THE PRESCHOOL CURRICULUM

TEACHERS’ PICK- AND - DO RESOURCE MANUAL

For use with the Level 1 Curriculum

EARLY CHILDHOOD EDUCATION AND DEVELOPMENT CENTER
MINISTRY OF EDUCATION — BELIZE

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A NOTE TO TEACHERS:

The songs, rhymes, finger-play, poems, ideas, games and activity sheets have been collected and/or adopted from many sources. Some are presented from identified references, while others are anonymous and/or original.
Kindly contact the Pre-school Unit if you are the original author or know the original source of any of the items that are not referenced in this Manual, so we can include it in our reference section.

ACKNOWLEDGEMENT

THANKS AND APPRECIATION
The Pre-School Unit greatly appreciates all the time and effort that the pre-school teachers and others contributed to the development of this guide for teachers. Your commitment to enhance the growth and development of our young Belizean children is recognized as valuable and enriching. We thank you.
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CELEBRATION
LEVEL 1
UNIT ONE
MY PRESCHOOL CENTER

SONGS

GOOD MORNING SONG
Good morning, good morning,
Boy and girls
Boys and girls
Good Morning
Good morning
Boys and girls, boys and girls

(Sing to the tune of “Are you Sleeping Brother John”)

GOOD MORNING SONG
Good morning to you
Good morning to you
Good morning everybody
Good morning to you

(Tune from “Happy Birthday Song”)

GOOD MORNING
Good morning to you (2x)
We’re all in our places
With sun shiny faces
Oh, this the way to start a new day

GOOD MORNING
Good morning (3x)
Good morning, how are you?
How are you everybody? How are you (3x)
We are fine (2x)
We are fine, everybody we are fine

WELCOME SONG
Say hello and how are you
Say hello and how do you do
Say hello and get down, and get down, and get down
Say hello and how are you

(you may add: stamp, stamp, stamp; clap, clap, clap; march, march, march etc.)

NOT LIKE THE OTHERS - SONG
Hold up two pictures or objects that are alike and one that is different while you sing the song. Call on a child before you start singing and ask her/him to point to the one that is different before you finish the song. Ask the others to tell if the child was right or wrong. If the child was right, use another set and call on another child. If the child was wrong, call on others until someone gets it right.

NOT LIKE THE OTHERS - SONG
One of these things is not like the others
One of these things just doesn’t belong
Can you tell which one is not like the others
Before I finish my song

ON MY WAY TO MY SCHOOL - SONG
I’m walking on my way to my school
I’m walking on my way to my school
Tra-la-la-la-la-la
Tra-la-la-la-la-la
I’m walking on my way to my school

I’m running on my way to my school (2x)
Tra-la-la-la-la-la (2x)
I’m running on my way to my school

Skipping, hopping, jumping, sliding

This is an action song. The teacher is to model the actions so the children can learn them and show confidence in doing them.

I HAVE A BIG SCHOOL – ACTION SONG
I have a big school with lots of bright children
And if you meet them
You will love them all
My little Mary knows how to jump
How to jump, how to jump, how to jump up high
(Call the names of different children for different actions such as, skip, hop, jump, clap, slide, run, dance)
(Sing to the tune of “I had a Big Farm”)

**OH MAMA MAY I – ACTION SONG**
Oh Mama may I hop on Monday (3x) 
On my way to school

Oh Mama may I skip on Tuesday (3x) 
On my way to school

Oh Mama may I jump on Wednesday (3x) 
On my way to school

Oh Mama may I run on Thursday (3x) 
On my way to school

Oh Mama may I slide on Friday (3x) 
On my way to school

Oh Mama may I swim on Saturday (3x) 
While I am not at school

Oh Mama may I pray on Sunday (3x) 
While I am not at school

**NURSERY RHYMES, FINGER-PLAY AND POEMS**

**TWO LITTLE DICKIE BIRDS – ACTION RHYME**
Two little dickie birds sat on a tree
One said to the other
“Can you see me?”
The other said “No, 
But I see two bees”
Together they flew and caught the bees
(Action Rhyme)

**TWO LITTLE MONKEYS**
Two little monkeys jumping on a bed
One fell down and broke his head
Took him to the doctor

The doctor said, “That’s what you get for jumping on a bed”

**THIS IS THE SCHOOL THAT JACK BUILT - NURSERY RHYME**
This is the school that Fred built
This is the chair I sit on
In the school that Fred built
This is the table I eat on
This is the chair I sit on
In the school that Fred built
This is the floor I walk on
This the table I eat on
This is the chair I sit on
In the school that Fred built

Allow the children to touch the chairs, the tables, and walk around while saying the poem

**BIG BEAR, LITTLE BEAR**
Big bear, big bear turn around
Big bear, big bear
Touch the ground
Big bear, big bear turn around
Big bear, big bear sit right down.
Little bear, little bear
Turn around
Little bear, little bear
Touch the ground
Little bear, little bear turn around
Little bear, little bear
Sit right down.

**FIVE LITTLE FROGGIES WENT TO SCHOOL**
Five little froggies went to school
Down beside a rushy pool
Five little coats of green
Five little vests all white and clean
We must be in time said they
First we study then we play
This is how we keep the rule
When we froggies go to school
**IDEAS:**

- Cut out the shape of a building to represent the preschool center. Punch holes on the right and left top corners. Use ribbon or yarn to tie. Write the child’s name on it. Hang it around the children’s neck like a necklace.

- The shapes may also be taped on the table at the place where the child sits
- Name-tags can also be placed in the area where lunch boxes and school-bags are kept.
- You can change the colour of the tags, ribbons or yarn when you introduce a new colour.
- Let the children identify and classify things in the room according big and little/small.

**PLAY DOUGH RECIPE:**

3 cups flour  
1 cup coloured water  
1 cup salt  

Keep it in an air-tight container. If it gets too soft after using, add flour to get it to the right consistency. Place in the refrigerator in the container if it will not be in use over a long period of time.

- On heavy coloured poster board, write some directions that are used on a daily basis. Glue or staple them to a piece of wooden strip about 1x12 inches long. You may want to use a picture as illustration. Teach the children to read them and after a while you only have to hold up the sign when giving instructions. For example, time to wash hands, time for snack, work faster, talk softer, time to listen, time out, line up, Circle Time, time is up, clean-up time, etc. This will help the children to learn to read and follow directions without you shouting at them.

- Use coloured tape or masking tape to mark off block area on the floor where some children are constructing with blocks. This will avoid others knocking over the constructions. Train the children to show respect for others working in the block area.

- Place materials at the level of the children so that they reach them easily. Materials that are placed on high shelves invite the children to climb to get them. Accidents may happen. Make your center a safe one.

- On a wooden block, draw a picture of a building that represents the preschool. Glue cotton fishing line around the outline and leave to dry. Let the children use it as a stamp on the stamp pad and print it on plain paper. Ask them to colour it and tell one thing about the preschool.

- Tape your voice or someone else’s voice telling the name of the preschool and the address. Play it for the children to listen to and repeat. When some of them have learnt the information, tape them telling it.

- Play the “I Spy” game. Let the children use their fingers to form imaginary spy glass to look at and name things in the room and on the play ground.

- Play the game “What do I know?” Call on a child by name and ask “What do you know? The child will answer, “I know ______.” You can let them say the name of the preschool, the teachers, the name of the street the school is on, and other information about the preschool.

- Play the “name and touch game”. Teacher calls out, “name and touch”. The children shout out the name of a thing they see in the room or outdoor if you choose to play outdoor, and move quickly to touch it.

- Cut out pictures of things that are big and things that are small and glue one picture on a wooden clothespin. Let the children stand in a circle. Walk around and pin one picture on the back of the collar of the blouse or shirt. Alert the children to start moving around to find partners that have pictures of something big or small. Explain that all those with big must hold hands and all those with small must hold hands. Use this same idea for things that are similar and different.

