions and storytelling
- Show control over own behavior
- Persist longer at a task
- Moves in the classroom with minimal teacher direction when instructions are clear
- Engage in cooperative play
- Begin to conform and are very helpful
- Expand sense of humor
- Exhibit temper tantrums or angry outbursts occasionally
- Have difficulty losing

CREATIVE DEVELOPMENT:

- Increase in complexity, accuracy and detail of the finished product
- Increase ability to organize ideas and materials in unique and creative ways
- Use their imagination to experiment with shapes and colors
- Use percussion instruments to produce sounds and rhythm
- Sing and move to music, sounds and rhythm in a more defined manner
- Dramatize longer stories, songs and rhymes

PHYSICAL DEVELOPMENT:

- Expansion of physical skills:
  - Ride a bicycle
  - Run smoothly and can stop suddenly
  - Climb a ladder
  - Walk confidently up a stair
  - Jump with two feet
  - Hop two to three times
  - Can throw under-hand and catch
  - Begin to skip, pushing one foot ahead of the other
  - Cut paper into smaller pieces and can cut on a curve using a pair of scissors
  - Can identify hand used for writing
  - Progress from writing with crayons to writing with pencils
  - Begins to write large letters within a smaller space
COMMUNICATION, LANGUAGE AND LITERACY:

- Rapid language growth by the end of the fourth year
- Increase vocabulary to about 2,500 words and become more articulate
- Use well-formed sentences and correct grammar in first language
- Use English as a second language
- Imitate adult language
- Master syntax and phonetics of first language but may over-generalize verb tenses, plurals and pronouns
- Engage in conversation with other children and adults in first language and English as a second language
- Take turns to speak
- Begin to use language in a humorous manner
- Move from fantasy to reality
- Use language to control others
- Talk a lot
- Can identify more than 10 letters in the alphabet
- Recognize some words at sight
- Identify and read a few simple words and short sentences
- Able to hold a book and turn pages correctly
- Show interest in pictures and picture read
- Associate words with pictures
- Can sequence at least two main ideas orally
- Ask adults to read for them
- Listen to and can follow directions
- Express feelings in words
- Can role-play for about ten minutes
- Draw a simple picture
- Can discriminate auditory and visual concepts
- Write first name and recognize last name
- Follow two and three-steps directions

MATHMATICS:

- Count orally in sequence up to 50
- Show understanding of the concept of numbers 1-10
- Make sets 5-10 objects
- Organize, trace, color, and outline numbers up to 10
- Sort and classify materials according to amount, size, shape, color, texture and design
- Show understanding of things that are alike and different
- Recognize and name 3 more geometric shapes
- Use positional terms like left and right, over and under, beside, in front of, behind, top, bottom
- Demonstrate simple addition and subtraction of numbers up to 10 orally and practically
- Organize numbers 1-10 in order
- Understand what the number symbols stand for
- Understand that the number that comes next is one more than the number before it
- Match numerals to sets of objects
• Reproduce a number by showing, illustrating, drawing, or construct the correct number given the number name
• Recognize the concept of fractions by sharing a whole into 4 parts
• Recognize that a clock shows and tells time in hours
• Estimate quantities
• Measure and weigh materials
• Recognize Belize’s currency
• Listen to and discuss number stories
• Recite and sing number rhymes and songs

KNOWLEDGE AND UNDERSTANDING OF THE WORLD:

• Explain why the family is important and the role of family members
• Identify the family as an important part of a community
• Use the senses to explore and discover the natural and physical environment
• Recognize basic geometric shape in the environment
• Identify colors and match them with objects in the community
• Recognize three community helpers and at least two responsibilities of each
• Explain the importance of community helpers
• Identify types of weather in Belize and the clothing used by people for each type
• Name months of the year to match with the specific type of weather
• Name specific holidays, the month and date, and one reason why a specific day is holiday.
• Identify, name, and classify means of transportation
• Name the month and date of their birthday
• Explain why birthdays are often celebrated
• Name other occasions that are celebrated

REFERENCES:

1. Early Childhood Readiness Programme, Level 1, Preschool Unit, Ministry of Education, Belize
3. A Comprehensive Framework For Curricula In Israeli Preschools, Ages 3-6, Jerusalem 1995, Ministry of Education, Culture and Sport Pedagogical Administration
4. Preschool Assessment Booklet
5. Skills Progression- Preschool Unit, Belize
CURRICULUM THEMES AND TOPICS

LEVEL 1 (3 YEAR OLD)

UNIT 1
THEME: MY PRESCHOOL CENTER
TOPIC: WELCOME TO PRESCHOOL

UNIT 2
THEME: ALL ABOUT ME AND MYSELF
TOPIC: IAM SPECIAL

UNIT 3
THEME: STIMULATION
TOPIC: THE SENSES – SEE, TOUCH, SMELL, HEAR, TASTE

UNIT 4
THEME: MY FAMILY
TOPIC: MY FAMILY AND ME

UNIT 5
THEME: OUR WORLD
TOPIC: BELIZE OUR COUNTRY

UNIT 6
THEME: SHAPES
TOPIC: BASIC GEOMETRIC SHAPES – CIRCLE, TRIANGLE, SQUARE

UNIT 7
THEME: COLOURS
TOPIC: THINGS THAT ARE BLACK, WHITE, RED, GREEN

UNIT 8
THEME: ANIMALS
TOPIC: PETS

UNIT 9
THEME: PEOPLE
TOPIC: PEOPLE I LOVE

UNIT 10
THEME: HOLIDAYS
TOPIC: MARCH 9TH - BARON BLISS DAY, GOOD FRIDAY, NOVEMBER 19TH - GARIFUNA SETTLEMENT DAY, CHRISTMAS, NEW YEARS
LEVEL 2 (4 YEAR OLD)

UNIT 11
THEME: MYSELF
TOPIC: PERSONAL HYGIENE-KEEPING THE BODY CLEAN

UNIT 12
THEME: MY FAMILY
TOPIC: PEOPLE I KNOW AND LOVE

UNIT 13
THEME: STIMULATION:
TOPIC: OUR SENSES – HEAR, SEE, TOUCH, SMELL, TASTE,

UNIT 14
THEME: SHAPES
TOPIC: BASIC GEOMETRIC SHAPES – TRIANGLE, RECTANGLE, DIAMOND

UNIT 15
THEME: COLORS
TOPIC: BLUE, PURPLE, ORANGE, BROWN

UNIT 16
THEME: OUR WORLD
TOPIC: BELIZE OUR COUNTRY - COMMUNITY HELPERS

UNIT 17
THEME: WEATHER AND CLOTHING
TOPICS: TYPES OF WEATHER AND CLOTHING

UNIT 18
THEME: HOLIDAYS:
TOPICS: BARON BLISS DAY, GOOD FRIDAY, INDEPENDENCE DAY

UNIT 19:
THEME: TRANSPORTATION
TOPIC: GETTING FROM ONE PLACE TO ANOTHER

UNIT 20
THEME: CELEBRATION EVENTS
TOPICS: BIRTHDAYS AND SUCCESSES
# Preschool Curriculum

## UNIT 11 MYSELF

**TOPIC:** PERSONAL HYGIENE AND HEALTH - KEEPING THE BODY CLEAN AND EATING HEALTHY FOODS

## EXPECTATIONS:

The Children will understand the importance of keeping their bodies clean and eating healthy foods.

## OBJECTIVES

The children will:
- Understand the importance of washing hands after using the bathroom.
- Practice the technique of brushing teeth correctly.
- Brush teeth after meals and before going to bed.
- Explain the importance of taking a bath, shampooing hair, and combing it daily.
- Show respect for one’s own body and willingness to care for one’s body.
- Identify, name, sort, match and taste vegetables, fruits and other foods that promote good health.
- Explain why it is important to wash fruits and vegetables before eating them.
- Count, compare, arrange and describe fruits and vegetables.
- Show willingness to try healthy foods that are not known to them.
- Identify and name foods they like and do not like.
- Explain similarities and differences among fruits, vegetables and foods that promote good health.
- Use eating utensils and care for them appropriately.
- Tell how to keep the environment clean.
- Explain why it is important to get rid of harmful insects and pests.
- Explain how to store food properly.
- Establish healthy mannerly meal patterns.
- Express orally how they feel about health and nutrition.
- Listen to and discuss stories related to the theme, sing songs, recite rhymes and jingles, move to music and sounds and express their ideas orally and through art.

## GENERAL CONCEPTS

- Washing hands after using the bathroom and before eating helps to eliminate harmful germs.
- Washing hands after eating helps to eliminate food odors.
- After placing toothpaste on the toothbrush, hold it firmly and brush up and down in front and to the back several times before rinsing the mouth.
- Brush teeth after each meal and before going to bed to fight plaque that causes tooth decay.
- Take a bath every day to avoid body odors and keep your skins clean and healthy.
- Shampoo hair at least once a week and comb and brush every day to keep it clean and healthy.
- Drink milk, eat vegetables and other body building foods such as fish, meat, cheese and eggs so that you can grow and develop.
- Wash all fruits and vegetables before eating to get rid of harmful germs.
- Some foods taste better than others but when we taste them over and over we get to like after a while. It is important to acquire the taste for foods that will make us healthy.
- Most people prefer sugary foods over other foods. We have to eat different types of food to get different nutrients to help us grow strong and healthy.
- People that eat healthy foods are often healthier than those that eat “junk” food.
- All eating utensils must be properly washed and stored in a secure place to avoid insects crawling over them and leave harmful germs on them. Harmful germs make us sick.
- Information on healthy life styles are presented in songs, stories, rhymes, jingle and art activities.
CONCEPTS

A. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
- When eating I should put small portions of food in my mouth, chew with my mouth closed, and speak when there is no food in my mouth.
- I should cover my mouth and turn my head away from the table if I cough or sneeze.
- When I am clean and well groomed, I feel accepted by others
- I feel good about myself when other compliment me about my appearance

B. CREATIVE DEVELOPMENT
- Patterns and designs can be created using many fruits and vegetables
- I can move my strong and healthy body to music and sound

C. PHYSICAL DEVELOPMENT
- Adequate exercise and rest create a good balance for a healthy life style

D. COMMUNICATION, LANGUAGE & LITERACY
- New words added to my vocabulary are: fruits, vegetables, eat, healthy, hygiene, utensils, nutrients, odor, harmful, germs
- When I listen to songs, stories, rhymes, jingles, and watch videos and TV commercials, observe and read pictures, I gather information on how to live healthy, and keep my environment clean.

