

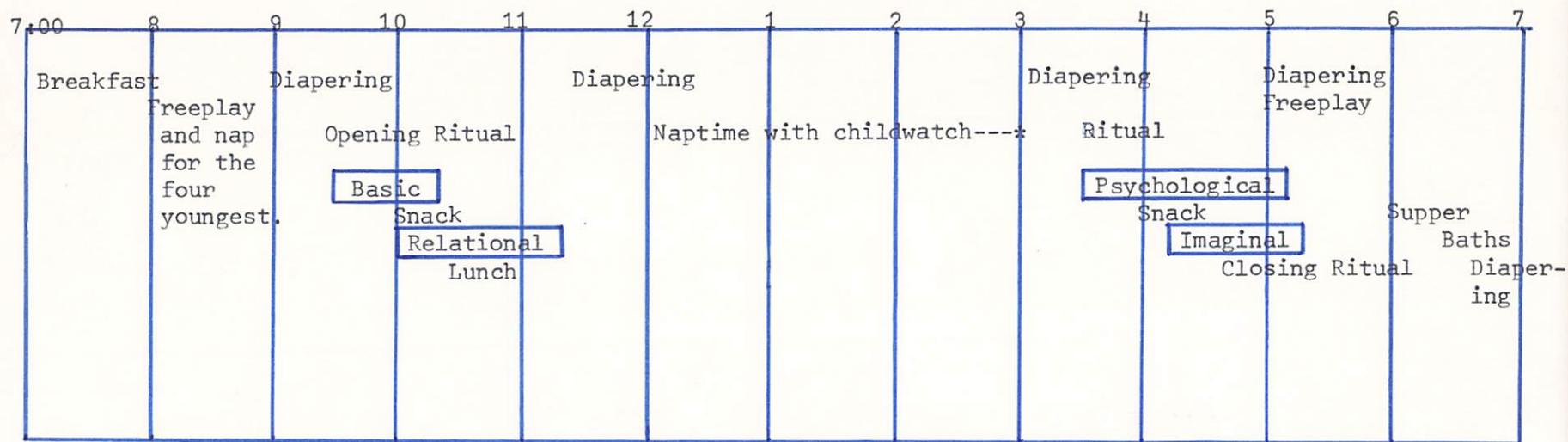
## **ICA Preschool Curriculum**

# **INFANT SCHOOL**

## **6 – 18 Months**

- Nine month curriculum designs
  - Ten week sample of the nine month curriculum

## Infant School Time Design and Rituals



Opening Rituals: chant: Drum of the city  
 songs: "Universe Man"  
 "Uptown Preschool"  
 ritual: This is the day we have . . .  
 song: "Good morning, everybody"  
 chant: names.

Closing Rituals: chant: Drum of the city  
 song: "Chicago is . . ."  
 ritual: Accty/Abso  
 song: "Goodbye, everybody"

Eating Rituals: song: "Put your hands in your lap"  
 ritual: Food is good, right? . . .

Diapering Rituals: discontinuous songs  
 point out pictures on wall  
 name body parts  
 name clothing and colors  
 talk.

127  
 1280 1290000 1290000  
 1290000 1290000

1290000 1290000  
 1290000 1290000  
 1290000 1290000

1290000 1290000  
 1290000 1290000  
 1290000 1290000  
 1290000 1290000

1290000 1290000  
 1290000 1290000  
 1290000 1290000



1290000 1290000 1290000 1290000

### INFANT EDUCATION DAILY SCHEDULE

8 AM	9: 15	10	10:45	11:15	30 PM	1:30	2	2:45	3:15	4PM
NAP	D I A P E R	Science  BASIC  Philosophy	Sociology  RELATIONAL  History	LUNCH	D I A P E R	NAP	D I A P E R	S P S Y C H O L O G I C A L  Art	CS I  IMAGINAL  RS I R	D I A P E R
	Reading # 1  Language Record	Choral Mus'c	Reading #2	Reading #3	Instrumental Music	Ritualistic Music				
E N T R A N C E	R I T U A L				R I T U A L		R I T U A L		R I T U A L	E X I T

**RITUALS:**

Opening the day: "This is the drum of the City"  
 "This is the day we have."  
 "Universe Man" song  
 "Good Morning..." song

Diapering Song. Tune: "Mary Had a Little Lamb."

You are unrepeatable, unrepeatable, unrepeatable.  
 You are unrepeatable.  
 You are unique.