- Collect cans of different sizes and paint them. Paint each set a different colour. Place them in one of the Activity Areas stacked into each other from biggest to smallest. Encourage the children to use them.
UNIT 2
ALL ABOUT ME

SONGS:

DID YOU EVER SEE A LITTLE BOY, A LITTLE GIRL
Did you ever see a little boy, a little boy, a little boy?
Did you ever see a little boy go this way? (all the boys put their hands behind them and sway to the right) and that (sway to the left)
Go this way and that way (sway right and left) (2x)
Did you ever see a little boy go this way and that?
Did you ever see a little girl, a little girl, a little girl?
Did you ever see a little girl go this way? (all the girls hold both ends of their skirts and sway to the right) and that (sway to the left)
Go this way and that way (sway to the right and left) (2x)
Did you ever see a little girl go this way and that?

AS I WAS WALKING DOWN THE STREET
From Bristol board, make a rectangle about 6x8 inches. Punch holes in the upper right and left corners. Use ribbon or yarn and tie to form a necklace. Hang one around each child’s neck after they stand in a circle. Numbers, letters, colours, shapes, words, community helpers, may be made on the necklace. Select a child as the first one to walk around inside the circle. Sing the following song.

As I was walking down the street
Down the street, down the street
As I was walking down the street,
Hi ho, hi ho, hi ho
The numeral two I chance to meet, (the child walking will choose another child with a number that is called by the teacher. They hold hands)
Chance to meet, chance to meet
The numeral two I chance to meet
Hi ho, hi ho, hi ho

Riggity Jig and away we go (the two children hold hands and skip around the circle)
Away we go, away we go
Riggity jig and away we go
Hi ho, hi ho, hi ho.

The second child that was picked now walks around the circle and picks someone else. The game continues.

DO YOUR EARS HANG LOW?
Do your ears hang low?
Do they wobble?
Do they flow?
Can you tie them in a knot?
Can you tie them in a bow?
Can you throw them over your shoulder?
Like a continental soldier
If your ears hang low

SKIP TO MY LOU
Skip, skip, skip to my Lou (3x)
Skip to my Lou my darling (All the children skip around alone)

Fly in the butter- milk
Shoo fly shoo (they shoo off one child like flies but hold hands with another)
Fly in the butter- milk
Shoo fly shoo
Fly in the butter- milk
Shoo fly shoo
Skip to my Lou my darling

Lost my partner what shall I do (3x) (let go hands and walk around as if looking for a partner)
Skip to my Lou my darling

Found my partner, a better one too (3x)
Skip to my Lou my darling

Skip, skip, skip to my Lou (3x)
Skip to my Lou my darling

ONE LITTLE FINGER
One little finger, one little finger, one little finger
Clap, clap, clap
Point to the ceiling
Point to the floor
And lay it in your lap, lap, lap
HA HA HA HAPPY ARE WE
Ha ha ha, happy are we
All the little children, my teacher and me
Ha ha ha, happy are we
All the little children, my teacher and me.

PUT A CLAP IN YOUR HANDS
Put a clap in your hands when you sing hello (3x)
Clap your hands when you sing hello

Put a nod in your head when you sing hello (3x)
Nod your head when you sing hello

Put a shake in your shoulders when you sing hello (3x)
Shake your shoulders when you say hello

Put a stamp in your feet when you sing hello (3x)
Stamp your feet when you sing hello

Do the roly-poly when you sing hello (3x)
Do the roly-poly when you sing hello

GREAT THINGS
Great things happen when God mixes with us (2x)
Great and beautiful, wonderful things
Great things happen when God mixes with us

LITTLE EYES
Be careful little eyes what you see (2x)
There’s a father up looking with tender love
Oh, be careful little eyes what you see

(Replace eyes what you see with lips what you say, nose what you smell, ears what you hear, hands what you do, in the other verses)

Sing to the tune of “If you’re happy and you know it”

MY NAME
My name is (2x)
_______ _______ (2x) (Denton Jones)
My name is (2x)
_______ _______ (Denton Jones)

Sing to the tune of “Are you sleeping”

IF YOU’RE HAPPY
If you’re happy and you know it clap your hands (3x)
If you’re happy and you know it and you really want to show it
If you’re happy and you know it clap your hands
(Replace “clap your hands” with the following for the other verses)
Stamp your feet
Nod your head
Turn around
Wave goodbye
Say amen

THE MONTH I WAS BORN
Those who were born in January
Skip around (get the children born in a particular month to skip around while they are singing)
Those who were born in January skip around
Tra-la-la-la-la-la-la (2x)
Those who were born in January skip around

TWO LITTLE EYES TO LOOK TO GOD
Two little eyes to look to God
Two little ears to hear His call
Two little feet to walk in His way
Two hands to work for Him all day

One little tongue to speak the truth
One little heart for Him in my youth
Take them Lord Jesus
Let them be, always obedient through thee.

ME AND MY SHADOW
Me and my shadow, my shadow and me
We’re always together as close as can be
We make pictures on the floor and the wall
Like rabbits and dogs, but that’s not all
Where ever we go we have company
Me and my shadow, my shadow and me.

THIS LITTLE LIGHT
This little light of mine (holds up one thumb)
I’m going to let it shine
This little light of mine, I’m going to let it shine
This little light of mine, I’m going to let it shine
Let it shine, let it shine, let it shine.

JESUS WANTS ME FOR A SUNBEAM
Jesus wants me for a sunbeam
To shine for Him each day
In every way try to please Him
At home, at school, at play
A sunbeam, a sunbeam, Jesus wants me for a sunbeam
A sunbeam, a sunbeam, I’ll be a sunbeam for Him

JESUS LOVES ME
Jesus loves me this I know
For the Bible tells me so
Little ones to him belong
They are weak but he is strong

Yes, Jesus loves me (3x)
The Bible tells me so

PAW PAW PATCH
Where oh where is dear little ______ (child’s name) (3x)
Way down yonder in the paw paw patch
Come on girls let’s go find her/him
Come on boys let’s go find her/him
Come on all let’s go find her/him
Way down yonder in the paw paw patch

Picking paw paw filling her/his pockets (3x)
Way down yonder in the paw paw patch

RHYMES, FINGER-PLAY AND POEMS

I AM SPECIAL
No one looks the way I do
I have noticed that is true
No one walks the way I walk
No one talks the way I talk
No one say the things I say
No one plays the games I play
I am special because I am ME

ME
I can stand way up tall (stretch standing on tiptoes with two hands in the air)
Then make myself very, very small (crouch down)
I can be as quiet as can be (forefinger placed horizontally across the lips)
But here I am just being me (Jump up extending arms)

ALL OF ME
See my eyes
See my nose
See my chin
See my toes
See my waist
See knees
Now you see all of me

(Let the children point to and touch the parts as they say the rhyme)

THEY ARE A PART OF ME
I can make my hands go
Clap, clap, clap (3x)
I can make my hands go clap, clap, clap
They’re a part of me

I can make my eyes go
Blink, blink, blink (3x)

I can make my eyes go
Blink, blink, blink
They’re a part of me

I can make my fingers go
Snap, snap, snap (3x)
I can make my fingers go
Snap, snap, snap
They’re a part of me

I can make my feet go
Stamp, stamp, stamp (3x)
I can make my feet go
Stamp, stamp, stamp
They’re a party of me

I can make my legs go
Jump, jump, jump (3x)
I can make my legs go
Jump, jump, jump
They’re a part of me

I can make my hips go
Wiggle, wiggle, wiggle (3x)
I can make my hips go wiggle, wiggle, wiggle
They’re a part of me

REFLECTION
In the mirror
I can see
Lots of things
But mostly me

TEN LITTLE FINGERS
Ten little fingers standing up tall
Two little ears to hear mommy call
One little nose that I can blow
Ten little toes all in a row
Two little thumbs that wiggle up and down
Two little feet that stamp on the ground
Hands to clap and eyes to see
What fun it is to be just me.

THE ME I SEE
I look in the mirror
What do I see?
One of a kind, Special me!
I am glad to be the “Me” I see
I’m happy too
That you are you!