E. MATHEMATICAL
- Fruits and vegetables can be categorized according to their size, color, texture, shape and use
- Fruits and vegetables can be placed into sets of fives
- Some fruits are heavier than others and we can estimate which one are heavier by lifting them.
- Fruits and vegetables are also weighed and can also be measured

F. KNOWLEDGE AND UNDERSTANDING OF THE WORLD
- Fruits and vegetables are planted, cared for and harvested when they are ready
- Fresh fruits and vegetables are healthier to eat than canned food
- If we eat fruits and vegetables without washing them, we take the risk of getting sick
- When we get sick it costs money to get well again so we save money when we stay healthy
- We must throw waste from fruits and vegetables in garbage containers instead of in the yard, or on the street and roads
- Some soaps, shampoo and body lotion that we use to groom ourselves, contain ingredients and fragrance from some fruits
- All homes should be free of rats and roaches. The Ministry of Health can assist in getting rid of rats and other pests in your home and neighborhood

G. GENERAL SKILLS, ATTITUDES, VALUES
Identify, observe, recognize, name compare, listen, sort, organize, categorize, measure, recite, explore, inquire, cooperate, converse

H. FOCUS SKILLS
Wash hands, brush teeth, discuss, identify similarities and differences, use eating utensils, explain, report, name, sort, bathe and shampoo dolls, taste foods, observe people, practice proper personal hygiene, listen to and share information, demonstrate proper table manners
I. SUGGESTED ACTIVITIES

- Demonstrate how to wash hands properly with soap and shake them dry rather than using a towel and let them practice.
- Be consistent with washing of hands after using the toilet, and before and after eating.
- Encourage them to wash hands in order to keep their nails clean and free from germs
- Ask parents to buy a toothbrush to keep at school. Demonstrate how to brush teeth properly and let them practice. Let them store toothbrushes in sanitary place.
- Be consistent with brushing teeth after eating.
- Invite a dentist to come in to tell short stories about the teeth.
- Give children a handout to identify by circling foods that promote healthy teeth
- Let them sit in pairs and examine each other’s teeth, identify which teeth are decaying and report their observations
- Give each child a mirror to examine his/her own teeth, look at the shapes and report what they see.
- Invite or visit a dentist, nutritionist, doctor to tell stories about how to stay healthy
- Ask children to bring dolls that have hair so they can practice and discuss how to shampoo their hair and bathe.
- Bring in a wide variety of fruits and vegetables and let the children touch, smell and talk about them
- Let the children wash and dry them, then peel and place the skin in the trash bag.
- Encourage all to taste the fruits and vegetables and identify which ones they liked and which they didn’t.
- Let them color pictures of fruits and vegetables
- Let them use some slices of fruits and vegetables with paint to make designs and patterns
- Encourage them to add features to pictures of fruits and vegetables to form animals, people, and other objects.
- Show videos of sick people, particularly those with HIV/AIDS, and healthy people.
- Talk about why people get sick and how it affects the person’s life, the family and the community.
- Take the children to visit the kitchen in the Preschool Center so they can see how utensils and food are stored.
- Show a picture of how a table is set for a meal and allow the children to follow and set a table for a meal.
- Let them sit and practice how to eat, pass items, use napkins and eating utensils
- Take the children for a walk in the schoolyard and the neighborhood to observe how the environment is kept. Discuss how people can help to keep their place cleaner.
- Introduce songs, stories, rhymes, jungles, dance, music and movement, dramatization, miming and puppetry to get the children to grasp information in a fun and interesting way
J. **SUGGESTED ASSESSMENT STRATEGIES**

- Observe the children doing the following:
- Wash hands
- Brush teeth
- Bathe dolls, shampoo and comb dolls’ hair
- Have children pretend that they are nurses, doctors, dentists, nutritionist and interview them to get information they learned about living a healthy life style.
- Take them on a trip to the market to purchase fruits and vegetables. Let them actually do the buying. Let them wash and dry the fruits and vegetables then help to prepare them.
- Ask the children to select any two fruits or vegetables and tell how they are alike and different.
- At snack time, serve fruits and/or vegetables and observe which fruits and vegetables are most liked and who liked them. Do the same for the ones they do not like and who do not like which. Record your findings.
- Observe those who are willing to eat fruits and vegetables they do not like.
- Observe what they do with the waste and take note.
- Ask the children to help to lay a table with plates, forks, cups and napkins. Let them all sit around and ask some children to help to serve. Observe the behavior of children while they eat and record the information.
- Listen for specific phrases like “please pass the___”, “May I have the ___” and “thank you”
- Observe and record who made the suggestions to wash hands and brush teeth after eating. Record your observations.
- Observe how children discard of waste materials and record when they do so without being reminded.
- Observe which children willingly help to keep the classroom tidy.
- Ask the children to tell what they learned after listening to stories, reciting rhymes and jingles, and singing songs.

**NURSERY RHYMES**

- Five Brown Bun _ number rhyme
- Jack Sprat Could Eat No fat nursery rhyme
- Handy Pandy, Jack –a dandy nursery rhyme
- Hot Cross Buns nursery rhyme

**K. SUGGESTED RHymes, SONGS, FINGER PLAYS, STORIES, NURSERY RHYMES**

- Apple On A Stick – song
- Peas Porridge hot song
- This Is The Way We Wash Our Hands song

**L. SUGGESTED RESOURCES**

- Soap, toothbrushes, posters, dolls, shampoo, combs, hair brushes, plastic basins, fresh fruits and vegetables, handouts with pictures of fruits and vegetables, eating utensils, table cloth, table napkins, trash bags and bins, paint, crayons, tape recorder, tapes or CD
- Play food and toys
- Human Resources:
  Dentist, nutritionist, doctor, nurse, health officer
UNIT 12: MY FAMILY
TOPIC: PEOPLE I KNOW AND LOVE

EXPECTATIONS:
The Children will recognize family members, their names and understand why they should love and respect them

GENERAL OBJECTIVES
The children will:
• Recognize family members by sex, first names, last names and relationships
• Identify things that family members do to show love and respect for each other
• Draw and name family members
• Tell the different ways that they show how much they love family members
• Identify who they love most in the family and why
• Identify and tell how family members help them to be creative
• Tell why they should communicate with family members
• Count the number of people in the family and represent the information in drawing and number
• Families in a neighborhood should live peacefully with each other and give help when they can.
A. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Most family members have different first names and some have different last names.
- Many family members have the same last name.
- There are usually male and female family members but there may be only male or only female members in a family.
- All family members should feel appreciated, loved and accepted.
- Identify good touch and bad touch.
- All families should promote healthy life styles such as eat healthy foods, practice good personal hygiene, help to keep the home and neighborhood safe and clean.

B. CREATIVE DEVELOPMENT

- In some families, children are allowed to express themselves within boundaries.
- Family members should be allowed to do things differently.
- All family members should be given opportunities to express their thoughts, ideas, imaginations and feelings in acceptable ways.
- My ideas and feelings about my family can be expressed through drawing, modeling and painting.
- Let them use finger and paint to make pictures of their family.

C. PHYSICAL DEVELOPMENT

- Activities in which the family is engaged, should help to promote a healthy life style.
- Families should participate in outdoor activities and encourage playing of sports and other games.
- When families invest in sporting equipment and encourage outdoor activities, family members develop large and small muscles, balance, and coordination.

D. COMMUNICATION, LANGUAGE & LITERACY

- It is important for family members to converse with each other.
- Families need to set time aside to have meals together so that they can express their feelings, ideas, opinions and creativity with other family members.
- People in the family learn new words, expressions, and tone of voice from each other.
- Some new words are: home, house, neighborhood, neighbor, community, mother, father, brother, sister, step-sister, step-mother, step-father, parents, meals, love, respect, kindness, share, converse, surname or last name, Christian name or first name.
- People in the family should help each other by asking questions, answering questions, listen to and show respect when others are speaking.

E. MATHEMATICAL

- There are ___ people in my family.
- I have ___ brothers.
- I have ___ sisters.
- Some things are big, small/little.
- The number 6 comes after 5 and before 7.
- A set of 5 has fewer things than a set of 6.
- A set of 6 has more things than a set of 5.
- When tracing and writing the number 6, “start at the top, go down, curve around to the right.”

F. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Families that live in the same neighborhood should get along.
- People that live in the same neighborhood should share and work together to keep the environment safe and clean.

G. GENERAL SKILLS, ATTITUDES, VALUES

- Recognize, name, identify, tell, explain, differentiate, classify, organize, discuss, converse, categorize, listen, dramatize, appreciate, value, draw, paint, count, match.

H. FOCUS SKILLS

- Recognize sex, first and last names of people in the family.
- Classify people according to sex, brothers and sisters.
- Identify how family member show respect and love.
- Draw, name, tell how to show love, converse about feelings, ideas, opinion.
- Discuss outdoor activities of the family.
- Count the number of people in the family.
I. SUGGESTED ACTIVITIES

- Encourage the children to find out the first and last names of their parents and siblings.
- Bring in picture of people showing affection for each other and ask shy children to select a picture that depicts how they show affection/love for family members and vice versa.
- Provide paper, pencil, crayons, paint and brushes for the children to draw or paint the people in their family.
- Ask parents to help their children to create a family poster with photos and display them.
- Talk about kindness and how people show kindness. Divide a large sheet of paper into two sections and place it on the wall or a board. Glue a purple heart-shape on the right side and a blue circle on the left side. Give each child a blue circle and purple heart-shape. Ask them to chose the heart if they think they are treated kindly at home and place it in that section on the paper. If they think they are not treated kindly at home place the blue circle in that other section on the paper. Hold a conversation with the children about the responses.
- Make individual cut-out faces showing different feelings, e.g. happy, sad, miserable, pensive, angry, lonely etc. Place them on the wall and ask them to select one that shows how they feel about family members when you call a name, for example, mother, father, brother, sister. Give them an opportunity to talk about that feeling and why they feel that way towards a particular person.
- Make up your own stories about the theme and concepts to tell the children. Use a cinema box, a felt board with pictures or puppets.
- Take the children outdoor and ask them to demonstrate some of the fun activities they do with their families.
- Let them dramatize their concept of how a family should treat each other.
- Trace or draw large shapes of male and female family member on heavy cardboard. Color them and cut them out. Attach a piece of cardboard to the back to form a stand. Ask children to take turns to arrange them to represent their own families.
- Help the children to draw a map of the street on which they live including their own home and that of at least two neighbors. Use large sheets of shop paper on the floor and walls if possible. Jumbo crayons or paint and brushes are better to use.
- Introduce family words like: mother, father, brother, sister, family, love, hug, happy, sad, angry, home, house.
J. SUGGESTED ASSESSMENT STRATEGIES