**Closing Ritual:**

Negro Heritage: Picture of Negro  
 Negro Heritage Myth  
 Negro Heritage March

**Closing the day:**

"What did you do in school today?" song  
 Question to each one: Did you decide  
 to be a minischooler today? (yes or no)  
 Teacher's response to class: Whether  
 you said "yes" or "no", tomorrow is a  
 new day and you can decide all over  
 again!  
 Iron Men Marching Song

INFANTS

Time Design

8	9	9:30	9:45	10	10:15	11	12
nap	diaper	ritual curriculum	snack	curriculum	small infant feeding & diapering	lunch	& diaper
12	- 3		3:30		4	4:30	5:00
nap		diaper	curriculum		snack	curriculum	ritual

Diapering Procedures

1. Tuesdays and Fridays are Diaper Distribution Days  
18 for 3 days (Tues., Wed., Thurs.)  
24 for 4 days (Fri., Sat., Sun., Mon.)
2. Do not use diapers for cleaning.
3. Diaper 3 times between 8:00 a.m. and 5:00 p.m. Parents have diapers for before and after structures.
4. Use sanitary measures while diapering.
  - a. All paper in trash cans
  - b. Diapers in diaper pail
  - c. Wipe table after every diapering
  - d. Wash hands as often as possible
  - e. Put all soiled clothes in plastic bags; return to child's personal clothes bag.
  - f. Use water petroleum jelly to clean child and prevent diaper rash.
  - g. Water is changed daily or as often as you need to; don't put cloth in water but dip paper towel into water; don't wring it out.

Cleaning Eating Area.

1. Wash everything with disinfectant: high chairs  
tables  
floors
2. Return table tops to original chairs.
3. Return all food back to kitchen or refrigerator.
4. Return all dishes to kitchen.
5. Clean food distribution area thoroughly.

Infant Education Curriculum  
Construct

Dimension of humanness dealt with	Theoretical curriculum area	Intent	Primary tool	Media	Auditory Bombardment
Individual	Psychological	neuro-muscular	movement	toys & games	Instrumental Music
		sensory	sensory perception	art forms	
Social	Relational	cognitive	labeling	cultural artifacts	Choral Music
		recognitive memory	repetition	documentary materials	
Intellectual	Basic	observational skills	categorizing	scientific phenomena	Language Records
		conceptualize	symbolizing	puzzles	
Reflectional	Imaginal	objective	20th century context	situational context	Ritualistic Music
		subjective	20th century life style self-conscious	decisional context	

Term Rhythm: Cultural Context

West	East	South	West	East	South	West	East	South
U.S.	India	Africa	Russia	China	South America	Europe	S.E. Asia	Near East

5TH CITY PRESCHOOLING INSTITUTE: Chicago  
 Neighborhood Infant School  
 Yearly Curriculum Content and Decor Rationale

THE EAST			THE SOUTH			THE WEST		
I N D I A	S E A P A C	C H I N A	A F R I C A	N E A R E A S T	S O U T H A M E R I C A	U N I T E D S T A T E S	E U R O P E	R U S S I A
Month	Month	Month	Month	Month	Month	Month	Month	Month
1	4	7	2	5	8	3	6	9
Month 10			Month 11			Month 12		

5th City Preschooling Institute  
 Neighborhood Infant School  
 Monthly Curriculum Construct  
 February 1970

	Psy	Art	Soc.	HIST	Sci	Phil.	RSI	CSI
WEEK I	BIOLOGICAL	IMPRESSIONISTIC	ECONOMIC	OBJECTIVE	BIOLOGY	ANALYTIC	LIMITS	SENSE
WEEK II	SOCIAL	EXPRESSIONISTIC	POLITICAL	RATIONAL	PHYSICS	EXISTENTIAL	POSSIBILITIES	STYLE
WEEK III	RATIONAL	INTENTIONAL	CULTURAL	EXISTENTIAL	MATH	METABILT	DECISION	MOOD
WEEK IV	Biol. Soc. RAT	Imp. Exp. Int.	Eco Pol. Cul.	Obj. RAT. EXIS.	Biol. Phys. MATH.	Anal. Exist. Meta.	Limits Poss. Dec.	Sense Style Mood

5th City Preschooling Institute - Neighborhood Infant School  
 DAILY TOOLS CHART

1  
2  
3  
4

Monday Methods	Tuesday Tools	Wednesday Tools	Thursday Tools	Friday Methods
Charting	Reading	Writing	Math	4x4
Problem Solving	Drama	Instrument	Design	GRID
Model Building	Dance	Poetry	Sculpture	Timeline
Meditation	Song	Pictorial	Prose	Contemplation

## NOTES ON THE DOMAN APPROACH TO LEARNING

The process is based on the understanding that the potential to learn (process information) is greatest during the period of time in a person's life when the brain is growing most rapidly. The brain begins to grow at conception. The growth rate is explosive and descending. The process is complete at age six. At birth the brain weight is equal to 11% of the total body weight, while in an adult, it is 2.5% of the body weight. During the years between 6 and 80 we have less brain growth than we had in a single year between ages 5 and 6 (during this year the brain is growing at its slowest rate of the first 6 years of life).