WHEN I WAS ONE
When I was one, I had just begun
When I was two, I was nearly new
When I was three, I was hardly me
When I was four, I was much more
When I was five, I was just alive

IDEAS
- Surf the internet to find sites and download faces that show different feelings. Cut them out and glue them to wooden clothespins. Discuss the different feelings with the children and train them to use the clothespins with the faces to help to talk about their own feelings.
- In pairs, children face each other. They take turns in making faces to show different feelings. One will guess the feelings by the facial expressions.
- Ask children to take turns to show how people use their faces to show when they are happy, sad, frightened, excited, and hurt.
- Collect mirrors from compact face powder containers. Give one to each child. Ask all the children to look at themselves to see how many different facial expressions they can make.
- Ask them to find a partner. Ask them to look for two ways that they are different from that partner and two ways that they are alike.
- Each day select a name and let the children count how many letters are in that name.
- Make a graph with number of letter in names and ask the children to identify their names. Have them let how many letter are their names.
- You can make envelopes or buy them. Write the first name of each child on an envelope. Make a flash card with the child’s name. Cut the name into individual letters and place the letters in the envelope. Give it to the child to arrange into correct sequence.
- Prepare flags with the children’s names and let them parade waving the flags. This will help them to identify their name whenever they see it.
- Decorate a special birthday chair. When it is a child’s birthday allow that child to sit on the chair for the day. You can also make a special birthday hat or crown for the child to wear for the day.
- Make a flip chart with one page for each month. Ask parents to bring in a photo of the child. Tape it on the page with the month of the birthday and write the child’s full name below with the date. Every month flip the page and all the children that have birthdays for that month will be displayed.
- Give each child a card with the first name. Let him/her find some with a longer name, then someone with same size name and finally, some one with a shorter name.
- Make a “I Can Help You” chart. Write all the children’s names on it. When they have acquired specific skills, record it near the name, e.g. “Denton – Can flush toilet” or Justin- Can turn faucet on and off.” When other children need help they will remember who can help and go to that person instead of depending only on adults. This will also motivate other children to work harder at developing specific skills.
• Make name tags for the bathroom. Keep them in a plastic container or a box. When the children learn their names they must take it and hang it on the bathroom door while they are using it. Teach them to remove it and replace it in the container.

GAMES

NAMES
Name, name, what's your name?
Everybody has a name
Your name must be __________
(The leader points to a child. The child responds and tells his/her name)
(The leader says, “I knew it, I knew it, I knew you had a name)

HOOKEY POOKEY
Ask the children to stand in a circle. Begin by asking them to hold up the right hand. They will follow what the song is suggesting. Do the same for the other body parts like: left hand, right foot, left foot, right ear, left ear, right hip, left hip, whole self

You put your right hand in
You put your right hand out
You put your right hand in and you shake it all about
(shake the hand)
Then you do the “Hookey Pookey”

(place hands akimbo on hips and shake the hips)
And you turn yourself around
That’s what it’s all about

FEET AND HANDS
Form a circle and let the children follow the suggested actions in the song.

With my feet I tap, tap, tap
With my hands I clap, clap, clap
Right foot first, left foot next
Round about and back again

SIMON SAYS
Let the children stand in a line and follow the directions the leader gives. For example, if the leaders says “Simon Says” to touch your ears, the children must do it. If the leader say “touch your ears” without saying, Simon says, the children must step out of the line. The last person to stay in the game is the winner. (This is also a good game to teach the skill of listening.)
UNIT 3
MY FAMILY
SONGS

HAPPY FAMILY
With mother in the family
What a happy home (3x)
With mother in the family
What a happy home
What a happy home that would be

In place of mother, add father, sister, brother, grandma, grandpa in the other verses)

MOTHER DEAR
Mother dear if I may, I will wash for you today
Yes this way, yes this way
Washing, washing well today (show washing action) (2x)
Washing well today
Mother dear if I may I will sweep for you today
Yes this way, yes this way
Sweeping, sweeping well today
Sweeping well today

(Continue using ironing, mopping, dusting.)

I LOVE YOU, YOU LOVE ME- BARNY SONG
I love you
You love me
We are one big family
With a great big hug and a kiss from me to you
Won’t you say you love me too.

BUILDING UP THE TEMPLE
Building up the temple (2x)
Building up the temple of the Lord
Brother wants to help me
Sister wants to help me,
Mother wants to help me
Father wants to help me
Building up the temple of the Lord.

JERICO – (Kriol (Creole) Song)
Ah mi gaan da Mananti
Gaan spen wah week an a haaf
An wen ah eet mi dina

Ah eet wah playt an a haaf
koaros
Jeric whe yu mami deh (4x)

Ah mi gaan da Mananti
Gaan spen wah week an a haaf
An wen ah gaan da daans,
Ah daans wah pees an a haaf

Koaros

THE MORE WE GET TOGETHER
The more we get together, together, together
The more we get together,
The happier we’ll be
For your friends are my friends
And my friends are your friends
The more we get together, the happier we’ll be.

BROTHER JOHN
Are you sleeping, (2x)
Brother John (2x)
Morning bells are ringing (2x)
Ding dong ding (2x)

BIND US TOGETHER
Bind us together Lord
Bind us together with cords
That cannot be broken
Bind us together Lord
Bind us together Lord
Bind us together with love

RHYMES, FINGER-PLAY AND POEMS

I LOVE MY FAMILY
Some families are large (spread arms out wide)
Some families are small (bring arms close together)
But I love my family (cross arms over the chest)
Best of all
THIS IS MY FAMILY
This is my mother (thumb)
This is my father (pointer/forefinger)
This is my sister (tall middle finger)
This is my brother (ring finger)
This is the baby (little finger/pinkie)
Oh how we love them all (one big clap)

VALENTINE
Valentine, Valentine
How many do you see?
Valentine, valentine
Count them with me

One for father (put thumb)
One for mother (index finger)
One for grandma (middle finger)
One for sister (ring finger)
One for brother (little finger/pinkie)
And here is one for you (blow a kiss)

MOLLY MY SISTER
Molly my sister and I fell out
And what do you think it was all about
She love coffee and I love tea
And that was the reason we couldn’t agree

IDEAS
• Use Bristol board to cut two circles for each child. Write the child’s first name on one circle and the family name or surname on the other. Place a piece of yarn or heavy thread between the circles and glue them together leaving a piece to the top. Leave to dry. Use them in activities to help the children to identify their surnames. Hang the circles in the classroom.
• Make head bands from Bristol board. Write the children’s Christian and surnames on them. Ask them to find the correct bands and wear them.
• Collect pictures of different types of families engaged in different activities. Display them and ask the children to select a picture that reminds them of their own family. Let them talk about their feelings and experiences in their own families.
• Ask the children to bring in photos of grandparents or a baby in the family. Hold a discussion about the photos, and focus on the concepts of old, older, young, younger. Use strips of coloured paper to make an outline of a house on one of the walls in the room. Allow the children to find a space inside the shape to place the photo. Use masking tape to tape the photos on the wall for a few days.
• For art, provide a foam plate and let the children decorate the edge with beads, shells, lace, braid, glitters, buttons, etc. Let the children bring in a photo of any family member they want, and help them to tape it in the center of the plate. Use a piece of thread made into a loop. Cut a small rectangular piece of construction paper to hold the ends of the thread in place on the back of the plate while it dries. Hang the wall plates in the classroom.
• While the children count up to 10, they can clap, hop, jump, bend, run in one place, do a skipping movement in one place, kick one foot out, snap fingers etc.
• From large cardboard boxes, make large cut-out, stand-up forms of people that may be in a family. Use a sturdy piece of cardboard on the back to support the form. Label them: mother, father, brother, sister. Display them in the classroom and hold discussions about them as it relates to the children’s experiences, ethnicity and culture. You can also use real clothing on them instead of drawing and painting on the clothes.
• Invite parents to set up different ethnic dress and food and speak with the children in different languages.
• Use two containers. Drop one item in one and two in the next. Ask the children which containers has more and which has less. Change the objects being dropped and switch the containers that show more and less.
• Ask one child to get one thing and another child to get two things. Let them tell who has more and who has less. An extended concept could be, asking them to tell how much more is needed so that both could have two.
• Set up a book center and encourage the children to read pictures. Ask them to show the front cover of the book and the back of the book.
• Do activities with the concept of top and bottom.

