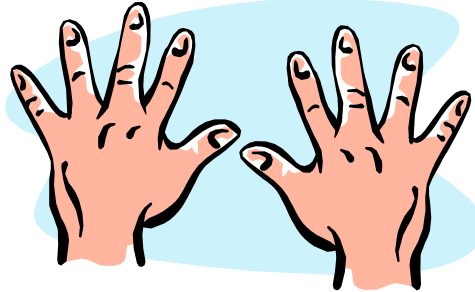


"HANDS ON LEARNING"



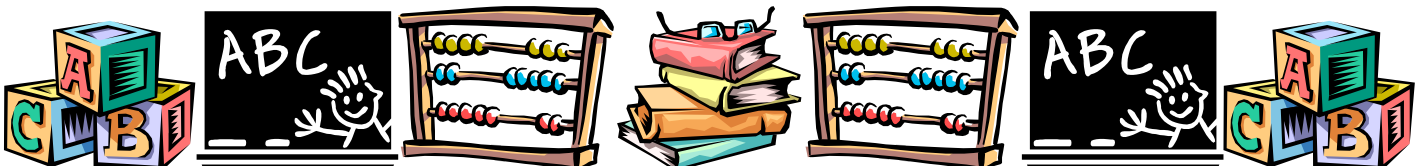
WHAT DOES IT MEAN?

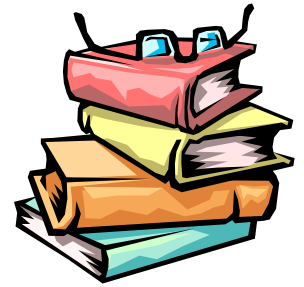
CHILDREN LEARN IN MANY WAYS, A
CONCEPT SOME DO NOT UNDERSTAND.

CHILDREN LEARN BY EXPLORING,
TOUCHING, FEELING AND
EXPERIMENTING.

THROUGH PLAY THEY WILL
BEGIN TO DEVELOP ALL THE
SKILLS & CONCEPTS THEY NEED
BEFORE ENTERING KINDERGARTEN.

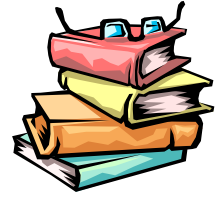
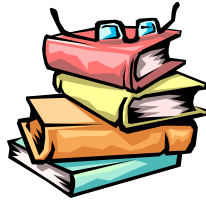
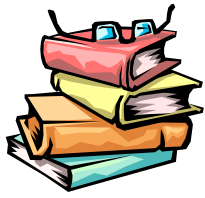
THESE POSTERS WILL EXPLAIN
THE MANY WAYS IN WHICH
CHILDREN LEARN THROUGH
PLAY AND THE SKILLS THEY
WILL BEGIN TO DEVELOP.





WHEN CHILDREN PARTICIPATE IN CIRCLE TIME THEY LEARN...

- *TO ORGANIZE THEIR OWN THOUGHTS
- *TO TELL A STORY WITH A BEGINNING,
MIDDLE AND END
- *TO MAKE UP THEIR OWN STORIES
- *LETTER AND NUMBER RECOGNITION
- * CALENDAR SKILLS
- *THAT THEIR IDEAS HAVE MEANING



WHEN CHILDREN LOOK AT BOOKS THEY LEARN...

- * THAT BOOKS ARE IMPORTANT AND ENJOYABLE
- * THAT PRINT IS WRITTEN DOWN WORDS
- * TO EXPRESS THEIR OWN THOUGHTS,
FEELINGS & IDEAS
- * TO MAKE UP THEIR OWN STORIES
- * THAT PICTURES TELL JUST LIKE WORDS
- * TO RECOGNIZE CERTAIN WORDS
- * TO USE MORE COMPLEX LANGUAGE PATTERNS IN
THEIR OWN SPEECH
- * THAT THEY LIKE BOOKS & WOULD LIKE TO READ
THEM SOMEDAY WHEN THEY ARE READY!!