The intent of the teaching process is to bring about increased neurological growth; to increase the central nervous system (the brain) transmission, by increasing the stimulus in FREQUENCY, INTENSITY and DURATION. Neurological growth is a dynamic and ever-changing process. In brain-injured children, the process of neurological growth is totally halted. In retarded children, the process of neurological growth is considerably slowed. In the average (neurologically organized) child, neurological growth takes place at an average rate. In a superior child, it takes place at above average speed. The Doman approach has been used to bring hundreds of children from neurological dysorganization to neurological organization by non-surgical techniques through visual, auditory and tactile stimulation. There are five pathways into the brain: Seeing (visual) Hearing (auditory) Feeling (tactile) Tasting and Smelling (these two are recessive in human beings). Giving a child visual, auditory and tactile stimulation with increased frequency, intensity and duration, makes possible physical growth of the brain.

There are six brain functions that are exclusive to human beings. All are present in the first eight years of life:

1. To walk entirely upright
2. To speak in abstract, symbolic, devised language
3. To combine unique manual competence with motor abilities listed above to write his language.

These are Motor (expressive) Skills based on the following sensory (receptive) skills:

4. To understand abstract, symbolic, devised language that one hears
5. To identify an object by touch alone
6. To see in a manner that enables him to read an abstract language in written form

By age six, a human being can perform all of these functions. From that time on, a lateral multiplication of these six human abilities goes on in learning, rather than the addition of new ones. If the three receptive abilities are destroyed, most of what makes man different from animals is destroyed. If they are limited, a person's intelligence is limited. Unless one of these three abilities is high, human intelligence will be low. If one of these abilities is higher than the others, the person will perform to the top level of that ability provided that every conceivable opportunity is made available to that person to gain information through that single facility.

## NOTES ON DOMAN APPROACH (2)

A tiny child is like a computer:

1. Capable of receiving a vast amount of information, readily and without effort
2. Able to classify and file information
3. Able to place information in either permanent or temporary storage
4. His answers depend upon data input. When there is sufficient information, the computer will give correct answers and make judgments
5. Will accept all information that you place in ...whether information is correct or not.
6. Will reject no information which is put in in the proper form.
7. If incorrect information is put into the machine, future answers based on the material will be incorrect

A tiny child is unlike a computer, in the following ways:

1. A child cannot be re-programmed. If information is put in during the first six years, it is difficult to erase
2. Information put in after a child is 8 years old, is more difficult to absorb

### The Reading Process

1. Approach with equal Portions of Head and Heart
2. Don't Pressure....don't be afraid of failure...you can't fail
3. Don't be tense...make a game of it
4. Don't teach the alphabet first....wait until the child can read his first book  
Words, not letters, are the basic unit of language. Letters are abstract  
Words name known realities.
5. Be joyous. Children like celebrations, so give them what they want!
5. Reading is not talking. A six month old child cannot say his name, but he can recognize it!
7. Avoid boring the child by:  
Not going too fast...be sure the child is focussed and interested in what is going on. Follow a schedule of presentations  
Not going too slow...this is the most frequently made mistake. A child can absorb a bit of information in one second. If you spend any longer, she becomes bored. A child will know a bit of information in 30 presentations, and fewer if her visual path is mature. You can tell by the look in her eyes whether the information is new and interesting or if it is known and boring.  
Refraining from testing too much. A child loves to learn and does not like being tested. Testing gives satisfaction to adults. Adults need it for motivation. Do it once a week rather than once a day.

## The Doman Approach (3)

What the child discovers in the reading process:

1. Words have meaning
2. Words can be used together and therefore are more than merely labels for objects
3. A book represents more than the simple fun of translating secret names into objects, and more even than the decoding of strings of words into comments about objects and people. The book is talking to him and him alone!
4. He discovers that words can be re-arranged to make entirely new ideas
5. He discovers that he has access to limitless knowledge!

Keys to success in the reading process:

1. One year of age is the best time to begin if you want to expend the least amount of time and energy in teaching your child to read. You can begin at eight months...or even at three months.
2. The key to your success lies in your attitude as a mother &/or a teacher
  - learning is an adventure
  - learning is a game
  - learning is a pleasure
  - learning is a privilege, not a chore
3. Frequency and brevity (dedicate a few seconds, three times daily)  
YOU MUST STOP BEFORE THE CHILD IS READY. LEAVE HIM BEGGING FOR MORE.
4. Orderliness of materials  
The design is based on years of research based on the study of how the brain grows and functions. REading is a brain function.

### The Encyclopedic Knowledge Process:

1. The process is based on the understanding that intellectual intelligence involves:
  - 1) The reading ability
  - 2) Gaining encyclopedic knowledge (facts)
  - 3) The ability to do mathematics
2. These skills involve or assume visual intelligence, auditory intelligence, and language intelligence.
3. Process: Introduce 5 different categories with 10 bits (one card) in each. Spend 1 second on each bit.