GAMES

I’M GOING TO SAN PEDRO
I’m going to San Pedro (children stand in a circle with one child walking around in the middle)
I’m going to a fair
To see my big sister
With flowers in her hair
Oh shake it, shake it, shake it, (put both hands akimbo on hips and shake hips)
Shake it as you can
And shake it like a bushel and do the best you can
Rumble to the bottom, rumble to the top (shake hips going down into a stoop and shake hips coming back up)
And turn around and turn around until you make a stop.(turns around 2x and stops)
North, south, east and west (turns and points to the directions)
Pick the one you love the best (select a child who goes in the middle of the circle and the game continues)

FATHER ABRAHAM
Father Abraham has many sons
And many sons has father Abraham
And I am one of them
And so are you,

So let’s just praise the Lord
(The leader says “right hand. The children swing their right hand)

This time they sing the verse, they move the left hand and each time the verse ends, they add on an action, e.g. right foot, left foot, turn around and sit down.

MOTHER, MAY I?
One child stands about six feet from the others, with the back turned. This child will be “mother”. All the others will shout “mother may I” “Mother” replies “yes you may take one or two small step. “Mother” may also say, “Yes, you can take one or two giant steps”. However, Mother may say” you may not take a step. The objective of this game is for mother to turn around after permission is given to move. If anyone is caught moving when mother turns around, that person must go back to the starting point. The person who can successfully touch mother will become “mother” (You may want to be more lenient with the rules of the game at the onset. When they learn the game a little better, you can insist that they follow more of the rules)
Family Fun

Draw a picture of a family having fun inside the house. Draw a picture of a family having fun outside.
UNIT 4
OUR WORLD

SONGS

CHILDREN OF BELIZE
Jesus loves the little children
All the children of the world
Red and yellow
Black and white
They are precious in His sight
Jesus loves the children of the world

Jesus loves the little children
All the children of Belize
Mestizo, Maya, Chinese, too
Garifuna and Creole too
Jesus loves the little children of Belize

IT’S A SMALL WORLD
It’s a small world after all (3x)
It’s a small, small world

PAT-A-CAKE
Pat-a-cake (2x)
Baker’s man
Bake me a cake as fast as you can
Pat it and prick it and mark it with B
And but it in the oven for baby and me

REAL LOVE
I’d like to teach the world to sing
In perfect harmony
Grow apple trees and honey bees
And snow white turtle-doves
It’s real LOVE that the world wants today (2x)

BELIZE SWING BRIDGE
Belize swing is falling down, falling down, falling down
Belize swing bridge is falling down
My fair lady

Build it up with iron bars, iron bars, iron bars
Build it up with iron bars
My fair lady

Iron bars will bend and break, bend and break, bend and break
Iron bars will bend and break

My fair lady

PALO PALITO
Palo Palo Palo Palito
Palo, palo, aye, aye
Aye, aye, aye
Palito, palo, palo, aye

FRIENDS
Friends are like flowers, beautiful flowers
Friends are like flowers in the garden of life
Are you a daisy? Are you a rose? Are you a marigold?

HE’S GOT THE WHOLE WORLD
He got the whole world, in His hands He’s got the whole world
In His hands He’s got the whole world in His hands

HE’S GOT THE WHOLE WORLD
He got the whole world in His hands
In His hands, He’s got the whole world in His hands
In His hands, He’s got you and me brother
In His hands, He’s got you and me sister
In His hands, He’s got the whole world in His hands

REACH OUT AND TOUCH SOMEBODY’S HAND
Reach out and touch somebody’s hand
Make this world a better place if you can
Reach out and touch somebody’s hand
Make this world a better place if you can
Reach out and touch somebody’s hand
Show as much love as you can

(REACH OUT AND TOUCH SOMEBODY’S HAND)

(Let the children walk around and shake hands)

DO YOU KNOW
Do you know the firefighter, the firefighter, the firefighter?
Do you know the firefighter that works at the fire-station?

DO YOU KNOW
Do you know the postman, the postman, postman?
Do you know the postman that works at the post-office?
Do you know the policeman, policeman, policeman? Do you know the policeman that works at the police-station?

(You can use other community workers like: librarian, teacher, baker, shoemaker, doctor, nurse, mechanic etc.)

(Tune to Do You Know the Muffinman)

**RHYMES, FINGER-PLAY AND POEMS**

**BELIZE**

Our flag is red, blue and white
Red, blue and white (2x)
Our flag is red, blue and white

In our country Belize
Our flag has a coat of arms
A coat of arms (2x)
Our flag has a coat of arms

In our country Belize
The coat of arms has fifty leaves
Fifty leaves (2x)
The coat of arms has fifty leaves

In our country Belize

**ONE BELIZEAN**
One Belizean, Two Belizean, Three Belizean, Four, Five Belizean, six Belizean, seven Belizean more
Eight Belizean, nine Belizean, ten Belizean go.

**IDEAS:**

- Cut out shapes of the map of Belize and other countries for the children to discriminate among the shapes in order to identify the shape of the map of Belize.
- Give children a disposable glove to wear. Take them outside to collect trash. Let them sort them. Have them categorize them according to what is biodegradable and what is not. Using posters/pictures, tell a story about how to dispose of trash properly and how to take care of the natural and physical environment.
- Invite adults, preferably the parents of the children to share stories of their personal/ cultural/ job related experiences.

**GAMES:**

**Ring Game**
Write names of different ethnic groups on labels. Write the names of each ethnic group with a different colour marker. Let the children form a circle holding hands. Share the labels among the number of children in the group. Hang the labels on ribbons around the children’s neck. Ask a child to walk around in the circle while the others sing a song “ ____ met a Mestizo …” and clap. The teacher calls out the ethnic group that the child should pick. The child will select one child with that ethnic group written on the necklace. The two hold hands and walk around, then the second one remains in the circle and the game goes on.

Ensure that both boys and girls get different ethnic groups. Labels should have Mestizo, Creole, Garifuna, Mennonite, East Indian, Chineese, Mayan, etc.

**Song:**
_______ (name of child) met
A Creole girl/boy (3x)
While walking down the street.

(tune to: Mary Had a Little Lamb)

**ETHNIC GROUPS:**
Use the same idea for the game above but ask the children to find all those that have the same labels. Let them hold hands to make small circles.

**ETHNIC MATCH:**
Paste pictures of people from different cultures in Belize on a sheet of poster paper. Write the name under each one. Make matching cards for the children. Let them take turns to match individual cards to the ones on the poster.
UNIT 5
SHAPES

RHYMES, FINGER-PLAY AND POEMS

Round and round the garden
Like a teddy bear
One step, two steps
Tickle you under there (tickle each other in the arm pit)

IDEAS

- Prepare booklets in the shape of circle, square and triangle. Cut pictures in the specific shapes for the children to paste in the book.
- Cut shapes from bright coloured construction paper and place them around the room. Ask children to collect the shapes when you name them.
- Organize a “Shapes Hunt”. Draw shapes like circles, triangles and squares and add features to form animals, things, and people. Ask the children to look around the room to find the shapes in the pictures.
- Give pictures for the children to identify shapes within other shapes, e.g. the wheels on the bus, the steering wheel on a car etc.
- Make stencils of different shapes for the children to trace and colour.
- Give play dough for them to roll and cut it into specific shapes that you give.
- Make puzzles and matching table games using shapes.
- Encourage them to create pictures of objects, people and animals from shapes.
Name ____________________________

Make Shapes
Trace the shapes. Then draw them.

- Circle
- Circle
- Triangle
- Triangle
- Square
- Square
Identifying shapes, coloring within the outlines

Name: ____________________________
Sorting by Shape
UNIT 6
COLOURS

SONGS

RED IS ROJO
Red is rojo (2x)
Rojo is red (2x)
Red is rojo (2x)
Rojo is red (2x)
Learning all the colours is fun and colours are for everyone
I like to shout and let you know
Red is rojo, red is rojo.