- Let children imagine that they are introducing themselves to someone and tell the person about their family.
- Draw family members and name them
- Observe how children behave when they dramatize how they show love for family members.
- Encourage role-playing and record your observations
- Encourage the use of costumes for dramatization and role play
- Discuss stories, rhymes and songs about the family

K. SUGGESTED RHYMES, SONGS, FINGER PLAYS, STORIES, NURSERY RHYMES

- With Jesus In The Family song
- Three Little Pigs story
- Mother Wolf and the Seven Kids story

L. SUGGESTED RESOURCES

Poster paper, crayons, paint, paintbrushes, microphones for interviews, tape recorder, cassettes
**UNIT 13: STIMULATION**

**TOPIC: OUR SENSES- HEAR, SEE, TOUCH, SMELL, TASTE**

### EXPECTATIONS:

Children will be able to understand how to use their senses to learn

### GENERAL OBJECTIVES

**The children will:**

- Identify and name parts of the body related to the senses
- Explain how they use the senses to learn
- Count six things they can see, hear, taste, touch, smell
- Use the senses to explore and discover textures, shapes, sizes
- Create designs using the fingers.
- Listen to stories, rhymes, jingles, songs
- Build vocabulary and use words related to the senses
- Differentiate among things that they like to smell, taste, hear, touch, and see
- Identify things by the smell, taste, sound and touch without seeing them
- Discuss how people in different ethnic groups like the taste of different foods and dishes. Let them taste different ethnic dishes

### GENERAL CONCEPTS

- We have five senses
- The senses are: hear, see, smell, touch, taste
- We, hear with the ears, see with the eyes, smell with the nose, touch with the fingers and taste with the tongue
- When we use the eyes to see and look at things around us, we learn to recognize those things by shape, size, color, e.g. plants, animals, houses, people, vehicles
- When we hear and listen to a sound in the environment we can identify what makes the sound and the direction from where it is coming. Some examples are, machines, music, voices, dogs barking, motor engine of vehicles, birds chirping
- When we taste different kinds of foods we can identify them by flavor and quality. Some foods are sweet, sour, salt, bitter, and bland
- When we touch things around us, we are able to tell the texture. Some textures are smooth, rough, soft, and hard
- Things we taste, smell, touch can be placed into sets of six
- Things that make sounds and things we can see can be counted
- We use our fingers for touching but we also use them to make designs and patterns using paint, clay, play dough m
- We use our ears to listen to stories, rhymes, jingles, and songs in order to increase vocabulary, e.g. senses, touch, taste, smell, hear, see, listen, look, nose, tongue, eyes, ears, mouth, nostrils, sweet, sour, bitter, salt, loud, soft, smooth, rough etc
- When we listen and hear, we learn to use words and expressions correctly
- We listen to and hear sounds of letters of the alphabet, e.g. letter/sound “t” in taste, touch, tall, tea, tears, teeth, tongue
- When we hear and see things we learn to differentiate. For example, words that begin with Letter/sound “Ss”, “Hh” are different from words that begin with letter/sound “Tt”
- We use our senses to help us to learn how to live in our environment
- When we smell the garbage, we know that it is time to clean up.
- When we see and hear the rats we know it is time to get rid of all the trash in the yard and call in the health authorities to help with eradication.

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Early Childhood Education & Development Center
A. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- I have five senses. My senses are hear, see, smell, touch and taste
- For some people the senses are better developed than for others. We say that these people have special needs. We must show respect for those who are not born with all their senses
- I must be thankful to God for the senses that I have
- Hearing is the first sense that I used, then tasting, seeing, smelling and touching
- When I see people and things and how they behave, I learn from them.
- I listen, hear and learn how to speak with other children, my family, my teachers, my parents and older people
- Most of what I learn is by hearing, seeing and touching

B. CREATIVE DEVELOPMENT

- When I see things I am able to use my imaginations to make them different
- When I hear sounds and information, I can use my own ideas to change them and make them different
- I can create many different designs, patterns, and shapes from different materials using my fingers
- I can use my fingers to construct and produce many different things

C. PHYSICAL DEVELOPMENT

- When I use my sense of touch, I strengthen my fine muscles i.e. I can catch and throw things, I can do things with my fingers better
- When I use a ball to throw and catch I learn eye-hand coordination and judgment
- When my fingers are strong, I have better coordination - I can stack blocks with ease, trace, crayon inside a space and lace my own shoe

D. COMMUNICATION, LANGUAGE

- I hear and listen to tone of voice that people use to converse with others, to scold with and to praise with
- We use our ears to hear and listen. We listen to stories, rhymes, jingles, songs. We learn information when we listen.
- We learn some words and expressions by listening and/or seeing, e.g. senses, touch, taste, smell, hear, listen, look, nose, mouth, tongue, ears, eyes, sweet, sour, bitter, salt, loud, soft, rough, smooth
- We listen to and hear names and sounds of the letters of the alphabet, e.g. “t” as in taste, touch, tall, tea, tears, teeth, tongue
- Some words begin with letter/sound “t” and others begin with Letter/sound “s”
- I must use whole sentences when I speak about my sensory experiences

E. MATHEMATICAL

- Things we taste, smell, touch, hear and see can be counted and placed into sets of 6
- I can count and touch 15 things

F. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- I use my senses to learn about the world
- We use our eyes to look at and see things around us
- We see shapes, colors and sizes of things around us, e.g. people, plants, animals, homes, vehicles and animals
- We hear loud and soft sound in the environment e.g. voices, music, machines, vehicles, dogs barking, birds chirping
- We taste foods that are sweet, salt, sour, bitter, e.g. cookies, potato chips, plums, grapefruit
- The sense of smell help us to identify when it is time to take out the garbage, when to call the health services to eradicate rats and roaches from our environment
- Many things in the environment can be identified by the smell e.g. paint, fuel, butane gas, smoke, blossom, food cooking or baking
- Some things in our environment are soft, hard, smooth or rough. We can tell the texture when we touch them
- The “Garifuna” plant and eat some food like cassava and plantain
- Many “Garifuna” catch fish to make a cultural dish called “cere”
- We must use our senses to keep us safe, e.g. we can smell smoke from a fire, see a dangerous situation etc.

G. GENERAL SKILLS, ATTITUDES, VALUES

Visualize, listen, speak, taste, smell, look, observe, read pictures, sing, recite, paint, Color, move, manipulate, differentiate, identify, recognize, match, construct, produce, design, create, explain, discuss, converse, report, recite, explore, sort, categorize
I. SUGGESTED ACTIVITIES

- Play the touch game, i.e. touch your eyes, touch your nose etc.
- Set items like a tambourine, a picture, a doll, a toy car, perfume, and cookies on a table and ask children to explore to find out all they can about the items. Ask questions that will lead to discovery of the senses
- Hold a discussion using a poster showing parts of the body
- Ask the children to tell what they can see. Play the game, “I spy with my little eye”. Make a list of some of the things they see and read it back to them
- Play a descriptive game “I want to buy”. Let a child say, “I want to buy something that is round and has lots of colors. I can bounce, throw and catch it” let the others guess what the answer is.
- Role Play child begging mother to go to the park to play, child asking another child for a piece of orange, child telling an older person that the parents are not at home. Pay attention to tone of voice
- Bring different foods on a tray. Some will be sweet, salt sour and bitter. Blindfold or let the child wear an eyecover. Let a child take one of the items on the tray and eat it and tell the taste of the food. Give each one a chance.
- Bring in plastic jars with cotton in them. Each jar will have a different fragrance in it. Let the children open the jars and smell, then tell what the fragrance is. For example, perfume, pine oil, vinegar, Clorox bleach, fabric softener, coffee, etc.
- Place objects that are rough, smooth, hard, soft in a “Feely Box”. Leave an opening just large enough for a child to put one hand in to feel the objects. Ask the child to describe the texture of one item
- Bring in items for the children to arrange in sets of six
- Let them put 6 beads on a string
- Let them make a mobile with 3 sets of 6 cutout shapes on a hanger
- Ask each child to collect 6 leaves outdoor.
- Give each child 10 colored strips in an envelope and ask that each one count 6 strips and paste them on a line on a sheet of paper provided. Cut the strips different lengths and observe how the children arrange them. Ask each one to identify the shortest and longest strips and to count them aloud.
- Let them touch something warm and then some thing cold in two separate containers and tell the feeling
- Read stories, tell stories, play stories on tape recorder. After listening, ask them to tell what they heard
- Sing songs, listen to songs and move to rhythm of songs
- Organize with a “Maya, Garifuna, Creole, Mestizo” parent, and parents from other ethnic groups as you see fit, to cook a cultural dish, bring it for the children to see, smell and taste

H. FOCUS SKILLS

- Recognize the body parts that are related to the senses
- Listen to and hear sounds in the environment, words, letters/sounds of letters of the alphabet, songs, rhymes, jingles, information, discussion, conversation, reports, voices of people, their own voices and radio and TV programs
- Taste a variety of foods
- Observe, pictures, real objects, behaviors of people, facial expressions when they speak
- Touch a wide range of things to identify textures
- Create designs, patterns and shapes
- Construct and produce craft
- Catch and throw ball
- Collect and stack blocks, trace, cut with scissors, crayon inside a space, lace shoes, “string beads”
- Converse with others
- Count objects up to 15
- Arrange and organize, sets of 6
- Hammer 6 nails into a board
- Use senses to explore and increase knowledge and skills
- Use senses to identify colors, shapes, sizes, sounds, different flavors, fragrances
J. SUGGESTED ASSESSMENT STRATEGIES

- Ask children to collect one item in the room that can make a sound.
- Let them lie on a mat on the floor and quietly listen to sounds in the environment. Ask each child to tell one sound he/she heard.
- Ask children to bring something that is soft and name things that are hard.
- Let the children look for things that are green.
- Give worksheets with body parts and related activity. Let the children match the body parts by drawing a line to the related activity.
- Ask an adult to go behind a curtain and make sounds with different objects and let the children tell what is making the sound.
- Blind fold the children and give them lime, orange, apple, tangerine, dice pineapple, bell pepper, in separate bags for them to smell and name the fruit that they smell.
- Take them on a field trip and observe how they used their senses to collect information.
- Give the children flat colored sticks and glue, and tell them to construct anything they want.
- Ask the children to stack 6 blocks, collect 6 cups and count and jump 6 times.
- Ask them to count in sequence up to 15, clapping and then jumping on both feet as they count.
- Give a worksheet with six balloons on it. Three of the balloons will have words beginning with the letter/sound “Tt” and the other three will have words beginning with other letters. Ask the children to color only the balloons that have words beginning with letter/sound “Tt”.
- Listen for use of new vocabulary in conversations among the children.