Build up to 10 categories.

Retire a bit after 30 presentations (15 when the visual pathway has increased in maturity). Add a new bit in the same category.

Programs (made up of 10 "magnitudes" of information per bit of intelligence)

Introduce 1 magnitude at a time (after the child has mastered the information bit title)

Introduce by categories. Reduce the number of bits when introduce magnitudes so as not to consume attention span time (rather than 10 bits, 5 mag., 2 seconds per bit)



ATTITUDE & STYLE	CONCEPT & PROCESS	SEQUENCE								NUMERALS
		INTRODUCTION		PROBLEM SOLVING						
		STEP ONE	EXTENSION	ADDITION	SUBTRACTION	Multiplication	Division	Assessment	Equations	
<p>Don't Push</p> <p>Don't Bore</p> <p>Stop Before the Child is Ready to Stop.</p> <p>Move quickly (1 second per card)</p> <p>Celebrate ecstatically</p>	<p>Your teaching math facts, not symbols</p> <p>Numerals are abstract &amp; without meaning except as symbols to represent numbers</p> <p>Concept based on dot recognition</p> <p>Begin with dot recognition and periodically introduce problem solving</p> <p>Gradually increase number of sessions per day</p> <p>Constantly introduce dot recognition (1-100).</p> <p>After introduce problem solving concepts (addition, subtraction, multiplication, division, equations) alternate the sessions with dot recognition.</p> <p>Ex: Dot Recognition Addition Subtraction Multiplication Division Equations Dot Recognition Addition Subtraction Multiplication Division Equations</p> <p>Build to 18 sessions of 10 seconds each</p> <p>After child knows math facts, she merely needs to learn the function of "plus", "equals", "minus", "multiplied by" and "divided by"</p>	<p>Dot Cards 1-10</p> <p>"This is one, this is two, this is three..."</p> <p>One second each card</p> <p>Present, don't test !!</p> <p>Present 3 times daily</p> <p>Child will recognize the cards after 15 presentations</p>	<p>After 15 presentations of 1-10 omit #one and add #eleven into the sequence</p> <p>After 3 presentations, omit #two and add #twelve to the sequence</p> <p>Continue process in the rhythm of three presentations each day</p> <p>Teach to 100</p>	<p>After introduction of cards 1-35 (when child is familiar with all of them), introduce addition.</p> <p>Put cards 2-10 face down on your lap</p> <p>Say "I am going to teach you addition"</p> <p>"One plus one equals two!" (show card two)</p> <p>"One plus two equals three!" (show card three)</p> <p>In the same session continue process thru 1+9</p> <p>After 3 presentations of this group (Group I) introduce Group II (probably on the following day)</p> <p>Group II: 2+2=4 2+3=5 2+4=6 thru 2+8=10</p> <p>Three presentations</p> <p>Next review Grps I &amp; II and intro Grp III: 3+2=5 3 thru 3 sessions 3+7=10</p> <p>Next review Grps I, II &amp; III and intro Grp IV: 3 4+2=6 3 sessions thru 4+6=10</p> <p>Next review Grps I, II, III &amp; IV and intro Grp V: 5+5=10</p> <p>Keep dot recognition process going (in groups of 10) while introducing addition.</p> <p>After child recognizes Grp V, present non-sequential problems w/in the scope of dots that he recognizes: Ex: If child recognizes 1-24, 12+12=24, 16+8=24</p>	<p>Introduce after complete presentation of addition, and when child recognizes card #forty-five.</p> <p>Follow same procedure as with addition.</p> <p>Put cards 2-10 face down on lap</p> <p>Say "I am going to teach you subtraction!"</p> <p>Introduce Grp I: 10-1=9 thru 10-9=1</p> <p>Say, "Ten minus one equals nine" Show card nine.</p> <p>Repeat process.</p> <p>Present Group I in 3 sessions throughout the day.