TWO GREEN BOTTLES ON THE WALL
Two green bottles hanging on the wall (2x)
And if one green bottle would accidentally fall
There’ll be one green bottle hanging on the wall.

One green bottle hanging on the wall (2x)
And if one green bottle would accidentally fall
There’ll be no green bottles hanging on the wall.

MARY WORE GREEN
Mary wore a green dress, green dress, green dress
Mary wore a green dress, all day long
Mary wore green socks, green socks, green socks
Mary wore green socks, all day long
Mary wore green clips, green clips, green clips
Mary wore green clips all day in her hair
(Use real names of children who are wearing something green)
Freddy wore black shoes, black shoes, black shoes
Freddy wore black shoes, black shoes, black shoes
Freddy wore black shoes, all day long
Johnny wore a white shirt, white shirt, white shirt
Johnny wore a white shirt all day long

BA BA BLACK SHEEP
Ba Ba Black Sheep
Have you any wool?
Yes sir, yes sir, three bags full

One for mother
One for my brother
And for my sister who lives around the lane.

WHITE HORSE
Ride a white horse to Rancho Dolores
To see a fine lady upon a white horse
With rings on her fingers
And red boots on her feet
She shall have whistles wherever she goes (let them whistle at the end of this line)

RHymes, FINGER-PLAY AND POEMS

BROWN/ROUND BUNS
Two round buns in the baker’s shop
Big and brown with the sugar on top
A boy came in with a quarter one day
He bought one bun and took it away

(Continue taking one away until there are no buns)

ONE ELEPHANT
One elephant went out one day
Upon a spider’s web to play
In doing so she/he had such fun
That she/he called upon another elephant to come

Two elephants went out one day
Upon a spider’s web to play
In doing so, they had such fun
So they call upon another elephant to come

MARY MACK
Mary Mack
Dress in black
Twenty-four buttons up and down her back
Ask her mother for fifteen cents to go see the jaguars jump the fence
Jump so high
Touch the sky
Never came back till end of July

RED AND BLACK
Red, red, touch your head
Black, black bend your back
Red, red go to bed
Black, black
Hang your clothes on the rack.

**TWO LITTLE BLACKBIRDS**
Two little blackbirds sat upon a wall (extends hands pointing out two index fingers)
One named Peter (holds one index finger up)
One named Paul (holds the next index finger up)
Fly away Peter (hides the finger that represents Peter behind the shoulder)
Fly away Paul (hides the next index finger behind the shoulder)
Come back Peter (brings back the finger that represents Peter)

**WHITE HORSE**
Ride a white horse to Guinea Grass
To see a fine lady upon a white horse
Rings on her fingers and bells on her toes
She shall have music wherever she goes

**OLD MOTHER HUBBARD**
Old Mother Hubbard
Went to the cupboard
To get her poor dog a bone
But when she got there
The cupboard was bare and so the poor dog got none

**IDEAS**
- Make a wind mobile with different shapes of different colours
- Make colour banks and let the children collect pictures with the specified colours to drop in it.
- Make different colour play dough for the children to model things.
- Take them on field trips to identify and talk about objects with different colours.
- Ask children to collect and classify red, green, black and white painted plastic bottles.
- Make green, red, white and black flags. Paint large cans e.g. powder-mild cans matching colours. Let the children place the flags in the matching colour cans.
  They can also line up and march around to music with the flags. Let them form a smaller line of a particular colour when you give the command, “Fall out Red, or fall out black” etc. That smaller line will march around then join the rest again. The game continues
- Choose a colour powder paint and mix with water. Add liquid soap. The children will blow from plastic straws on to large sheets of paper taped to the fence or the trunk of a large tree. The coloured bubbles will break on the paper and form designs and patterns.
- Cut out shoe shapes and punch holes in them for the children to learn to lace and tie. You may use yarn with tape on the ends as the laces.
- Paste pictures of things that are red, green, black or white on to toilet paper cardboard rolls. Allow the children to use them as puppets. They can tell about the colour of the picture and the name, e.g. “I am a green frog. I can croak.” “I am a black bird, I can fly” etc.
- Play the game “I See Something”. The child will say “I see something black. It can run.” The others will think about things that are black and can run. Then ask, “Is it a horse, a cat, cow?” etc.

**GAMES**

**WHITE BIRD**
White bird, white bird, in and out the window
Oh, baby I’m tired
Take a little boy/ girl and pat him/her on the shoulder (3x)
Oh baby I’m tired
(children stand in a circle with enough space for a child who is “whitebird” to move in and out the circle. As they sing, one child moves in and out between the children. When it is time to pat someone on the shoulder, the child stands on the outside behind the one that was picked. When the song starts again, the child in front begins to move with the other hanging on to the shoulders)
NB. When you teach the colour “blue” this song can also be used.

**RED BIRDS FIND A NEST**
Make circles on the floor with chalk. All the children except one will stand in a circle. They will pretend that they are red birds in their nests. The one in the middle is a red bird trying to find a nest. When the teacher says “red bird finds another nest”, all the children are to pretend to fly to another nest. The one without a nest gets a chance to find a nest while the others are moving. There will always be one bird without a nest.

**MUSICAL COLOUR CHAIRS**
Tape a piece of coloured construction paper on the back of the chairs facing in. Have more colours of the one you are teaching. Line up the chairs in a straight line. Play music and let the children walk around them in a circular direction. When the music stops, they must sit only on the ones with the colour you directed them to sit on. This is a fun game so do not remove any chairs as is done in the other musical chairs game. Observe how many of them will identify those chairs that they must avoid sitting on.
Color the red heart red.
Color the frog.
2

TWO
UNIT 7

ANIMALS

SONGS

THE ANTS GO MARCHING IN
The ants go marching one by one, hoorah, hoorah
((2x))
The ants go marching one by one
The little one stopped to wiggle his thumb
And they all go marching down on the ground
To get out of the rain
(When singing the other verses, change the numbers and the actions)

Two by two
The little one stopped to tie his/her shoe

Three by three
The little one stopped to see the bee

Four by four
The little one stopped to knock at the door

Five by five
The little one stopped to take a dive

THE ANIMALS GO MARCHING IN
The second crow fell off the wall
Early in the morning

The third crow he/she flew away
He/she flew away (2x)
The third crow he/she flew away
Early in the morning

THE ANIMALS IN THE ARK
The animals went in one by one
Hoorah, hoorah
The animals went in one by one
Hoorah, hoorah
The animals went in one by one
They all knew they going to have lots of fun
And they all went into the Ark hurry to get out of the rain
Change the names of the animals as the numbers increase, e.g.:
Two by two- the elephant and the kangaroo

Three by three
The mosquitoes and the bumblebees

Four by four
The tapirs came crashing through the door

Five by five, thanking God they were alive.

MY LITTLE DOG
Oh where, oh where has my little dog gone?
Oh where, oh where can he/she be?
With his/her tail cut short?
And his/her ears hang long
Oh where, oh where can he/she be?