K. SUGGESTED RHYMES, SONGS, FINGER PLAYS, STORIES, NURSERY RHYMES

- Ten pink fingers standing up tall rhyme
- Head shoulders knees and toes rhyme
- One little finger number song

L. SUGGESTED RESOURCES

Fruits, vegetables, cookies, candies, soda crackers, a tray, fragrances, flavors- vanilla, strawberry, pineapple and lemon essence, grated nutmeg, jars with fragrances, a scarf for blindfolding, tambourine, doll, toy car, perfume.
Posters showing sensory activities and body parts.
A “Feely Box”, with items in it, string, beads, blocks, a set of dominoes for stacking, paint, paint brushes hangers ribbons, cut-out shapes of body parts related to the senses.
Preschool Curriculum

UNIT 14: SHAPES

TOPIC: BASIC SHAPES- RECTANGLE, DIAMOND, OVAL, STAR, HEART

EXPECTATIONS:
Identify and name, count, trace, draw, cut-out, and read the names of five shapes

GENERAL OBJECTIVES

The children will:
• Identify shapes in pieces of fruits, vegetables, and foods
• Show respect for others regardless of how they keep themselves
• Recognize and name 5 shapes
• Organize themselves into different shapes
• Arrange shapes by size, numbers and colors
• Discriminate among different shapes
• Classify objects according to their shapes
• Cut shapes from construction paper and other materials
• Select a shape and construct a picture frame from cardboard and decorate the frame.
• Give a simple description of a shape
• Draw and color three different shapes
• Identify the sh sound at the beginning of words, e.g. “shape”
• Listen for, repeat, and use word beginning with “sh”
• Cut shapes using a pairs of scissors
• Answer open-ended and closed questions about shapes
• Explain that counting numbers are arranged in sequential order
• Recognize different shapes in the community

GENERAL CONCEPTS

• Foods, fruits, vegetables can be cut into different shapes before presented for meals or snacks. Presenting foods in different shapes makes them more attractive and appealing
• Five shapes are: rectangle, star, oval, heart and diamond
• When we arrange shapes by colors, we put all the red rectangles together in a group, all the green ovals together and all the yellow diamonds together.
• To discriminate among shapes, a rectangle has four sides- two short sides opposite each other, and two long sides opposite each other; a diamond has four sides – looks like two triangles with the bases in the middle etc.
• When cutting shapes with a pair of scissors, cut along the borders
• Picture frames and other items can be made into different shapes with different materials and designs
• Shapes can be made colorful with paints, crayons, glitter glue and other decorative materials
• The word “shapes” begins with the letters “sh” and the letters make one sound “sh” as in words like shampoo, shower, shell, shine, ship, shelf, shoes, shade, shame, shop etc.
• When we answer open-ended questions, we are required to think critically, because the answer is based on our experiences and information we have about a specific topic. Our own thoughts and feelings are expressed also in answers to open-ended questions
• When I answer closed questions, I must verbalize “yes” or “no” instead of only shaking my head
• There are many shapes on a wide variety of objects in our community
• Shapes are seen on: road and street signs, advertising signs, on vehicles, houses, boats, many household items, fences etc.
A. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- I can make friends by conversing with others about shapes of food presented at a meal or for snack

B. CREATIVE DEVELOPMENT

- I can use my own ideas and information about shapes to construct and design a picture frame
- I can use my own design with a variety of materials to make a picture frame and other creative items

C. PHYSICAL DEVELOPMENT

- Cutting along the borders of shapes with a pair of scissors, helps to develop the fine muscles in my fingers
- To cut, place the thumb in one section of the scissors, the fore and middle fingers in the other section and support the scissors with the ring-finger and pinkie
- I have to follow with my eyes and guide the scissors along the borders of a shape in order to cut neatly
- When I manipulate small and large items, color, paint, trace, draw, model and assemble objects, I develop eye-hand coordination, fine and gross muscles

D. COMMUNICATION, LANGUAGE & LITERACY

- The word “shapes” begins with letters “sh” but these letters together make one sound “sh”
- Some other words begin with “sh”- shampoo, shower, shell, shine, ship, shelf, shoes, shade, shame, shop etc.
- I have to think and use my thoughts, ideas and feelings to answer open-ended questions
- I must verbalize or say “yes or no” instead of only shaking my head when I answer some closed questions.
- Some closed questions only require one word or a phrase as the answer
- I must listen carefully so I can remember the sound of letters and how words are used in sentences
- Letters have different shapes. Some have straight lines and others have lines and curves

E. MATHEMATICAL

- Five shapes are: rectangle, diamond, oval, star and heart
- A rectangle has four sides. Two sides are long and two are short. The long sides are opposite each other and the short sides are opposite each other.
- A diamond shape looks like two triangle base to base in the middle with the longer points opposite each other
- An oval is shaped like an egg
- A star has usually has five points
- Shapes can also have different colors and can be categorized by both shapes and colors
- Counting numbers in ones are arranged in sequential order, e.g. 1, 2, 3, 4, 5, 6
- Shapes can be arranged into sets of 6
- When sets of 6 are organized, the value of 6 is understood
- Shapes can be counted orally in ones up to 25

F. KNOWLEDGE AND UNDERSTANDING THE WORLD

- Shapes can be found on many items in our community
- Shapes are seen on: road and street signs, vehicles, buildings, boats, household items, patterns on clothing, toys and fences

G. GENERAL SKILLS, ATTITUDES, VALUES

Identify, recognize, converse, discuss, organize, discriminate, cut, paste, construct, arrange, color, count, respond
Differentiate, categorize, report, listen, repeat, memorize, match, draw, design, assemble, interact, create, compare, read, sort, classify
Categorize, contrast, collect, speak, count, sing, recite, name, paint, model, trace, appreciate, value, cooperate, tolerate, show patience, attend

H. FOCUS SKILLS

- Cut out shapes, trace shapes, color, paint, draw, and model shapes
- Sort and arrange pieces of foods according to shapes
- Identify and name 3 basic geometric shapes
- Describe the 3 shapes
- Discriminate among shapes
- Categorize shapes according to colors
- Ask and answer questions
- Construct and design a picture frame and other art and craft items
- Decorate and design picture frames from various materials
- Show appreciation for art materials
- Respond to questions and requests
- Recognize letters and sounds of the alphabet and sound
- Match, compare, count, and build sets
- Observe, recall, report, discuss, record information collected from the community
SHAPES Cont.

I. SUGGESTED ACTIVITIES

- Let the children select a piece of fruit that is cut into rectangular shape, oval, heart, star, diamond and name the shape before eating it. This can be done at snack time.
- Bring in a rectangular bar of soap and talk about the shape and what it is used for.
- Wear an apron with a big bright rectangle, heart, oval, star or diamond shape patch on it and you may also want to wear a matching pendant on your chain and earring for the week you are teaching a particular shape.
- Make wind mobiles with the shapes to reinforce shapes and colors.
- Cut out the shapes from bright colored poster paper and use the shapes to create animals. Use them for short stories and make nursery rhymes for the children to recite.
- Guide the children in making flags with the different shapes.
- Collect materials and guide children to use their own ideas in creating picture frames of any shape they desire, i.e. rectangle, heart, oval, star or diamond.
- Have all the materials for decorations for the frame available and let the children use their creativity.
- Ask parents to assist by giving the children photos to put in the frame.
- Use large cut-out letters and flash cards to teach the “sh” letter sound.
- Make a ladder from the flash cards after using them. Hang it in the Language Activity Area.
- Ask the children to bring a picture or item that begins with “sh” to school to “show and tell.”
- Make a story and use shapes as the characters. Use a felt board to display the characters.
- Ask many open-ended and closed questions and encourage the children to speak in sentences.
- Take the children on a trip into the community and allow them to observe and point out different shapes.
- Talk with them about types and purpose of some signs and buildings.
J. SUGGESTED ASSESSMENT STRATEGIES

- Observe if children are able to use their imagination to create their picture frames and other art ideas.
- Guide the children in making shape booklets cutting the cover and 6 pages into rectangle, another into triangle and the other into diamond shape. Let them create animals and people figures by adding features to the basic shape. Put one on each page.
- Teach the children how to cut along the borders of a shape with a pair of scissors.
- Let them paste 6 shapes on to sheet of paper and count them, then trace the dotted lines of the number 6.
- Ask children to collect six things from around the room.
- Allow them to work in a booklet that you prepared. “My Book Of Six” Let them draw six of any objects they desire on each page, color them and use a crayon to write the number 6 to the bottom of each page. Let them use their creativity to decorate the cover of the booklet.
- Give them a piece of yarn or string. Name a shape and let them use the string to form the shape.
- Take note of all those children that can cut straight along a line. Record it.
- Observe if they are answering closed questions by saying “yes or no” instead of shaking the head.
- Listen to how they are answering open-ended questions and make a note of it.
- Give a worksheet with diamond shapes and write words beginning with “sh” in four of then and other words in the next three diamonds. Ask them to select a yellow crayon to color the diamonds that have words that begin with “sh”.
- Tell a short story that contain about 6 words beginning with “sh” and let the children clap whenever they hear a word that begins with “sh”.
- Ask each child to rap on the table and count up to 25. Record the result.
- Review shapes then tell the children they will watch a video to find shapes that they know.