</p> <p>Next day, present Grp II: 20-1=19 thru 20-19=1</p> <p>Review Grp I</p> <p>Next day, Grp III: 30-1=29 thru 30-29=1</p> <p>Review Grp I, II</p> <p>Next day, present a random order set of problems that lie within the range of math facts (dots) that the child recognizes (Perhaps this will be up to #forty-five)</p> <p>Ex: 44-30=14 29-5=24 22-13=9 40-10=30</p> <p>Review Grps I, II &amp; III</p>	<p>Introduce after child recognizes math facts 1-55 and after complete presentation of addition and subtraction</p> <p>Follow same process as with addition &amp; subtraction:</p> <p>"Say, 'I'm going to teach you multiplication!'"</p> <p>Cards on lap.</p> <p>"Two multiplied by two equals four"</p> <p>Show card #four</p> <p>Present Grp I: 2x2=4 thru 2x5=10</p> <p>Present in 3 sessions throughout the day</p> <p>Next day present Grp I: 3x3=9 thru 3x6=18</p> <p>Review Grp I</p> <p>Next day, Grp III: 4x4=16 thru 4x7=28</p> <p>Review Grp I &amp; II 3 sessions</p> <p>Next day, Grp IV: 5x5=25 thru 5x8=40</p> <p>Review Grps I II III 3 sessions</p> <p>Next Day Grp V: 6x6=36 thru 6x9=54</p> <p>Review Grps I-IV 3 sessions</p> <p>Next day, Grp VI: 7x7=49 thru 7x3=21 7x8=56 thru 7x2=14</p> <p>Review Grps I-V 3 sessions</p> <p>Next day, Grp VII: 8x2=16 thru 8x4=32 8x3=24 thru 8x8=64</p> <p>Review Grps I-VI 3 sessions</p> <p>Next day, Grp VIII: 9x2=18 thru 9x5=45</p> <p>Review Grps I-VII 3 sessions</p> <p>Next day, Grp IX: 10x2=20 thru 10x6=60</p>	<p>Introduce when child recognizes math facts 1-65 and after addition, subtraction &amp; multiplication.</p> <p>Repeat Process: Say, "I'm going to teach you division!"</p> <p>Cards in lap</p> <p>Present Grp I: 4-2=2 6-2=3 8-2=4 10-2=5 12-2=6 14-2=7 thru 64-2=32</p> <p>3 sessions</p> <p>Next day, Grp II: 9-3=3 12-3=4 15-3=5 18-3=6</p> <p>Review Grp I 3 sessions</p> <p>Next day, Grp III: 8-4=2 12-4=3 16-4=4 20-4=5</p> <p>Review Grps I II 3 sessions</p> <p>Next day, Grp IV: 25-5=5 30-5=6 35-5=7 40-5=8</p> <p>Review Grps I II III 3 sessions</p> <p>Next day, Grp V: 36-6=6 42-6=7 48-6=8 54-6=9</p> <p>Review Grps I II III IV 3 sessions</p> <p>Next day, Grp VI: 49-7=7 56-7=8 63-7=9</p> <p>Review Grps I-V 3 sessions</p> <p>Next day, Grp VII: Review 64-8=8 I-VI 24-8=3 3 sessions 32-8=4 72-8=9</p> <p>Next day, Grp VIII: Review 27-9=3 I-VII 36-9=4 3 sessions 54-9=6</p> <p>Next day, Grp IX: Review 40-10=4 I-VIII 50-10=5 60-10=6 3 sessions 70-10=7</p>	<p>Skill assessment process enables the child to know that he knows.</p> <p>This is a process that pleases the adult more than it gives delight to the child.</p> <p>Be sure not to dwell on assessing or "testing" the child. Use only occasionally, and only after the 15 presentations on the math fact #forty eight and the introduction of both addition &amp; subtraction.</p> <p>Don't demand that the child talk...only that he recognize by indicating or pointing out the math fact that the adult calls for.</p> <p>Place two cards on the floor in front of the child. Tell the child to point to one of the cards. Begin by giving two options that are many "facts" apart: eg. #twenty and #thirty-two as opposed to #five and #seven</p> <p>Occasionally give an addition problem: "What is seventeen plus nine?" Put two cards out for child to chose from (one being the correct 1) If child does not respond immediately to math fact recognition or to problem, adult indicates the answer saying, "It's this one isn't it?"</p>	<p>After total presentation of addition, subtraction multiplication and division, present a three-step equation using math facts that the child knows: "What is seven plus thirteen multiplied by three?"</p> <p>Show two possible answers.</p> <p>Gradually work up to four step equations.</p>	<p>After total presentation of math facts #one thru one-hundred, present numerals in groups in same manner that math facts were presented (each group three times each day)</p> <p>Grp I: 1-25</p> <p>Grp II: 26-50</p> <p>Grp III: 51-75</p> <p>Grp IV: 76-100</p>