WHEN CHILDREN DANCE THEY LEARN...

- *BALANCE AND COORDINATION
- *TO BE CONSCIOUS OF THE MOODS AND RHYTHM OF MUSIC
- *TO EXPRESS THEMSELVES PHYSICALLY





WHEN CHILDREN SING SONGS THEY LEARN...

*PRINCIPLES OF MUSIC & RHYTHM

*VOCABULARY

*MEMORY SKILLS & SEQUENCING

*TO BE CONSCIOUS OF OTHERS

*ENJOYMENT OF DIFFERENT MELODIES

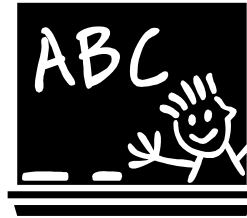
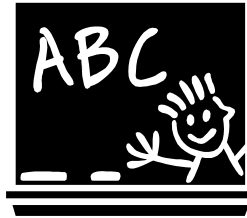
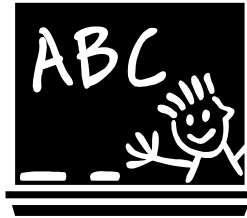
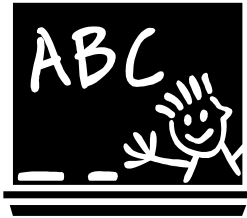
*VARIOUS CONCEPTS EMPHASIZED IN SONGS





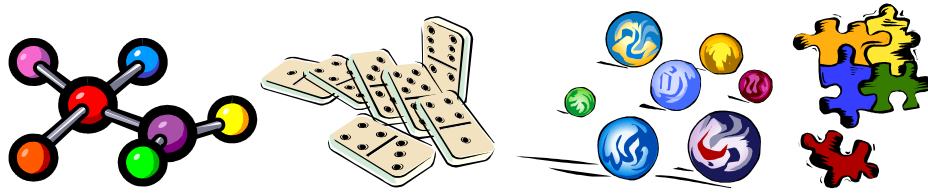
WHEN CHILDREN PLAY WITH INSTRUMENTS THEY LEARN...

- *TO BE CONSCIOUS OF RHYTHMS IN MUSIC
- *CONCEPTS OF FAST, SLOW, LOUD, & SOFT
- *TO EXPRESS THEMSELVES IN
DIFFERENT WAYS
- *AUDITORY DISCRIMINATION, TO
RECOGNIZE DIFFERENCES IN SOUNDS
- *TO INTERPRET & UNDERSTAND
SIGNALS AND CUES



WHEN CHILDREN PLAY LETTER GAMES THEY LEARN...

- *TO RECOGNIZE AND NAME SOME UPPER & LOWER CASE LETTERS
- *TO ASSOCIATE LETTERS WITH THE SOUNDS THEY REPRESENT
- *THAT LETTERS ARE PARTS OF THE WORDS THEY SAY, & THAT LETTERS MAKE UP ALL THOSE MAGICAL WORDS THAT ARE READ FROM BOOKS
- *TO RECOGNIZE THEIR NAME AND OTHER WORDS, ALL ON THEIR OWN, WITHOUT STRESS & ONLY IF THEY WANT TO AND IF THEY ARE READY



WHEN CHILDREN PLAY WITH PUZZLES, BEADS, LACE CARDS & MATH MANIPULATIVES THEY LEARN...

- * EYE-HAND COORDINATION
- * NUMBER CONCEPTS LIKE MORE & LESS,
LONGER & SHORTER
- * TO CREATE AND REPRODUCE PATTERNS
- * CONCEPTS OF COLOR, SHAPE & LOCATION
- * USE OF NUMBER WORDS; FIRST, SECOND...
- * TO NOTICE DIFFERENCES & TO FORM
CATEGORIES
- * LEFT AND RIGHT PROGRESSION
(A READING SKILL)
- * ONE TO ONE CORRESPONDENCE
- * PATTERNING SKILLS



WHEN CHILDREN PLAY WITH PEGBOARDS THEY LEARN...