K. SUGGESTED RHYMES, SONGS, FINGER PLAYS, STORIES, NURSERY RHYMES

- Humpty Dumpty rhyme
- Six brown buns number rhyme
- Six little kittens number rhyme
- Six little ducks number song
- Six little woolly lambs number song
- Six elephants number song
- Brer Anancy and the six plantain story

L. SUGGESTED RESOURCES

- Three different large cut-out shapes from construction paper, envelopes with 3 different shapes and colors, scissors, soap, sticks for flags, colored paper for flags.
- Booklets, posters, glue, sequence, glitters, paints, crayons, markers, buttons, shells, flat colored sticks, string, yarn, foods cut into shapes, hangers for mobiles.
UNIT 15: COLORS
TOPIC: BLUE, PURPLE, ORANGE, BROWN

EXPECTATIONS:
Identify, name, match, associate, discriminate colors in the environment

GENERAL OBJECTIVES

The children will:
- Participate cooperatively in activities
- Show respect for the creativity, opinions, personal uniqueness and belongings of others
- Identify things that are blue, purple, orange and brown
- Classify and arrange things according to color
- Experiment with different primary colors to create secondary colors.
- Create different color play dough
- Paint and create different shades to their picture
- Show appreciation for dramatic play and music
- Show increasing skills in walking, running, hopping and skipping without a rope
- Trace, color, model
- Identify and read color words
- Use color words descriptively
- Sing songs, recite rhymes, and listen to music and stories with color themes
- Identify, name, color and trace the number 7
- Recognize that 7 comes after 6 when counting in ones
- Explain that counting numbers are arranges in sequential order
- Recognize how colors are used to attract attention in the community
- Identify the color brown in soil and the texture of soil
- Associate soil as a valuable resource to people that plant seed for food and other purposes
- Identify the theme colors in the natural environment
- Explain that some food items are grown in Belize e.g. papaya, carrots – orange color, potatoes – brown, star apple, gooseberry-purle
**A. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**
- We are all unique and different
- I must be patient and tolerant with others
- I must work in harmony with others
- When others need help that I can offer, I must do so willingly
- I must cooperate when doing activities in a group
- I can follow rules and limits without a fuss
- I feel good when I play without quarrelling and fighting

**B. CREATIVE DEVELOPMENT**
- Drawing and painting can be used to express feelings, thoughts and to record ideas
- I show appreciation for materials and show how much I value them when I use them creatively
- I can use materials and colors in imaginative ways
- When painting I should wash the brush in water before using another color
- When paints, food coloring and dyes are mixed they produce different colors and shades

**C. PHYSICAL DEVELOPMENT**
- I can play ring games, build, stack and complete a puzzle cooperatively with other children
- I can walk flat-footed and on tip-toes with good balance
- I can run in a straight path and in circles

**D. COMMUNICATION, LANGUAGE & LITERACY**
- I am able to explain to others the task or activity that I am presently doing
- When activities happened yesterday it is the past but when they are happening now it is the present. I can tell what day it is today, what day it was yesterday and what day it will be tomorrow
- To trace, join the dots or write the letter Cc, start at the top. Go from right to left, curve around, going to the bottom, then back to the right.
- I can use simple descriptive words when conversing. Some descriptive words are: red, green, yellow, white, black, brown, orange, purple, blue, round, square, rectangular, triangular, big, small, tall, long, short, heavy, pretty, soft, hard
- Pictures and ideas are arranged in se

**CONCEPTS**

**E. MATHEMATICAL**
- When counting sequentially in ones, numbers come after each other e.g. 15, 16, 17 18, 19, 20 etc.
- The number 1 comes before 2, and 2 comes after 1 the same way 7 comes after 6 and 6 comes before 7
- Different color objects can be arranged into sets of seven
- Sets of 7 can be made with real objects and with pictures
- To trace, join the dots or write the number 7, start at the top, go from left to right and straight down.

**F. KNOWLEDGE AND UNDERSTANDING OF THE WORLD**
- Colors like orange, brown, purple and blue are found in the natural environment.
- Papaya and carrots are orange color, star apple and gooseberry are purple, potatoes and cassava have brown skin, the bark of some trees are brown and the sky is blue on a clear sunny day.
- All the above mentioned food items grow in Belize

**G. GENERAL SKILLS, ATTITUDES, VALUES**
Recognize, explore, experiment, discover, discuss, converse, show appreciation, cooperate, match, describe, distinguish, discriminate, differentiate, create, balance pretend, dramatize, listen, read, arrange, empathize, demonstrate, adapt, label, name, paint, color, mix, model

**H. FOCUS SKILLS**
- Show respect
- Identify things of different colors-blue, orange, purple, brown
- Classify and arrange things according to colors
- Experiment with colors to create shades and secondary colors
- Make play dough – different colors from the theme
- Paint
- Walk, run, hop, skip, trace, color, model using play dough, read words, converse, make sentences using familiar descriptive words
- Sing, recite, listen to music, move to music and sound
- Listen to stories
- Recognize the position of the numbers 6 and 7 when counting
- Arrange objects and pictures into sets
- Identify the color brown in different types of soil
- Recognize soil as a valuable resource
COLORS  Cont.

I.  SUGGESTED ACTIVITIES

• Ask children to chose a partner and ask them to describe each other and find two similarities and two differences
• Supervise children as they organize themselves into group of fives. Give each one a picture to color. Place only three crayons on the table for them to use and let them decide how they will share as a group.
• Role-play a scenario in which two children are playing with the same toy. They decided between them who would play with it first. However, when it was time to hand it over, the child refused to give up the toy. That led to “pulling and pushing” and eventually hitting. Hold a discussion about it to get the feelings and opinions of the children.
• Give children large pictures and paintbrushes, feathers or sponges to paint using a color from the theme.
• Use your own art ideas and let the children use colors from the theme.
• Give them piece of lace material and place a sheet of paper over it. Use a blue, orange, purple or brown crayon to color lightly on the paper and watch the design of the lace transfer to the paper.
• Prepare containers with different color paint. Drop one marble in each container. Give each child a sheet of white paper to place in a box. Take out the marbles with a spoon and drop them in the box on the paper. Let the child roll the marbles across the paper until all the paint is finished. Let the child pin it on a line to dry.
• Let them mix different color paints to discover the result. Make sure they wear aprons.
• Paint plastic bottles the colors from the theme. Use them in an outdoor game in which the children will line up on one side and the bottles on the other side. Call out a color and the children will run and get the color bottle and run back.
• Some children will run faster and get a bottle while others will not get the specific color bottle you asked for. Some will bring another color, so you need to draw attention to all those that got the correct color.
• Take them outdoor and teach them how to hop, skip, run, walk fast and walk slow.
• To make it fun, let them collect objects as they run, skip, walk, hop.
• Use a calendar and on a daily basis let the children tell what day is today, what day was yesterday and what day will it be tomorrow.
• Converse with them in groups and individually and let them tell what they did yesterday, what they are doing now and what they will do tomorrow.
• Give the children the descriptive words and let them find an object in the room and describe it.
• Let the children march like soldiers and count up to 20.
• Let them make giant steps and count up to 20.
• Write numbers 1-7 on colored construction paper. Pierce holes in the upper right and left side. Attach a piece of yarn. Hang it like a necklace around the children’s neck. Let them organize themselves in sequential order. Discuss the position of numbers and emphasize before and after. Let them arrange themselves in lines beside each other and behind, then in a circle. Ensure that all the children get a chance to participate.
• Take in fruits and vegetables with colors from the theme and give them the opportunity to discuss, touch, smell and taste.
• Discuss the food items and use a map of Belize to show areas where the tubers, fruits and vegetables are grown.
J. **SUGGESTED ASSESSMENT STRATEGIES**

- Observe the level of tolerance that children show as they decide who will use the crayons first. Record the observations.
- Observe how children treat each other and their willingness and enthusiasm to participate in activities. Record your observations.
- Ask them to select the appropriate color crayon from among other colors. Let them color a picture.
- Let them name the color and identify other objects with the same color around the room.
- Prepare your own colorless play dough with no color, then let them use food color to put in the dough and knead it. Ask them what color is the dough.
- Paint the theme colors on four sections of a plank. Lay the plank on the ground and let the children walk slow then fast on the plank.
- Check how many of them can hop at least four times without losing balance.
- Let them run to collect flags from a container and run back with it. Record the observations.
- Write color words on flash cards and let the children place them on pictures and real objects that match with the color.
- Let the children play matching games by matching two items with the same color.
- Ask each child to clap and count up to 20.
- Ask each child to collect 7 straws and paste them on a sheet of paper.
- Ask each child to bring some soil from home in a clear plastic bottle. Let them show and tell what color is the soil and how it can be used.

K. **SUGGESTED RHYMES, SONGS, FINGER PLAYS, STORIES, NURSERY RHYMES**

<table>
<thead>
<tr>
<th>Little Boy Blue</th>
<th>rhyme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5,6,7, all good children go to heaven</td>
<td>number rhyme</td>
</tr>
<tr>
<td>Mary wore a blue dress</td>
<td>song</td>
</tr>
<tr>
<td>Seven Kids</td>
<td>story</td>
</tr>
</tbody>
</table>

L. **SUGGESTED RESOURCES**

- Plastic bottles, plastic drinking straws, colored real items, colored pictures, a wooden plank with colored sections painted on, attractive, brightly colored calendar, different color paint – also black and white to create shades, paint brushes, tape recorder, CD, crayons, sponges, feathers, lace material, shoe boxes, marbles, plastic aprons, real fruits and vegetables with the suggested colors.
UNIT 16: OUR WORLD
TOPIC: BELIZE OUR COUNTRY – COMMUNITY HELPERS – Firefighters, Nurses/Doctors, Police Officers, Security Officers

EXPECTATIONS:
Develop an awareness of the environment and human responsibility.

GENERAL OBJECTIVES
The children will:
• Explain how they can keep themselves safe in the community
• Follow classroom rules
• Identify ways to care for the physical and natural environment
• Uses vocabulary to describe community helpers
• Identify some community helpers by their uniforms, instruments, tools
• Discuss what kind of community helper they would like to be
• Describe characteristics of specific community helpers and their duties
• Compare the duties of community helpers
• Discuss how community helpers contribute to the community

D..COMMUNICATION, LANGUAGE & LITERACY
• Listening to stories, poems, nursery rhymes and songs about community helpers and the culture of ethnic groups, provide me with concepts, listening skill, ability to interpret, and to share my knowledge with others
• Some community helpers are: Police, Nurse, Doctor, Security-officer, Soldier
• Community helpers contribute to the community when:
• Doctors and nurses help to care for people when they are sick
• They use special instruments when they examine people who are sick
• Police officers help to keep peace and safety in the community
• They arrest people that break the law. They also help to provide safety for us
• Dentists help to guide people in caring for their teeth, repair and replace teeth
• I can identify and read names of community helpers and use complete sentences to talk about them
• When I read I must go from left to right and top to bottom
• When tracing, joining the dots or writing letter Cc, I must go from right to left, curve around and back to the right
• The sound of letter Cc is heard at the beginning of some words like corn, carrot, care, community, can, cap, car, crash etc. etc.
• New words related to community helpers are: nurse, doctor, hospital, poly-clinics, medicine, injections, emergency, examination, stethoscope, thermometer, club, arrest, handcuff, jail, bail, court, prison, public places, business, security officer,
• I can share ideas about different ethnic groups, areas in Belize where they live, and use simple relevant vocabulary to express myself
• Some information I must know about food and dance of some ethnic groups are: Creoles: boil-up, rice and beans, fire hearth, ‘kis-kis’, Creole bread, bruk-down; Garifuna: cere, hudut, plantain, fish, cassava, cassava bread, drums, Punta, dorey; Mayas: corn tortilla, pepper, caldo, hammock, marimba, Mayan sites weave; Mestizos: corn tortilla, escabeche, sapatillado and meringue” etc.
### A. PERSONAL, SOCIAL AND EMOTIONAL
- It is the responsibility of all of us as Belizeans to take care of our country Belize. We can do so by keeping our surroundings clean, live peacefully with each other, live according to the law, take care of our trees, animals and water-ways.
- When I follow classroom rules, I learn to follow the law of Belize.
- I can identify with the ethnic group to which my family belong
- We must show respect and appreciation for people that serve our community.