## Infant School - Space Care and Basic Order Keeping

Disinfectant is your friend. It keeps our children healthy. Floors are swept and wet mopped after every meal. Be sure there is disinfectant in the water.

All chairs (front and back) and the tabletops are washed with disinfectant after meals and at the end of the day.

Bottles are soaked in hot water after breakfast and brushed out with bottle and nipple brushes. No one seated at the table uses bottles during the day; just the younger ones.

Diapers are a germ source and should be bagged, first in the red net, then in large plastic bags, and carried to the "L" corner of the alley. Do not leave them in the small plastic bags. It is unnecessary to rinse out diapers.

Diaper tables are washed down with disinfectant and sprayed with Staph Ban after each changing. Any dirty clothes are placed in small plastic bags and marked and brought to infant's room at night. And clean clothes may be left in infant school.

Sunday afternoon is seen as transformation time. The room should be left in better condition than it was Friday night. People get recreated in the midst of creating space.

No one leaves the table or sleeps during curriculum. Screaming, biting, hitting without cause, and repeat offenders of any of the above means being sent to the chair in the corner. Fights over toys etc. are loosely refereed.

No eating off the floor. Return party to chair after removing morsel. Spilling milk means losing it. Party also helps clean up the spill with a diaper. Food is not touched until ritual is over. Return hands to laps. To enable this, tableware and food is put on table while "hands in your lap" is being sung and not before. Sandwiches are eaten as sandwiches, not layers of food. Those seated at the table should be instructed as to using their spoons when possible. Hands are raised for more food and drink. Use your own judgement as to quantities of any item. Dessert is put on plates when everything else is eaten.

At naptime, if any party will not stay on his mat, he is placed in one of the spare cribs, with a context on that decision. Those who sleep on the floor and are seated at the table for curriculum, snack, and meals are:

Amos  
Rachael  
Theresa  
Ajit  
Daniel

Disinfectant is your friend. It keeps our children healthy. The  
feet and wet sopped after every meal. He says there is disinfectant in the  
water.  
All chairs (front and back) and the table tops are washed with disinfectant  
after meals and at the end of the day.  
Bottles are soaked in hot water after breakfast and brushed out with bottles  
and nipple brushes. No one seated at the table uses bottles during the day.  
Just the summer ones.

Disinfectant is your friend. It keeps our children healthy. The  
feet and wet sopped after every meal. He says there is disinfectant in the  
water.  
All chairs (front and back) and the table tops are washed with disinfectant  
after meals and at the end of the day.  
Bottles are soaked in hot water after breakfast and brushed out with bottles  
and nipple brushes. No one seated at the table uses bottles during the day.  
Just the summer ones.

Disinfectant is your friend. It keeps our children healthy. The  
feet and wet sopped after every meal. He says there is disinfectant in the  
water.  
All chairs (front and back) and the table tops are washed with disinfectant  
after meals and at the end of the day.  
Bottles are soaked in hot water after breakfast and brushed out with bottles  
and nipple brushes. No one seated at the table uses bottles during the day.  
Just the summer ones.

Disinfectant is your friend. It keeps our children healthy. The  
feet and wet sopped after every meal. He says there is disinfectant in the  
water.  
All chairs (front and back) and the table tops are washed with disinfectant  
after meals and at the end of the day.  
Bottles are soaked in hot water after breakfast and brushed out with bottles  
and nipple brushes. No one seated at the table uses bottles during the day.  
Just the summer ones.

Disinfectant is your friend. It keeps our children healthy. The  
feet and wet sopped after every meal. He says there is disinfectant in the  
water.  
All chairs (front and back) and the table tops are washed with disinfectant  
after meals and at the end of the day.  
Bottles are soaked in hot water after breakfast and brushed out with bottles  
and nipple brushes. No one seated at the table uses bottles during the day.  
Just the summer ones.

- Amos
- Rachel
- Thomas
- Alit
- Daniel

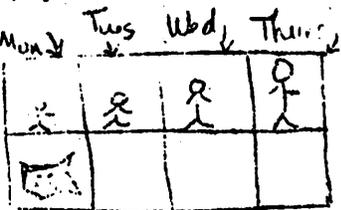


BASIC WEST (North America)  
 Week I Day Hour/Day Date

<p><b>Content Area</b> Nat. Sci/ Physics</p> <p><b>Task:</b> To provide for encounter with natural phenomena (Physical entities) through observation.</p>	<p><b>Content Area</b> Philosophy? Analytic</p> <p><b>Task:</b> To provide for encounter with conceptualization through the names given to objects. (Names represented with picture symbol)</p>
<p><b>Pedagogical Methodology:</b> Exhibit</p>	<p><b>Pedagogical Methodology:</b> Picture symbol</p>
<p><b>Description of Event:</b></p> <ol style="list-style-type: none"> <li>1. Place children in chairs</li> <li>2. Teacher marches onto "stage area" carefully placing five (5) pieces of colored paper on the floor</li> <li>3. On the paper, the teacher places:           <ul style="list-style-type: none"> <li>a wheel</li> <li>a lever with a fulcrum</li> <li>a cog</li> <li>a piece of rope</li> <li>a hammer</li> </ul> </li> <li>4. Teacher moves to each item and shows how it can be used.</li> <li>5. Teacher distributes to each child a toy comparable to the above listed articles.</li> </ol>	<p><b>Description of Event:</b></p> <ol style="list-style-type: none"> <li>1. Two teachers knock at the door</li> <li>2. Walk in together (One has a bag with a hat, a ball, a block, a shoe, and a key)</li> <li>3. Teacher with bag takes out articles one at a time, other teacher sketches articles on construction paper with a magic marker. (Articles are put back in bag after initial showing)</li> <li>4. Teacher who has been drawing the articles holds up one picture at a time to ask the other teacher to take the article from the bag</li> <li>5. When the article requested with picture is shown, the drawer cheers and claps his hands.</li> <li>6. Puts pictures and articles on display</li> </ol>
<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"> <li>1. See list above</li> <li>2. Colored construction paper</li> <li>3. Round blocks, Wooden hammers</li> </ol>	<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"> <li>1. See list in # 1 (in a bag)</li> <li>2. Construction paper and magic marker</li> <li>3. Masking Tape</li> </ol>
<p><b>Evaluational Comments:</b></p> <ol style="list-style-type: none"> <li>1. Did the activity hold the interest 1 2 3 4</li> <li>2. Did the children mimic any motions 1 2 3 4</li> <li>3. Were the materials adequate 1 2 3 4</li> <li>4. What changes are needed?</li> </ol>	<p><b>Evaluational Comments:</b></p> <ol style="list-style-type: none"> <li>1. Did the activity hold the interest? 1 2 3 4</li> <li>2. Did the children clap 1 2 3 4</li> <li>3. Were the materials adequate 1 2 3 4</li> <li>4. What changes are needed?</li> </ol>