- *ONE TO ONE CORRESPONDENCE, ONE PEG FOR ONE HOLE -A MATH SKILL
- *POSSIBLE LEFT TO RIGHT PROGRESSION
- *CONCEPTS OF ADDITION, AS THEY ADD ONE MORE PEG
- *SYMMETRY, SHAPES, ORDER AND DESIGN
- *TO MAKE AND REPEAT PATTERNS
- *EYE-HAND COORDINATION



WHEN CHILDREN PLAY WITH BLOCKS THEY LEARN...

- *CONCEPTS OF SIZE, LENGTH, & LOCATION
- *TO COUNT, SORT & CLASSIFY (MATH SKILLS)
- *TO COOPERATE WITH OTHERS
- *TO SOLVE PROBLEMS
- *FINE MOTOR SKILLS
- *ABOUT THE PROPERTIES OF WOOD
- *TO SEE THEMSELVES FROM A DIFFERENT
PERSPECTIVE, THAT OF A GIANT
(SELF AWARENESS)



WHEN CHILDREN EASEL PAINT, THEY LEARN...

- *TO DEVELOP, THEIR IMAGINATION
AND CREATIVITY
- *TO DEVELOP EYE-HAND COORDINATION
- *TO DISTINGUISH AND PURPOSELY
CREATE SHAPES
- *TO EXPRESS THEIR FEELINGS AND IDEAS
- *THAT THEIR IDEAS HAVE VALUES
- *RELATIONSHIPS OF SPACE & SIZE
- *CONCEPTS OF SYMMETRY,
BALANCE AND DESIGN



WHEN CHILDREN FINGER PAINT, THEY LEARN...

- *TO EXERCISE THEIR IMAGINATION
AND CREATIVITY
- *ABOUT HOW COLORS MIX AND
MAKE NEW COLORS
- *CONCEPTS OF SHAPE, SIZE AND LOCATION
- *AN ACCEPTABLE WAY YOU MAKE A MESS, &
HAVE FUN SHARING IDEAS WITH OTHERS
WHO ARE NEAR



WHEN CHILDREN PLAY WITH PLAYDOUGH THEY LEARN...

- *TO SEE THE SHAPE AGAINST THE BACKGROUND OF THE TABLE, A PRE-READING SKILL
- *CONCEPTS OF SHAPE, SIZES, LENGTH AND HEIGHT
- *TO SEE NEGATIVE SPACE WHEN A COOKIE CUTTER SHAPES ARE TAKEN AWAY
- *TO EXPRESS FEELINGS BY SQUEEZING AND POUNDING
- *TO EXPRESS THEIR IMAGINATION & CREATIVITY
- *THAT THE QUANTITY OF SOMETHING REMAINS THE SAME EVEN WHEN THE SHAPE CHANGES



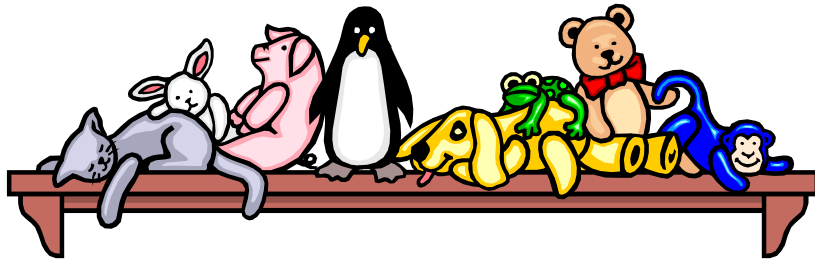
WHEN CHILDREN CUT, GLUE & COLLAGE THEY LEARN...