THREE CROW S
Three crows sat upon a wall
Sat upon a wall (2x)
Three crow sat upon a wall
Early in the morning

The first crow couldn’t fly at all
Couldn’t fly at all (2x)
The first crow couldn’t fly at all
Early in the morning

The second crow fell off the wall
Fell off the wall (2x)
The day has gone by
Your mother is calling you over the sky
Fly home she is calling
Come birdie and rest
The night winds are blowing
Come home to your nest
Lullaby, lullaby, lullaby

OLD MC DONALD
Old Mc Donald had a farm
Ye- aye, ye-aye-oh
And on that farm he had a duck
Ye-aye-ye-aye-o
With a quack, quack, here and a quack, quack there
Here a quack, there a quack
Every where a quack, quack
Old Mc Donald had a farm
Ye-aye, ye-aye-oh

Dog – bow-wow, cat-mew-mew, cow-moo-moo,
pig-oink-oink, sheep-baa-baa, hen-cluck-cluck,
turkey-gobble-gobble

WOOLLY LAMBS
Five little woolly lambs in a field a-play
One little woolly lamb went wandering away
Baa-baa woolly lamb don’t wander far
Mother sheep is calling, baa-baa-baa

Four little woolly lambs in a field a-play
One little woolly lamb went wandering away
Baa-baa woolly lamb don’t wander far
Mother sheep is calling, baa-baa-baa

Continue with 3,2,1

SWEETLY SINGS THE DONKEY
Sweetly sings the donkey at the break of day
If you do not feed him, this is what he’ll say
“Hee haw, hee haw, hee haw, hee haw, hee haw”

B-I-N-G-O
Johnny had a little dog
And Bingo was his name-o
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O
And BINGO was his name-o

IF I WERE A BIRD
If I were a bird and live up high
I’d lean on the wind
When the wind come by
I’d say to the wind
If it took me away
“That where I wanted to go today”

ONE LITTLE BIRDIE
One little birdie saw a big crumb
So he/she said his/her friend
Will you come, come, come?
Down flew a bird and pecked away
How many birds were there that day?
(let the children count and tell. You can use pictures and also let them dramatize it.
Keep adding up to five-3)

ONE LITTLE PIG
One little pig went to market
Two little pigs stayed at home
Three little pigs had roast beef
Four little pigs had none
And five little pigs cried wee-wee-wee
All the way home

(The children touch their fingers on one hand while they say the rhyme)

THREE LITTLE KITTENS
Three little kittens lost their mittens
And they began to cry
“Oh mother dear, look here, look here!
Our mittens we have lost”
“What? Lost your mittens?
You naughty kittens!
Now you shall have no pie.

THIS IS MY TURTLE
This is my turtle (hold hand in a fist vertically)
He/she lives in a shell
He/she likes his/her home very well
He/she pokes his/her head out when he/she wants to eat (push the thumb out)
He/she pulls his/her head in when he/she wants to sleep (pull thumb in and tucks it under the other fingers.

HIGGILY PIGGILY, MY BLACK HEN
Higgily Piggily my black hen
She lays eggs for gentlemen
Sometimes nine and sometimes ten
Higgly Piggily black hen

TINY TIM
I had a little turtle (put thumbs and index fingers together)
His name was Tiny Tim
I put him in the bathtub
To see if he could swim (make swimming motions with arms)
He drank up all the water (make drinking motion with head back and hand to mouth)
He ate up all the soap (action as if eating)
He woke up in the morning (rub eyes)
With bubbles in his throat (wave fingers in the air over the head)

FIVE LITTLE PUPPIES
Five little puppies sitting at the door
One ran away and then there were four
Four little puppies as happy as can be
One ran away and then there were three
Three little puppies sleeping in the dew
One ran away and then there were two
Two little puppies playing in the sun
One ran away and then there was one
One little puppy just having fun
He went to sleep and then there was none

FIVE LITTLE SQUIRRELS
Five little squirrels sat on a tree
This one said, “what do I see?” (shows the thumb)
This one said, “a man with a gun!” (shows index finger)
This one said, “Oh! Do let’s run.” (shows middle finger)
This one said, “Let’s hide in the shade” (shows ring finger)
This one said, “I am not afraid!” (shows little finger)
Bang! Went the gun
Then ran every one.

ZOO ANIMALS
Of all the animals in the zoo
I like the tapir best
She is big and strong, but gentle too
Just like my aunt Sue.

YOU CAN SEE A TOUCAN
You can see a toucan when you go to the zoo
Two can see a toucan if someone goes with you
A toucan and you can have something good to eat
And when you say, “thank you”
The toucan can say, “tweet, tweet”

HE LIVES IN A TREE
Clever tricks he’ll do for me
When I see him in a tree
Can you guess what he can be?
He’s a monkey, isn’t he?

COCK-A-DIDDLE-DO-OO
Cock-a-diddle-do-oo, my dame has lost her shoe
My master lost his drum-sticks
And knows not what to do.

I LIVE IN THE SEA
I do not neigh though I’m a horse
I live in the sea, it’s wet of course!
I’m not as useful as you may see
But I’m a seahorse and I am ME!

TO MARKET, TO MARKET
To market, to market to buy a fat pig
Home again, home again, jiggity-jig
To market, to market to buy a fat hog
Home again, home again, jiggity-jog

LITTLE MONKEYS
Three little monkeys jumping on a bed
One fell down and bumped his head
T ook him to the doctor, the doctor said,
“That’s what you get for jumping on a bed”

Two little monkeys jumping on a bed
One fell down and broke his head
T ook him to the doctor, the doctor said
“That’s what you get for jumping on a bed”

BIG A
Big A
Little a
Big bouncing B
The cat in the cupboard and she can’t see me
IDEAS

• Make a die with pictures of animals on the six sides. When the die is thrown, which ever animals appears on top, the child who threw it will name the animal, make the animal sound and tell one thing about it.
• Make a picture bank from a small box. Cover it with gift-wrapping paper and label it “Picture Bank”. About a month prior to the introduction of the theme, ask friends and parents to help to collect pictures related to the theme. Let them drop them in the bank. Children will also have fun doing it. Use the pictures for puzzles, games, posters, charts, booklets, bulletin boards and other projects.
• Make sequencing cards showing animals’ activities
• Cut the letters Aa from sand paper and glue it to a sturdy cardboard and cut it out. Place several of them in the Language Activity Area for the children to trace the shape with their eyes closed.
• Ask the children to search for words that have letter Aa. Tell them to look in books, magazines and newspapers. Encourage them to bring for show and tell. Write the words on flash cards and tape them to the wall. Let the children find the word they brought in.

GAMES

BINGO
A farmer’s dog was on the ground
And Bingo was his name-o
B-i-n-g-o (3x)
And Bingo was his name-o

(A child stoops in the middle of a circle formed by the children. They sing and move in a clockwise direction around the child who is “Bingo”. When the song is finished, the child will rise with the eyes closed and chooses one child to be “Bingo”.)

THE DOG AND THE BONE
Children stand in a circle. A piece of stick (no sharp pointed object) is placed in the middle of the circle. Teacher gives two children the same dog names, e.g. lassie, Bruno etc. When the names are called the children are to run to get the bone and get back to the circle before being caught by the next dog.

CAT AND THE RAT
Let the children find partners. They decide who will be the rat and the cheese. The rats will stand in a line facing the cheese in another line about 6-8 feet apart. When the teacher says, “go”, the rats must try to catch the cheese. The children must be free to use up all the safe space in the yard.

CROW AND CRABS
Divide the group into two teams. One group will be named “Crows and the next “Crabs”. Draw two lines about three feet apart. The children stand behind the lines facing each other. When you say “Crows catch Crabs” the Crows will chase the Crabs and try to catch them before they reach a spot that you determined as “Home” When you say “Crabs catch Crows”, the Crabs will chase the Crows. Any child who is caught before he/she reaches “Home”, will join the next team.
Number Fun

How many animals lived in Jack’s house? Count the pictures in each square and write the numbers in the boxes.
THREE Chickens
"Be an acrobat," said the ant.
"Oh no. I don't think I'm able."
UNIT 8
PEOPLE

SONGS

THIS OLD MAN
This old man, he played one
He played knick-knack on my hand
Knick-knack paddy-whack
Give a dog a bone
This old man came rolling home
This old man, he played two
He played knick-knack on my shoe
He played three
He played knick-knock on my knee

FIREMAN
The fireman went to town
Riding on his fire truck
Stuck a hose in the side and call it fire-engine
Fireman speed up (3x)
So you can out the fire
(Sing to the tune of Yankie Doodle)

GRAND OLD MAJOR GENERAL
The grand old Major General
He had three thousand men (stand straight like soldiers)
He marched them to the top of the hill and he marched them down again March to the right and to the left)
When they were up they were up (stand still)
When they were down they were down (stoop down)
But when they were only half way up (bend knees mid way)
They were neither up (straight up) nor down (go down and back up)

(Sing to the tune of the Grand Old Duke of York)

IF I WERE
If I were a sailor, a sailor, a sailor
If I were a sailor, if a sailor were I

It would be this way, it would be that way (2x) (hoisting sail movement)
If a sailor were I

If I were a nursemaid, a nursemaid, a nurse maid
If I were a nursemaid
If a nursemaid were I

It would be this way, it would be that way (2x) (as if rocking a baby in their arms)
If a nursemaid were I

If a were a dancer, a dancer, a dancer
If I were a dancer, if a dancer were I

It would be this way, it would be that way (2x) (any dance steps)
If a dancer were I

(You can use soldier, barber, driver, lady- hold mirror and powder face, etc)

POLLY PUT THE KETTLE ON
Polly put the kettle on (3x)
We all have tea
Susie take it off again (3x)
We all gone away

MISS POLLY HAD A DOLLY
Miss Polly had a dolly who was sick, sick, sick
So called for the doctor to be quick, quick, quick
The doctor came with a pack on his back
And he rapped at the door with a ra-tat-tat
He looked at the dolly and he shook his head
He told Miss Polly put her straight to bed
He wrote on a paper for a pill, pill, pill
“I ’ll be back in the morning with a bill, bill, bill.