RELATIONAL  
Week I

WEST (North America)  
Day Monday Date

<p><b>Content Area</b> Sociology/Economics</p> <p><b>Task:</b> To provide for encounter with natural resources of an area/ in this case, the people</p>	<p><b>Content Area</b> History/Objective</p> <p><b>Task:</b> To occasion happening to be remembered which illustrates objective facts. (Specifically change in size and boundary in in chronological construct.</p>
<p><b>Pedagogical Methodology:</b> cultural doll</p>	<p><b>Pedagogical Methodology:</b> Chart</p>
<p><b>Description of Event:</b></p> <ol style="list-style-type: none"><li>1. Teacher knocks loudly on door.</li><li>2. Enters with a box on which is written <u>western man</u></li><li>3. Kneels on floor</li><li>4. Takes doll from box and says, Today the class has a visitor from Chicago, Illinois. He is a Western man. He builds computers.</li><li>5. Can you say "Hello, western man"?</li><li>6. Hold doll before each child, letting the children touch him.</li><li>7. Then, taking other family dolls from box, says, This is western man's family.</li><li>8. Give each child a doll to play with, very small ones are needed for the very young children.</li></ol>	<p><b>Description of Event:</b></p> <ol style="list-style-type: none"><li>1 Teacher enters with 6'x 3' paper</li><li>2. Puts it on the wall</li><li>3. With paint breaks paper into 8 pan</li><li>4. Take a small strip of construction paper 4" x 11" fold two times, tear into four pieces. space wide on floor</li><li>6. In left top box of chart draw a baby sized figure; bottom left box sketch grid of country with one small figure for every 10 million in population.</li></ol> 
<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"><li>1. Box labeled "Western Man"</li><li>2. White family dolls</li><li>3. Assorted dolls for play.</li></ol>	<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"><li>1. Paper 6'x'3'</li><li>2. Black paint</li><li>3. Paint brush</li><li>4. Population statistics for countr</li></ol>

**Evaluational Comments:**

1. Did the activity hold interest  
1 2 3 4
2. Did the children play with the dolls  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

**Evaluational Comments:**

1. Did the activity hold interest  
1 2 3 4
2. Were the materials adequate  
1 2 3 4
3. What changes are needed?

<p>Content Area Psych/ Biological</p> <p><b>Task:</b> To provide occasion and stimulation for reaching, touching, grasping textured objects.</p>	<p>Content Area Art/ Impressionistic</p> <p><b>Task:</b> To provide an image of representational art</p>
<p>Pedagogical Methodology: Entice with toy</p>	<p>Pedagogical Methodology: Pictorial art form</p>
<p><b>Description of Event:</b></p> <ol style="list-style-type: none"> <li>1. Teacher knocks, enters (bringing red bag)</li> <li>2. Says "Good morning" in high, squeaky voice.</li> <li>3. Puts bag on floor pulls out texture box, takes to each child allowing time for each child to touch the box (allow more time for youngest children, help them move hand across areas)</li> <li>4. Put all children on floor to play with toys which they pull from the red bag.</li> </ol> <p>Texture box may be constructed by gluing flat pieces of variously textured materials on a small cardboard box.</p> <p>Seated in chairs</p>	<p><b>Description of Event:</b></p> <ol style="list-style-type: none"> <li>1. Painting (Now covered with a cloth) is "unveiled"</li> <li>2. Teacher #1 points one by one to objects in picture, saying "What is this?"</li> <li>3. Teacher #2 reconstructs still life depicted in picture</li> <li>4. Teacher # 1 holds picture before each child.</li> <li>5. Put all children on the floor to explore the reconstructed still-life.</li> </ol> <p>Seated in chairs</p>
<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"> <li>1. Red net bag with one toy per child plus <u>texture box</u></li> <li>2. Pedagogical joy.</li> </ol>	<p><b>Materials needed:</b></p> <ol style="list-style-type: none"> <li>1. Print of impressionistic art form</li> <li>2. Artificial or real fruit</li> </ol>
<p><b>Evaluational Comments:</b></p> <p>Did the activity hold the attention of the children 1 2 3 4</p> <p>Did the children want to touch the articles 1 2 3 4</p> <p>Were the materials adequate 1 2 3 4</p> <p>What changes are needed?</p>	<p><b>Evaluational Comments:</b></p> <p>Did the activity hold the attention of the children 1 2 3 4</p> <p>Did the children play with the still life objects 1 2 3 4</p> <p>Were the materials adequate 1 2 3 4</p> <p>What changes are needed?</p>