- *TO CONTROL THE SMALL MUSCLES
IN THEIR HAND
- *CONCEPTS OF SHAPE, SIZE AND LOCATION
- *TO EXERCISE THEIR
IMAGINATION & CREATIVITY
- *ABOUT DIFFERENT TEXTURES
- *HOW TO CREATE PATTERNS & DESIGNS,
A MATH SKILL
- *CONCEPTS OF SHAPE, SIZE, LOCATION
AND DESIGN, WHICH ARE
RELEVANT TO READING
- *TO DISTINGUISH PATTERNS
FROM BACKGROUND (A READING SKILL)



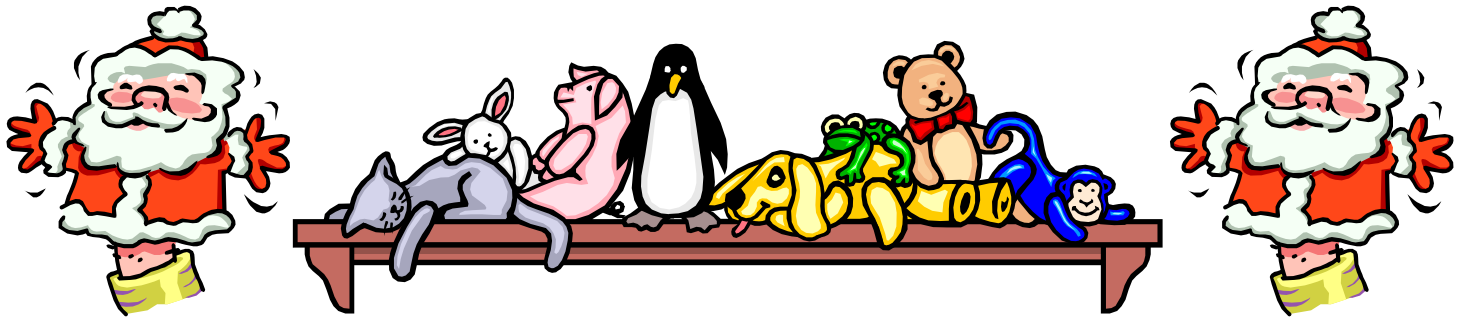
WHEN CHILDREN SCRIBBLE & DRAW THEY LEARN...

- *TO HOLD A PENCIL AND TO
CONTROL THE PRESSURE
- *EYE-HAND COORDINATION
- *TO EXERCISE THEIR CREATIVITY &
IMAGINATION
- *THAT THEIR IDEAS HAVE VALUE
- *CONCEPTS OF COLOR, SHAPE,
SIZE AND LOCATION
- *TO EXPRESS THEMSELVES WITH WORDS



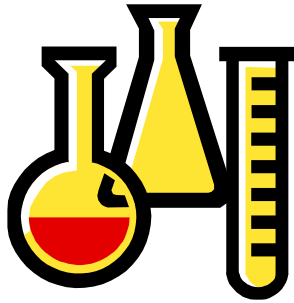
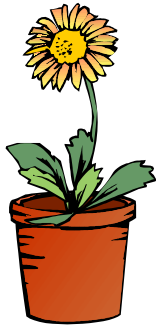
WHEN CHILDREN PLAY IN DRAMATIC PLAY AREA THEY LEARN...

- *TO BE FLEXIBLE IN THEIR THINKING
- *TO EXPRESS THEMSELVES
WITH THEIR WORDS
- *TO TRY OUT DIFFERENT ADULT ROLES
- *TO SOLVE PROBLEMS THROUGH
NEGOTIATION
- *TO SORT & ORGANIZE PLAY THINGS
- *TO MAKE DECISIONS
- *TO IMPROVISE AND USE THINGS IN A
SYMBOLIC WAY
- *TO CARRY OUT THEIR IDEAS-WITH THE HELP
OF OTHERS (COOPERATION)
- *TO LACE, TIE, BUTTON, ZIP, & SNAP,
- *TO DRESS THEMSELVES (INDEPENDENCE)



WHEN CHILDREN PLAY WITH PUPPETS THEY LEARN.....