### B. CREATIVE DEVELOPMENT
- The uniforms of community helpers have different patterns and designs.
- We can use our knowledge and imaginations to recreate uniforms of community helpers by using a variety of materials
- We can create models of community helpers from materials like cardboard, play-dough, clay, paper or saw dust “mache”. The final product will be models of community helpers in uniforms

### C. PHYSICAL DEVELOPMENT
- When I dance to the rhythm of music of ethnic groups in Belize, role-play, dramatize the activities of community helpers, manipulate the instruments /tools, I develop fine and gross muscles, balance, judgment and coordination
- Dancing and playing games are enjoyable and I get to express my feelings and imaginations
- When I participate in traditional games of the various ethnic groups I strengthen my muscles in an enjoyable way and learn to value traditional games

### G. GENERAL SKILLS, ATTITUDES, VALUES
Differentiate, recognize, discriminate, converse, discuss, explain, arrange, demonstrate, compare, build, draw, crayon, paint, model, design, listen, read, recite, sing, dance, inquire, observe, categorize, classify, match, appreciate, value, dramatize, count, apply, interpret, construct, manipulate

### F. KNOWLEDGE AND UNDERSTANDING OF THE WORLD
- A community needs special people with training to take care of others. The special people are called community helpers or workers. Some of them are police officers, nurses, doctors, dentists, security Officers, soldiers
- Doctors, nurses, and dentists work at hospitals, health centers, private clinics
- Security officers work at banks, business establishment, homes, and other public services
- Soldiers work with the military at the army headquaters and at special check points
- Many community helpers identify themselves with one of the ethnic groups of Belize
- The four main ethnic groups of Belize are: Mayas, Creole, Garifuna, and Mestizos. There are more people in the “Mestizo” ethnic group than the other ethnic groups in Belize. Most Mayas live in the Toledo District, Stann Creek, Cayo and Corozal District
- The map of Belize shows areas where the majority of a particular ethnic group live
- Each ethnic group has its own culture –history, food, dress, music, dance, beliefs, rituals and traditions

### E. MATHEMATICAL
- Count up to 30 in ones – 1, 2 3 4 ...30
- The number 8 comes after 7, and 7 comes before 8
- Eight is one more then 7
- We can build many sets of 8 objects
- Some sets of 8 objects contain like objects, e.g. a set of 8 doctors
- Some sets of 8 contain objects that are different, e.g. a set of 8 with doctors, nurses, police, security officers
- Sets with like objects can be represented on a pictograph e.g.
- One bar can show a set of 5 nurses, one bar with 6 police officers, one bar with 7 doctors etc.
- A pictograph can also show information on the number of girls, boys in the class or all children with red school bags, short hair, long hair etc.
- When tracing, joining the dots or writing the number 8, start at the top, curve to the left and at mid way curve to the right and go to the bottom. Curve to the left going up and at the mid point, curve to the right to meet the line at the top.
I. SUGGESTED ACTIVITIES

- Assign class tasks to them and be consistent in assuring that the tasks are completed satisfactorily
- Encourage them to ask parents what is the ethnic culture of the family. Let them share it with the class when it is appropriate
- Discuss with them, and tell stories to sensitize them that even though we all can identify with a particular ethnic group, we are all Belizeans and should care for and respect each other as Belizeans
- Encourage them to bring in plants and make a garden for them to care for
- Get a class pet-turtle, frog, or fish and let them care for it. Let them take turns to care for it on weekends
- Take them outdoor and encourage them to collect fallen leaves from the plants and discard of them properly
- Invite community helpers to visit the center. Sit with them prior to the presentation and explain the objectives, content and level of the presentation. Ask them to bring in instruments they use for their work.
- Display instruments and supervise the children if some instruments are not safe for them to play with independently.
- Train the children to ask key questions like How, where, when, why, what
- Display large colorful posters and books of community helpers and do follow-up discussions
- Encourage parents that are community workers to visit the center in uniforms and tell personal stories about their jobs
- Read stories about community helpers for the children to listen to
- Show videos about community helpers and converse with the children to get their perceptions
- Encourage them to make their own stories about community helpers and tell them to the other children
- Let the children dramatize and role play the community helpers
- Use the map of Belize to show where ethnic groups mostly live
- Bring in uniforms that were adjusted to size. Include instruments and other safe materials to create classroom settings. Encourage the children to engage in dramatic play
- Bring in materials like clay, paper-mache, play-dough, paints for them to make models of people. Let them dress the models as community helpers.
- Cut out large floor models of community helpers from heavy cardboard and let them add the people features and dress them as community helpers.
- Cut out small models for individual children and let them add facial features, make clothes from paper and design the clothes and dress the model.
- Ask them to name and introduce the community helper to the class and tell in complete sentences all they know about him/her
- Ask people from different ethnic groups to come in to tell stories about their job
- Let the children march, dance, move to the beat of the Creole ‘acordian, grayta and shaka’, Garifuna drums, Mayas and Mestizos marimba
- Play cultural outdoor games
- Provide materials for them to build sets of 8
- Let them color, trace, join the dots, and write the number 8
- Introduce pictographs showing how concrete experience may be recorded
- Plan field trips to a hospital, dental clinic, police station, military headquarters, Creole and Garifuna museums, the Belize Museum of Mayan History etc.
J. SUGGESTED ASSESSMENT STRATEGIES

• Observe how well children follow class rules and take on responsibilities without being told.
• Observe how they interact with each other and how friends are selected.
• Observe which children they do not like to sit beside and take note of it.
• Record how much each child can tell about community helpers and the ethnic groups during discussions.
• Give a worksheet with community helpers on the right and instruments on the left. Direct them to match by drawing a line from one to the next.
• Ask individual children to dress models with the correct uniform and select the correct instrument and place it beside.
• Ask them to collect objects to build a set of 8.
• Ask each child to count to 30 and clap.
• Present a graph and ask them to read and interpret it by explaining what information is on it.

K. SUGGESTED RHYMES, SONGS, FINGER PLAYS, STORIES, NURSERY RHymes

• Brushing teeth rhyme
• Brush your teeth poem
• 2 4 6 8 Mary at the cottage gate Number rhyme
• Eight brown buns Number rhyme
• Eight little fingers Number song
• Brush your teeth song
• Gud mamin Mis ladi Creole song
• Ah gaan da Mananti Creole song
• A gaan op wah hil wan maanin Creole song
• Mista Maat’n Creole song
• This is the way we rake the garden song
• Campanitas de oro song
• Una rueda song
• Palo palito song

L. SUGGESTED RESOURCES

• Model community helpers, uniforms adjusted to size, crayons, glue, scissors, clay, play dough, paper mache, synthetic hair, yarn, human resources- community helpers, collection of stories about cultures and community helpers, map of Belize, space to keep plants, Posters, Floor models of community helpers etc..

H. FOCUS SKILLS

• Follow class rules.
• Demonstrate knowledge of caring for the environment.
• Identify with the culture of one’s family.
• Recognize themselves as Belizeans.
• Show appreciation and respect for differences in people of different cultures.
• Construct models of and create uniforms of community helpers using a variety of materials.
• Engage in dance and games for the different ethnic groups and create dance to depict the roles and responsibilities of community helpers.
• Listen to historical stories.
• Use appropriate vocabulary in conversations and discussions on community helpers and ethnic groups.
• Identify, sound out, trace and write letter Cc.
• Identify, name, read and explain about the instruments used by community helpers.
• Report information on Community helpers and ethnic groups in Belize.
• I can Identify and locate districts on the map of Belize where the majority of ethnic groups live.
• Explain how to care for plants, animals and water-ways.
• Count up to 30 in ones.
• Recognize, trace, join the dots, color, write and identify the value of 8.
• Differentiate between the concept of before and after.
• Explain that 8 is one more than 7 because 8 comes after 7.
• Read and interpret graphs.
UNIT 17: WEATHER AND CLOTHING

TOPIC: TYPES OF WEATHER AND CLOTHING

EXPECTATIONS:
To make children aware of different weather conditions

GENERAL OBJECTIVES

The children will:
- Identify clothing they need to wear for specific types of weather
- Recognize how the weather affects personal health
- Name the different types of weather we experience in Belize
- Identify two main seasons we have in Belize
- Explain the effects of weather on people and the environment
- Explain how to keep safe from dangers of a hurricane
- Identify the flags used during a hurricane warning least two things that they can smell and taste
A. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- When the weather is hot and dry people wear light clothing and spend more time outdoor.
- In dry weather unpaved roads are often very dusty and visibility is poor.
- When it is rainy, people wear special shoes, raincoat, and use umbrellas to protect themselves.
- The weather affects us differently, e.g., in cool weather some people catch a "cold" more often while others have allergies.
- When it is cold, people wear warm clothes.
- We have to be more careful when it is wet because streets and stairs are more slippery.
- We must protect ourselves from lightening during a thunderstorm.

B. CREATIVE DEVELOPMENT

- My imagination about the weather conditions can be expressed through drawing and painting.
- Some ways I can express my ideas and creativity are: painting with feathers, toothpick, sponge, blowing through straw.

C. PHYSICAL DEVELOPMENT

- Some outdoor activities that people can do during the dry weather are: Sliding on a chute, see-saw, swing, crawl through tires and tunnels, ride bikes, canoeing, picnicking, outdoor sports etc.
- People tend to spend more time indoors during the wet season. They engage in activities such as dancing, ring games, indoor sports, gymnastics etc.

D. COMMUNICATION, LANGUAGE & LITERACY

- I can use pronouns, verbs, adjectives and prepositions in my conversation e.g., she, he, him, they, I, you, me, cool, dry, sunny, rainy, to, of, walk, run, drive etc.
- There are different sounds related to different types of weather – the wind in the trees, wind on the wall, rain on the roof, rain on the walls, waves, thunder.
- Words such as: weather, wood, water, wet, want, well, wish, will, white, begin with letter/sound "w".
- Words like: cloudy, calm, clear, careful, candle, clean, climb, close, begin with letter/sound "c".
- When tracing, joining the dots or writing the letter 'Ww', start at the top, go straight down to the bottom slanting to the right. Go up with another straight line slanting more to the right. Come back down with a straight line to the bottom slanting to the right. Now with another straight line go up slanting to the right.
- The sound of letter 'w' is heard at the beginning of words like, weather, wear, wool, wet, wither, wave, warm, wind.

E. MATHEMATICAL

- Counting in ones up to 30.
- I can make sets of 6, 7, and 8 objects with matching amount of pictures.
- Some sets are made up of like objects but some are made up of unlike objects.

F. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- When the weather is hot and dry, it is known as the dry season in Belize.
- When the weather is hot and dry, it is very dusty and visibility is poor when traveling on unpaved roads.
- Sometimes the weather is dry and windy but cool.
- In Belize, the wet season brings lots of rain.
- Sometimes the weather is drizzly and cloudy.
- At times, there are thunderstorms during the rainy season, and the lightening could be dangerous.
- Roads are slippery when it rains so pedestrians and drivers must be extra careful.
- Whichever type of weather there is in Belize, most of the time, there are sunny days.

G. GENERAL SKILLS, ATTITUDES, VALUES

Differentiate, identify, recognize, discuss, converse, imagine, match, draw, record, count, collect, observe, illustrate, reproduce, sort, arrange.

H. FOCUS SKILLS

- Identify, name, and describe different types of weather.
- Identify clothing worn for specific types of weather.
- Explain how the weather affects personal lives.
- Listen to sounds associated to different types of weather.
- Count and record.
I. SUGGESTED ACTIVITIES

- Discuss different types of weather and types of clothing used for each type.
- Discuss how people are affected by the weather, i.e. health, safety and transportation.
- Bring in different types of clothing and let them tell which type of weather they are associated with a particular type of weather.
- Guide and encourage the children to record the weather using symbols on a daily basis. Use a pictograph to record the result for the week.
- Let the children draw and paint pictures of their experiences in bad weather and good weather.
- Have them count and record the number of days that were sunny and those that were rainy.
- Collect pictures for the children to make a weather booklet. Let them paste pictures associated with different types of weather, e.g. a page for rainy weather. They will paste rubber boots, umbrella, raincoat etc.
- Take the children on a trip to the Weather bureau to see the instruments that are used to record information on the weather.
- Invite a meteorologist to tell a story about his/her work.
- Get permission to tape different people telling stories and let the children listen to them. Let them retell favorite parts of the stories.
- Encourage them to use the toy telephones to pretend to call the weather bureau to get information about the weather.
- Read books to them about the weather.
- Organize a variety of games in which they will use vocabulary words.
- Let the children make a windmill using foam cups. The children will check to see the direction from which the wind is blowing.
- Set up a windbag. Discuss how it shows the direction the wind is blowing.
- Bring in a thermometer, a barometer and talk about them. Teach the children how they are used and how to read them.
- Encourage them to read picture stories from books in the Book Area.
- Provide picture stories of no more than four ideas, for them to organize them in sequential order.
- Show videos of different types of weather conditions e.g. clippings of flooding, hurricanes, rough sea and high wind conditions during a storm etc. You may ask parents and other adults to come to view the videos with the children because it may be traumatic for some of them.
J. SUGGESTED ASSESSMENT STRATEGIES

- Listen to an audiotape and identify sounds related to weather conditions
- Discuss with them the different types of weather
- Select from a variety of clothes, the kind of clothes that is usually worn for a particular type of weather
- Use worksheets to circle all the items used by people during rainy weather. Do other work sheet for each type of weather.
- Select clothes from the “Dress-up “ area and do dramatic play.
- Ask questions, answer questions and the teacher will record responses
- Name the letter/sound at the beginning of words told by the teacher and presented on a flash card

K. SUGGESTED RHYMES, SONGS, FINGER PLAYS, STORIES, NURSERY RHYMES

- Whether the weather be good rhyme
- Rain, rain go away rhyme
- Who has seen the wind? rhyme
- One misty, moisty morning rhyme
- Eight little birdies saw a big crumb number rhyme
- This old man he played eight number song
- Eight little ducks song
- I can see clearly now song

L. SUGGESTED RESOURCES

- Posters showing types of weather, clothing for different types of weather, a large wall graph and calendar to monitor weather patterns
- Art materials- sponge, feather, plastic straws, paintbrushes, tooth pick, paper
- Videos, CD and cassettes with sounds and activities related to weather conditions
- Outdoor and indoor props for games
UNIT 18: HOLIDAYS

TOPIC: GOOD FRIDAY, EASTER SUNDAY, LABOR DAY, COMMONWEALTH DAY, INDEPENDENCE DAY

EXPECTATIONS: Children will be able to tell which days are celebrated as public and bank holidays in Belize

GENERAL OBJECTIVES

The children will:

- Discuss how the family celebrates holidays
- Clarify new ideas and concepts about themselves
- Identify activities that they enjoy and do not enjoy on holidays
- Express their feelings to adults in respectful and acceptable ways
- Make percussion instruments from recycled materials
- Use percussion instruments
- Sing, dance, march, and move the body to sounds and rhythm
- Identify the letter/sound “Hh” at the beginning of words
- Use new vocabulary words in conversations
- Respond appropriately to requests
- Sit still and listen to a story
- Read picture stories
- Identify the number 9 and show its value
- Organize a set of 9 objects and match the card showing the symbol 9
- Count up to 40 in ones
- Identify when and why specific holiday are given
A. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Families celebrate public and bank holidays differently
- Parents and other adults often make decisions about how children will spend the holiday
- Children must show respect for adults and express feelings in acceptable ways
- Some family members enjoy activities that the family do and some family members don’t
- Holidays provide opportunities for families to get together
- As citizens of Belize, we should all show interest in the official ceremony on Public and Bank Holidays because we learn about related historical events

B. CREATIVE DEVELOPMENT

- Percussion instruments are made from many recycled materials
- The instruments are decorated and made attractive with paints, ribbons, and other materials. They are used to provide music, rhythm, beats and melody.
- They are used as accompaniment for singers.
- We move our body to the sounds, tunes, harmonies and melodies of instruments and objects

C. PHYSICAL DEVELOPMENT

- When dancing to music and sounds, the body moves in coordination to the rhythm and beat.
- Move the feet, hips, hands and shoulders and move through space. Remain in one space at times and move into 1, 2, 3, spaces, then remain in one space again. Move slowly following that pattern then move faster following the same pattern. You can then use as much space as you want but avoid touching anyone.

D. COMMUNICATION, LANGUAGE & LITERACY

- Words like: hands, head, hips, heel, holiday, home, house, help, horse, begin with letter/sound “h”
- Vocabulary words are used in complete sentences in first and other languages when conversing
- When we read pictures about the holidays the ideas and events in the story are organized in sequential order
- There are many stories related to the holidays that we can listen to.
- When we listen to stories, nursery rhymes, poems and conversations, we develop listening skills. We learn to organize ideas and events and retell them in logical sequence
- When we memorize dates and information related to holidays, we increase our memory power
- When tracing, joining the dots or writing capital letter ‘H’, make one straight line from top to bottom. Make another straight line from top to bottom on the right side. Leave a little space between the first line and the second line. In the space between the two lines, about half way up, make a straight line from left to right without crossing the line on the right.

E. MATHEMATICAL

- The number 9 comes after 8 and 8 comes before the number 9
- Objects can be counted and organized into sets of 9
- When counting in ones the twenty series come before the thirty series and then after the thirty series, there is the forty series.

F. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- When the whole country celebrates a holiday it is called a public and bank holiday. All banks and most businesses are closed.
- Some holidays in Belize are celebrated on: Good Friday, which is celebrated as a holy day during the Holy Week every year. It is regarded as a special day on which Christians around the world remember when Jesus was crucified. On Easter Sunday, we remember that Jesus rose from the dead and ascended into heaven
- Labor Day is celebrated to honor all working people
- Commonwealth Day is celebrated as remembrance that Belize is a member of the British Commonwealth
- September 21, Independence Day for Belize. In 1981 Belize gained its independence from Great Britain. Every year the people of Belize celebrate on this day to show how proud they are to be able to take care of their own country.

G. GENERAL SKILLS, ATTITUDES, VALUES

Organize, count, clarify, identify, express, recognize, create, sing, dance, march, explore, read, repeat, memorize

H. FOCUS SKILLS

- Discuss holidays, clarify ideas and concepts, identify activities, express feelings
- Create instruments, use instruments, follow directions, identify sounds. Respond to requests, listen to stories, read picture stories, sequence ideas
- Trace, join the dots, write letters
- Build sets of 9, count up to 40 in ones, identify when and why holidays are given
- Identify, names and converse about public and bank holidays
### SUGGESTED ACTIVITIES

- Hold discussions about holidays
- Converse with children about how they spend their holiday with the family
- Talk with the children about respect for adults
- Collect materials for percussion instruments and with guidance allow the children to use their imaginations to decorate and create an instrument
- Allow them to use them for dancing activity, marching, and accompaniment for singers
- Record your voice saying the suggested vocabulary words. The children will listen and tell the beginning sound of the words.
- Present the words on flash cards and play a matching game with lots of repetition
- Show videos of celebrations on public and bank holidays and talk with the children about their personal experiences.
- Encourage them to use the vocabulary words in sentences and use them in a variety of games
- Let them use yarn to outline the shape of the letter H
- Provide handout for them to join the dots, trace, color and write the letter H
- Tell stories about the holidays
- Play a game in which the children will stand in a circle with number tags. Each tag will have the number 9. Pin one tag on each child. Sing the song “As I was walking down the street, the numeral 9, I chance to meet” One child who is walking in the circle will choose a child with the number 9 on the tag. The person who is picked will be the new person to walk around in the circle.
- Let the children march and count up to 40
- Make arrangement with someone other than the teacher to come in to tell the story of the significance of the holiday
- Hold a discussion on the information using pictures.
- Play cassettes with theme songs for the children to listen to and enjoy. Talk about the message in the song
- Ask them to bring in any photos taken on any of the holidays and display them.
J. SUGGESTED ASSESSMENT STRATEGIES

- Use a worksheet with symbols of the holiday and let the children match the dates to the symbols.
- Create a rainbow of words and ask the children to identify words beginning with letter/sound “h”.
- Give a worksheet and let the child select cards with the letter/sound “h” on them and paste them at the beginning of words.
- Give them flat colored wooden sticks for them to paste 9 sticks on a piece of construction paper. Listen to and observe children as they count up to 40.
- At the end of each presentation of a holiday, ask the children to tell one things they learned about the holiday.