THINGS PEOPLE USE
The fireman has a long water hose
A long water hose, a long water hose,
The fireman has a long water hose
To out the fire on the burning house

The doctor has a shine stethoscope
Shine stethoscope, shine stethoscope
The doctor has a shine stethoscope
To listen to the heart beat of patients

The policeman has a baton and handcuff
Baton and handcuff, baton and handcuff
The policeman has a baton and handcuff
To help him catch the criminals.
(Tune to Apple on a Stick)

**RHYMES, FINGER-PLAY AND POEMS**

**A POLICEMAN**
I’m a policeman dressed in blue
These are the things I like to do
Direct the traffic the traffic in your town/city/village
Help to keep you safe and sound
It’s my job and I like it fine
No one has a better job than mine

**CHILDREN LIKE TO BOOGIE**
Children like to boogie too
Children like me and children like you, they like to jump
They like to jump around
Children like to jump and then they like to fall down, whooo!

**FIVE LITTLE FIREMEN**
Five little firemen sitting by the door
Out came the sun and then there were four
Four little firemen sitting by a tree
Out came the sun and then there were three
Three little firemen sitting by the zoo
Out came the sun and then there were two
Two little firemen sitting just for fun
Out came the sun
And then there was one
One little fireman Got up and run
Out came the sun and then there was none

**THE BIG CATERPILLAR**
The big caterpillar climbed up on a leaf
Made himself a blanket and then he fell asleep
While he was sleeping
He dreamt that he could fly
And later when he woke up, he was a butterfly

**ELEPHANT**
An elephant walks like this, like that (walk and sway from left to right)
He’s/she’s terribly tall and terribly fat (hands showing tall and fat)
He/she has no fingers
He/she has no toes
But goodness gracious, what a nose! (use one hand dangling from the side of the head)

**IDEAS**
- Make people puppets from old socks, paper bags, cardboard boxes, cans and sew shapes from cloth. Also use construction paper to cut out shapes of people. Use accordion pleated arms and legs to give movement to the limbs. Attach them with tape to form shapes of people. Sew clothes and dress them.
- Take the children to visit places where “Community Helpers” work.
- Bring in four things that begin with letter/sound “Pp”. Place them on a tray and cover them. Remove the cover and let the children look at them. Cover the items and ask them to try to remember how many items were on the tray and the names of the items. You can do the same with colours.
- Plan an ethnic day and ask parents to assist in setting up different ethnic centers to display the culture of the ethnic groups. The parents and children can dress in ethnic clothes.
- Cut broomsticks or other wooden sticks into pieces of about twelve inches. Tie a piece of curling ribbon on the end. Let the children move to different tempo music using the ribbon on the stick as a prop.
- Let the children decorate foam plates with glitters, buttons, shells, braid, lace, ribbon, markers, paint etc. to decorate it. Use it as a picture holder by using tape or glue to fasten the picture in the center. Put a loop in the back for hanging it.
- Give the children noodles with big spaces for them to string them on a piece of yarn to make bracelets and necklaces. Use tape at the end of the yarn to make stringing easier.
• Let the children role play mime and dramatize the community workers.
• Let the children watch videos that show community workers and activities of other people who work in communities
• Collect pictures of people and make puzzles of about four to five pieces.

**GAMES**

**SALLY, SALLY WATER**
Sally Sally water
Sprinkle in the saucer
Rise Sally, rise Sally
Wipe your weeping eyes
Sally turn to the East, Sally turn to the west
Sally turn to the very one you love the best

(The children hold hands in a circle and move in a clockwise direction as they sing. One child who stoops in the middle will listen to and follow the directions given in the song. The child will choose someone he/she loves the best and that person then becomes Sally. The game continues.)

**FARMER IN A DELL**
A farmer in a dell (2x)
Hi ho the merry-A farmer in a dell

The farmer takes a wife (2x)
Hi ho the merry-o
The farmer takes a wife

The wife takes a child

The child takes a nurse,

The nurse takes a doctor

The doctor takes a cat

The cat takes the rat

The rat takes the cheese

The cheese stands alone

(One child stands in the middle of a circle that the children made by holding hands. As the children sing the song, the one in the middle, who is the farmer, selects a child to be the wife and the game goes on. All the children go back to their places in the circle and only the one who is the cheese will remain and become the new farmer.)
**BROWN GIRL IN A RING**
There’s a brown girl in a ring, tra-la-la-la-la (3x) (a child walks inside a circle of children while all sing and clap)
For she likes sugar and I like plum

Then skip across the ocean, tra-la-la-la-la (3x) (the child skips around inside the circle)
For she likes sugar and I like plum

Then show me your motion, tra-la-la-la-la (3x) (the child makes body movements)
For she likes sugar and I like plum

Then stand and face your partner, tra-la-la-la-la (3x) (the child selects a partner by standing face-to-face with another child holding hands)
For she likes sugar and I like plum

Then wheel across the ocean, tra-la-la-la-la (3x) (the two children hold hands and wheel in the middle of the circle)
For she likes sugar and I like plum

(The ring game continues with the child that was picked as the brown girl)

**POSTMAN GAME**
Let a child pretend he/she is the postman/postwoman who is bringing letters for the children. In a knapsack, place envelopes with letters of the alphabet that they know, simple words and pictures, numbers, colours or shapes. The postman/postwoman will say “knock, knock!” The class will ask “who knocks?” The postman/postwoman will reply, “the Postman/postwoman, I bring letters.” The class will ask, “letter for whom?” The reply will be, “letter for ____(name of a child).” That child is to open the envelope when it is handed to him/her and tell the content. For example, if it a colour, a letter, or a shape etc.
It doesn't cost anything to borrow a book from the library . . .
... and our brave firemen are there whenever we call.
Rain or shine, you can count on the postman...
The policeman on the corner ...
Some special people make my town a special place to live in.
UNIT 9
HOLIDAYS

SONGS

SEPTEMBER- 10TH SEPTEMBER & INDEPENDENCE

WE ARE MARCHING TODAY
We are marching today and proudly sing
That we are celebrating our day
It was the 10th day of September when history was made
Oh, Belize our home sweet home
Hurrah, hurrah hip-hip hurrah
As we hail them and greet them today
The Baymen did fight the noble, noble fight
At the battle of old St. George’s Caye.

HALLOWEEN
JACK-O-LANTERN
Jack–o-lantern (2x)
See the light (2x)
Shining in the night time (2x)
What a fright (2x)
(Sing to tune of “Are You Sleeping”)

CHRISTMAS
I SAW THREE SHIPS
I saw three ships come sailing in
Come sailing in, come sailing in
I saw three ships come sailing in
On Christmas day in the morning.

GUD MAANIN MIS LAYDI
Gud maanin mis laydi
How aar yoo dis manin
Kom tu laj a komplain
An dis meri Krismus maanin
Anansi had a baybi, haid ah eena hai gaas
Bizi bee was pasin and ih stin ah pah ih bum, bum

AWAY IN A MANGER
Away in a manger no crib for a babe
The little Lord Jesus lay down His sweet head
The star in the bright sky look down where he lay
The little Lord Jesus asleep on the hay
The cattle are lowing

The baby awake
But little Lord Jesus no crying He makes
I love you Lord Jesus look down from the sky and stay by my bed-side
Till morning is nigh.