- *TO EXPRESS THEIR IDEAS WITH WORDS
- *TO TAKE ON THE ROLE OF SOMEONE ELSE
- *TO USE THEIR VOICE TONES AS
WELL AS WORDS
- *TO USE THEIR IMAGINATION
- *TO LEARN HOW IT FEELS TO BE
SOMEONE ELSE



WHEN CHILDREN USE ITEMS IN THE SCIENCE CENTER THEY LEARN...

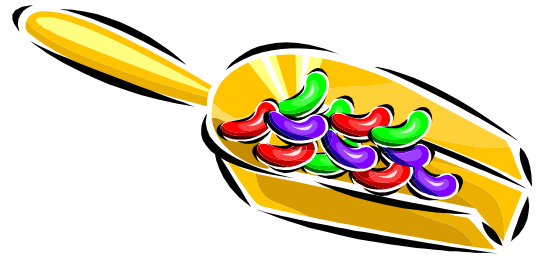
*NEW VOCABULARY

*CONCEPTS OF TEXTURE, COLOR,
WEIGHT & SIZE

*TO GROUP OBJECTS INTO CATEGORIES

*TO OBSERVE LIKENESS AND DIFFERENCES

*TO APPRECIATE NATURE AND DEVELOP A
SENSE OF WONDER



WHEN CHILDREN PLAY WITH SAND & WATER TABLE THEY LEARN...

- *HOW TO USE TOOLS
- *TO SOLVE PROBLEMS
- *CONCEPTS OF WARM, COOL, WET, DAMP &
DRY, HEAVY & LIGHT
- *HOW TO PLAY SOCIALLY WITH OTHERS
- *TO OBSERVE CHANGES, A SCIENCE SKILL
- *TO CREATE SYSTEMS FOR CLASSIFYING,
SORTING, AND ARRANGING (MATH SKILLS)
- *CONCEPTS OF FULL & EMPTY,
SHAPE & VOLUME



WHEN CHILDREN DO COOKING PROJECTS THEY LEARN...

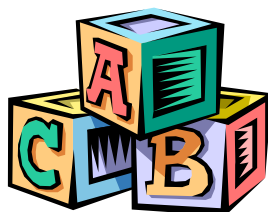
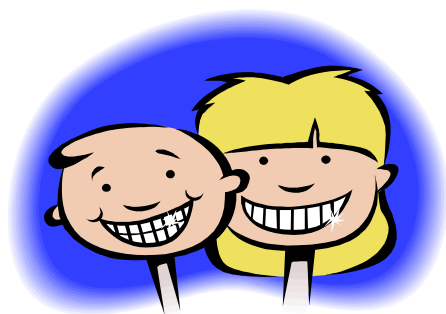
- * ABOUT NUTRITION, TASTE & FOOD GROUPS
- * HOW HEAT & COLD CHANGE S THINGS
- * WHOLE-PART RELATIONSHIPS AND CONCEPTS OF VOLUME & MEASUREMENT
- * VOCABULARY- A LANGUAGE LESSON
- * AWARENESS OF OTHER CULTURES



WHEN CHILDREN PLAY ON CLIMBING EQUIPMENT THEY LEARN...

- *PHYSICAL STRENGTH,
COORDINATION & BALANCE
- *TO COOPERATE WITH OTHERS
IN GROUP GAMES
- *TO SOLVE PROBLEMS
- *SELF CONFIDENCE AS THEY
DEVELOP NEW SKILLS

IT IS IMPORTANT PARENTS AND
TEACHERS ALLOW CHILDREN TO
DEVELOP AT THEIR OWN PACE,
THROUGH PLAY THEY WILL BEGIN
TO DEVELOP NEW SKILLS WHILE
STILL MAKING LEARNING FUN!



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