K. SUGGESTED RHYMES, SONGS, FINGER PLAYS, STORIES, NURSERY RHYMES

- Ride a Cock Horse rhyme
- Wooly Lamb number rhyme
- As I was walking down the street number song
- Eight Elephants number song
- Eight Green Bottles number song
- Independence Day song

L. SUGGESTED RESOURCES

- Plastic bottles, cardboard tubes, rocks, stones, medium size plastic and/or galvanize buckets, wooden broom sticks to cut into small pieces, flash cards, number tags, markers, paints, ribbons, braids, glue, tape recorder, cassettes, posters
UNIT 19: TRANSPORTATION

TOPIC: GETTING FROM ONE PLACE TO ANOTHER

EXPECTATIONS:
The children will be able to name different types of vehicles and their uses

GENERAL OBJECTIVES

The children will:
• Recognize and explain how people move from place to place
• Tell how they get to school
• Discuss the advantages and disadvantages of traveling in vehicles
• Identify safety rules for traveling and getting from place to the other
• Color, paint, and collage shapes of vehicles
• Leap, gallop, climb and ride a bike
• Use new vocabulary when conversing
• Bring and take simple messages
• Give directions
• Explain three main ideas in sequence in a story
• Recall at least three main ideas in a story
• Trace, join the dots and write the letter ‘V’
• Trace and write straight numbers
• Listen to simple worded problems and analyze to get the answer
• Explain the main means of traveling from Belize to neighboring countries
• Explain the main means of transportation in Belize
• Identify, name and describe the main characteristics of different types of vehicles
• Compare traveling in the past to traveling presently
### A. PERSONAL, SOCIAL
- People get from one place to the other by walking, riding a bike, ride in the bus, taxi or a personal vehicle
- Some children come to school in vehicles, on bikes or walking
- We move faster when we travel by vehicles but we get more exercise when we walk
- We must obey traffic safety rules when we move from one place to the other

### B. CREATIVE DEVELOPMENT
- Collage, etching, fabric transfer, paints, crayons, can be used to create patterns and designs of different types of vehicles

### C. PHYSICAL DEV.
- When climbing in and out of vehicles we used our large and small muscles. We have to pulse the body up to climb in and ease the body down when we climb out
- To leap is to move one foot at a time forward in wide steps moving over a desired path
- When climbing, move one in front and pulse the body up while bringing the other foot to move forward. The hands must be used to firmly grasp in order to pull up
- When riding a bike, you must hold the handles firmly sit on the seat and balance the body while pushing off and then pedal back and forth looking ahead

### D. COMMUNICATION, LANGUAGE & LITERACY
- It is important to listen carefully and repeat in order to deliver the message correctly. Ask for the question to be repeated if you do not understand
- Speak slowly for everyone to understand
- Ideas in stories are presented in sequential order i.e. events happen in order
- To recall events, is to remember them correctly
- Some vocabulary words are: vehicles, van, canoe, boat, bus, truck, dory, bike, horse, air, road, sea, paddle, oar, engine, luggage, seat, wheel, horn, plane, ship, lifejacket, safety belt, steering etc.

### CONCEPTS

#### E. MATHEMATICAL
- To trace, join the dots or write numbers, start at the top and follow the form moving down, and across to the left and right as the shape requires
- In solving worded problems in Math, listen carefully, think about what is the problem, break down the problem into parts, decide what you need to do then put the parts together. Check to see if it makes sense, then give the answer

#### F. KNOW & UNDERSTAND OF THE WORLD
- In the past people traveled mostly by foot, horses, rafts, canoes, boats, trucks, bikes
- Today all those are still used but more people travel by bus, cars and planes
- People travel to and from Belize from other countries by plane - air, by vehicles - road, by boat/ship - sea
- When people move from one place to the next in Belize they walk, ride bikes, drive/ride cars, trucks, buses, boats, planes
- All vehicles that travel on land and in the air have wheels, engines, lights, horn, steering, passenger seats, safety belts and luggage compartments
- Ships, some big and small boats have engines, lights, horn, steering, passenger rooms, seats, lifejackets, and luggage compartments
- Some boats have sails instead of engines
- Canoes and small boats use paddles and/or oars

#### G. GENERAL SKILLS, ATTITUDES, VALUES
Explain, converse, describe, discuss, converse, differentiate, classify, categorize, match, solve, write, write, draw, color, paint, collage, etch, transfer, paste, tear, cut, apply, listen, read, produce

#### H. FOCUS SKILLS
- Recognize movement of people
- Tell how they get to school
- Discuss advantages and disadvantages of traveling
- Identify safety rules
- Color, paint, collage, etch, transfer patterns and designs
- Leap, gallop, climb, ride a bike
- Listen to, receive and deliver simple messages
- Give directions
- Recall, organize and explain main ideas in sequence
- Trace, join the dots, and write letters and straight numbers
- Count up to 40
- Solve simple worded Math problems with answers up to 5
- Explain how people travel past and present
- Describe vehicles, categorize them, compare and contrast them
I. SUGGESTED ACTIVITIES

- Show a video and discuss it
- Take the children for a walk in the community and let them observe how people move around
- Talk about how they get to school. Record the information on a graph
- Discuss advantages and disadvantages of using vehicles
- Invite a traffic officer to talk about road safety
- Collect materials for Art activities and let the child do collage with a wide variety of materials, painting, designs and patterns transfer, etching
- Organize outdoor activities and materials so that they learn how to leap, climb, ride and gallop
- Play “Gossip” in which a simple message is given and the children will pass it around secretly. Ask the last person to tell the message. You may want to start out with small group then extend it to larger groups each time you play it
- Encourage them to think of commands and simple directions to give and ask others to follow. Guide them to keep it simple
- Play stories on tape recorder and ask them to tell what happened. Listen to hear how they sequence ideas
- Give numbers to trace and paper for them to practice writing
J. SUGGESTED ASSESSMENT STRATEGIES

- Ask them to tell how people get move from one place to the next and record the responses from each child
- Provide cut outs of means of transportation and let them select the one they use to travel to school
- Plan activities in which will leap, climb, gallop.
- Observe and record
- Give them picture stories to sequence and observe how well they are able to do so
- Give handouts for them to trace, join the dots and write letter ‘V’
- Listen to who can count up to 40 orally without mistakes
- Ask them “if you have 5 candies, you give 1 to your friend and you ate one, how many candies do have left?”
- Give a work sheet with a plane, bus, car boat, and ask them to identify the one that is use to travel by sea and color it red. The one that is used to travel by air, color it blue and one that is used to travel by road, color it yellow

L. SUGGESTED RESOURCES

- Picture, stories, posters, worksheets, paints, fabric, crayons, egg shells, split peas, sand, sequence, yarn, bicycles, ladders, climbing rails, resource person – traffic officer

K. SUGGESTED RHYMES, SONGS, FINGER PLAYS, STORIES, NURSERY RHYMES

- The wheels on the bus action song
- Mista Maatin “Kriol song”
- I saw three ships go sailing song
- The little red bus story
**UNIT 10: CELEBRATION EVENTS**

**TOPIC: BIRTHDAYS AND SUCCESSES**

**EXPECTATIONS:**

Children will understand why birthdays and successes are celebrated

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**GENERAL OBJECTIVES**

**The children will:**

- Tell when is their birthday and why they celebrate birthdays
- Explain different ways in which birthdays are celebrated
- Identify how and why successes are celebrated
- Identify school leaving/graduation ceremonies as an occasion for celebration
- Make decorations for to use at a birthday party
- Play indoor games used at parties
- Discuss and share experiences at their own birthday parties and others
- Present ideas in sequential order
- Draw 10 candles on a birthday-cake, count ten children who will celebrate birthdays soon
- Recognize that people celebrate according to their culture
A. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- We celebrate birthdays to show people how much we care for them and appreciate them being born
- We socialize, share feelings and have fun with friends and family at celebrations
- When people are successful and have achieved their goals, they celebrate
- School leaving ceremonies and graduations are ceremonies to celebrate achievement

B. CREATIVE DEVELOPMENT

- A wide variety of decorations are used at parties and ceremonies
- We can create our own decorations from a wide variety of materials
- We can make cards, write notes, and make gifts for others in order to show them that we are proud of their achievements

C. PHYSICAL DEVELOPMENT

- People dance, play games, and have fun at parties

D. COMMUNICATION, LANGUAGE & LITERACY

- People give speeches at celebrations
- People congratulate others at celebrations
- Ideas must be sequenced when we give speeches and speak with others
- We must listen attentively when we attend celebration of achievement ceremonies
- We can use our talents to entertain others at celebration ceremonies

E. MATHEMATICAL

- The number 10 comes after 9 and the number 9 comes before 10.
- Ten is one more than 9, so 10 is greater than 9 and 9 is less than 10

F. KNOWLEDGE OF THE WORLD

- People celebrate according to tradition and culture

G. GENERAL SKILLS, ATTITUDES, VALUES

Discuss, compare, generalize, sequence, name, recall, observe, converse, count, determine, explain, dance, listen, follow, direct, describe, read, explore, contribute, organize, cut, past, color, assemble, ask, tell, model, role-play, dramatize, remember, respond, repeat

H. FOCUS SKILLS

- Recall and tell birth date
- Explain why they celebrate birthday
- Name school leaving ceremony/graduations as another reason to celebrate
- Make decorations for a party
- Color a picture of a birthday-cake
- Dance and enjoy playing indoor games
- Present 4-5 line speeches
- Draw 10 candles on a cake
- Explain different ways people celebrate birthdays
I. SUGGESTED ACTIVITIES

- Make a birthday chart and ask them to bring in photos taken at any birthday celebration. Give each child a piece of construction paper to place the photo and write the birth date below.
- Discuss why birthday are celebrate and how their families celebrate birthdays.
- Talk about school leaving ceremonies/graduation. Get their responses.
- Let them role-play walking up to receive a certificate, saying “thank you” when they receive it.
- Let them make different types of hats from construction paper.
- Let them make paper chain for decoration.
- Play musical chairs, monkey’s tail, cat in the corner, and other games.
- Encourage the children to make thank you speeches in their own words.
- Discuss how people from different cultures celebrate birthdays.
- Ask parents to contribute by lending videos taken at celebrations for the children to view and discuss.

J. SUGGESTED ASSESSMENT STRATEGIES

- Ask them to find the month of their birthday on the class calendar.
- Ask them to tell why there is a Preschool leaving ceremony.
- Provide a cutout cake and ask them to paste on either a congratulations label or a Happy birthday label on it.
- Give each child an envelope with fifteen candles. Ask them to paste 10 candles on the cake. Show a video of a past end of program celebration.
- Encourage them to talk about it after the session. Listen to them and record as much of the responses as possible for each child.
- Give each child a flash card with the word “CONGRATULATIONS”. Ask them to trace the letters with their index finger and then write the word on a blank paper.

K. SUGGESTED RHYMES, SONGS, FINGER PLAYS, STORIES, NURSERY RHYMES

- Happy birthday
- Jolly good fellow
- Today is my birthday

L. SUGGESTED RESOURCES

- Flash cards, glue, cutout candles and cake, glue, activity sheets, video of past closing ceremony, materials for room decorations.
## Level 2 Preschool Curriculum (4-5 years)

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