TWINKLE TWINKLE LITTLE STAR
Twinkle twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star, how I wonder what you are.

SOMBRERO IS TOO BIG
The hat I got for Christmas is too big
It’s nice but my sombrero is too big
Is it shining, is it raining, I can’t see where I am going
The hat I got for Christmas is too big
Ring the bell and beat the drum
Ring the bell and beat the drum
Ring the bell and say ole
For Mr. Senor Santa Clause you spoiled my holiday

BARON BLISS DAY
ROW YOUR BOAT
Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily
Life is but a dream

LEAKI OAL DOARI
Mista Maat’n gat wah leeki oal doari
Keel ah bayl ah til ih geh jrai
Mista maat’n gat wah leeki oal doari
Keel ah bayl ah til ih geh jrai
O di leeki leeki oal doari
Keel ah bayl ah til ih geh jrai.

BAAJ TON OVA
Baaj ton ova, baaj ton ova, big fat Jeri mek di baaj ton ova
Where was Jeri wen di baaj ton ova
Aanda the bow wen the baaj ton ova
EASTER
ENTER INTO JERUSALEM
Enter into Jerusalem let us go to God’s house
With the healthy and the sick
With the worker and the weak
Let us go to God’s house
We go celebrate, we go celebrate
We go celebrate, oh Israel

PRAISE HIM
Praise Him, praise Him, praise Him in the morning
Praise Him in the noon time
Praise Him, praise Him, praise Him when the sun goes down.

COME AND GO WITH ME
Come and go with me to my father’s house
To my father’s house, to my father’s house
Come and go with me to my father’s house
Where there’s joy, joy, joy

IDEAS
- Decorate the classroom to reflect the holiday theme.
- Valentine Day is a good time to teach children that they must love others. Let them make valentine Day cards for loved ones. Decorate the room with lots of red hearts. This is a good time to reinforce the colour “red”
- Let them make boats from foam plates and sail them in the water trough. Colour the water in the trough, blue to represent the colour of the sea.
- Give them play dough to pretend to make hot cross buns. You can also ask parents to make some hot cross buns for snack just before the Easter vacation.
- Help the children to make Christmas wreaths, lanterns from Milk cartoons, decorations for a Christmas tree from pine cones collected ahead of time.
- Make Easter baskets from foam cups. Cut handles and let them use glue to attach them. Allow the children to use art materials to decorate them. Fill them with candies for the Easter break.
- Collect different size boxes and wrap them with Christmas paper. Put bows on them and use them in the room to reflect the Christmas spirit of giving and receiving.
- Give children pictures of bunnies and chickens and eggs to colour and decorate at Easter time.
- Have them make Easter cards, Mother’s Day cards, Christmas cards to take home.
- During the week of Baron Bliss Day, take the children to the Fort to see the light-house. For others in rural areas, make a big poster of the light-house. Allow the children to help you paint it. Talk about it and tell the story of Baron Bliss.
- During the period leading up to Independence Day celebrations, it is an important time to talk about love for country and ways to show love and respect for people, and things that are Belizean. Display Belizean flags and show videos of how people celebrate Belize’s birthday. Decorate the room using colours from the Belize flag.
- Let the children make and wear a cap like Santa Clause.
- Invite a parent to dress like Santa Clause and Visit the school/center.

RHYMES, FINGER-PLAY AND POEMS
CHRISTMAS IS COMING
Christmas is coming
The goose is getting fat
Please put a quarter in the old man’s hat
If you haven’t got a quarter, a nickel would do
If you haven’t got a nickel,
Then God bless you.

HOT CROSS BUNS
Hot cross buns, hot cross buns
One a penny, two a penny
Hot cross buns
If you have no daughters, give them to your sons
One a penny, two a penny, hot cross buns.

I SAW FIVE BOATS
I saw five boats a sailing
A sailing on the sea
They all had Easter eggs
For you and for me
COLOR THE PICTURES

Color the red.
The Letter H, h

H h H h M
H h H h H h C
C h H h H h P O
K P O C h H
Colour the 5 hens. Practice tracing the number 5
UNIT 10
STIMULATION

SONGS
WHERE IS THUMBKIN
Where is thumbkin (2x) (hold up thumb)
Here I am (2x)
How are you today
Very well I thank you
Run away (2x)

(Continue with foreman- index finger; middleman – Middle finger; ringman – finger next to the little finger; pinkie/littleman – little finger)

IDEAS

• Collect film containers. Put cotton inside. Put drops of fragrances on the cotton and keep them covered. Let the children open them and smell and tell what the fragrance is. For example, perfume, bleach, coffee, vinegar, soy sauce, alcohol etc.
• In four different dishes place sugar, salt, lime juice and strong coffee. Cover them so that the children do not see what is in the dishes. Blindfold a child then uncover the dishes and let the child taste each one and try to tell what it is. This can also be done with different fruits, vegetables and food.
• Provide a variety of textures for the children to touch, e.g. things that are smooth, rough, hard, soft, cold, warm, wet, slushy, slimy, etc.
• Give children things to taste, smell, see, and listen to.
• Take them on a walk and when they get back, they must tell what they saw, smell, heard.
• Let them lie on the floor on a mat. Ask them to be very quiet. Tell them to listen to the sounds and try to identify what is making the sounds. After about three minutes of listening, let them sit up and talk about what they heard.
• Give them flour paste to rub in their hands
• Let them paint with fingers and make hand-prints with paint on large sheets of paper. Make sure they are wearing aprons. Line tables with old newspaper.
• Put items in a bag. Let them put one hand in the bag and feel the items. Let them select an item and guess what it is without looking at it or taking it out.
• In a bag, put an object that has a high smell. Tie the bag and pass it around for the children to smell. Let them guess what it is. Open it for them to see and talk about.
• Cut out parts of the body which match the 5 senses. Give them to the children. When you say the taste, smell, sight, sound, texture, the children must hold up the picture that matches.

GAMES

• THE SENSE GAME
Ask the children to select a partner. Let them sit facing each other. One says, “My eyes see for me, what do your eyes see?” The other will repeat, “My eyes see a _____. ” The game continues with: “My nose smells for me, what does your nose smell? My ears hear for me, what do your ears hear? My tongue tastes for me, what does your tongue taste? My fingers touch for me, what do your fingers touch?”
• Play the “Spy” game. A child will form circles with thumb and index fingers on both hands and hold them over both eyes to represent binoculars. He/she will say, “I spy with my little eyes and see something green”. The others will guess what it is by asking “Is it a book? Is it a crayon? Etc. The person who guesses the correct answer will be the next to spy.

• Let a child sit behind a curtain or in the puppet theatre where he/she cannot see the other children. Point to three different children to quietly go to stand outside the area where the child is hiding. Ask each one to take turns to say, “Hello Your Majesty”. The child that is hiding will try to guess which child is speaking.

• Play the game, “Simon Says”. Tell them to touch parts of the body using the term “Simon Says”. Explain that they should only do the actions if you use the term “Simon Says”. Occasionally, leave off “Simon Says” to test how well they are listening. Those who do the actions will be out of the game.

• Play the game “on the land, in the sea”. Draw a line and let them stand behind the line. The area behind the line is the land and the area on the other side is the sea. Give commands for them to jump in the sea and on the land. Change the command sometimes telling them to jump in the sea when they are in the sea. Those who carry out the commands correctly will be out of the game.

• Play “Jack in the Box, Jack out the Box”. Let them imagine that they are Jack. Give commands for them to go in the box (stoop down) and out the box (stand up) This is a listening game. Those who do not follow the directions will fall out of the game.

• TOUCH
Touch your ears, touch your nose
Touch your eyes, touch your mouth,
Touch your knees
Touch your toes
That’s the way this touch game goes.
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See other websites in the Curriculum Guide.

Have fun implementing some of these.