RS1 - Western=Limits= Mon.

CS 1 Western = Science = science

Task- Confront children with limits of life, and also to give them the Word about life.

Task: Confront children with an example of the dynamic nature of the universe.

Pedagogical Methodology:  
Drama

Pedagogical Methodology:  
Demonstration

Description of event: 1st teacher lies on floor with blanket around her. She cries for one minute. 2nd teacher gives her a pacifier. Goat puppet says, "you can live in this situation. (Sticks his head out from under a draped table) 1st teacher stops crying.

Description of Event: Teacher fills large jar or flask with water - in front of children. Then she shows the children a bottle of food coloring. Then she pours the food coloring into the jar and shows jar to the children.

Materials needed:  
blanket, pacifier, goat puppet, draped table

Materials needed: Jar, food coloring, pitcher of water.

Evaluation comments:  
What was the response from the children to the crying teacher?

Evaluation comments: What was their response to the demonstration?

to the goat?

Did the activity hold their attention?  
1 2 3 4 11111111

Did the activity hold attention?  
1 2 3 4

Were the materials adequate?

Were the materials adequate?

What changes were needed?

What changes were needed?

Basic  
Week 1

West (North America)  
Day -Tuesday

jDate \_\_\_\_\_

Content Area: Nat. Sc./Physics

Content Area Philos./Analytic

Task: To provide encounter with  
variation in dynamics of movement.

Pedagogical Methodology:  
Spoken Word

Pedagogical Methodology:  
Movement-dynamic

Task: Provide encounter with  
verbal symbols for articles.

Description of Event:

- 1 Teacher stands from hiding  
position behind screen.
- 2 Throws 8x11 sheet of paper
- 3 Retrieves paper; folds it to  
make a paper airplane
- 4 Throws airplane (should sail  
across room)
- 5 Another tchr. runs, picks up  
plane, throws it back.

Description of Task: Two  
teachers enter together again  
with bag of articles from  
yesterday. Move through same  
routine as Monday with teacher  
#2 calling name of articles rath.  
then using pictures. Run off  
stage.

Materials needed  
piece of paper, screen

Materials needed:  
bag- hat, ball, show, key,  
block

Evaluational Comments:

Was there a different response  
from the children when the paper  
airplane was thrown than when the  
plain piece of paper was thrown?

Did the activity hold their  
interest?

Were the materials adequate?

What changes were needed?

Evaluational Comments:

Did the activity hold their  
attention?

Did the children try to say  
any of the ;words?

Were the ;materials adequate?

What changes are needed?

RELATIONAL  
WEEK 1

WEST (North America)  
Day - Wednesday

Date: \_\_\_\_\_

Task: To provide encounter with the basic units of tools of the western American man.

Content Area: Sociology/Economics

Pedagogical Methodology: Cultural time-piece.

Description of event: Teacher knocks on door, enters-says "good morning". "This is a clock." Show to each child, winds clock - lets play. Show "real clock" Move hands around-let clock alarm. Say "bye,bye clock. Put up picture of clock.

Materials needed:  
toy wind up clock, real clock,  
picture of clock.

Evaluational Comments:

J Did the activity hold interest?  
1 2 3 4

Were the materials adequate?

What changes are needed?

Did the children want to listen to the clock?

Content Area - History/Obj.

Task: Occasion happening to be remembered which will illustrate change which occurs in size and boundary of country in chronological construct chart.  
Pedagogical Methodology: beat or rhythm of culture.

Description of Event: Teacher walks in; bows to children as curtsy. T sits on floor and beats out rhythm of culture; then rises slowly-moves to chart-beats on each major division four times. Then add sketch of country when figure is 18 years old.

Materials needed:  
paint, brush

Evaluational Comments:

Did the children appear to recognize the chart?

Did the activity hold their interest?

Were the materials adequate?

What changes are needed?

Developmental West (N. A.)  
 Week I Day Tuesday Date

**Task:** To provide occasion for co-ordinating hand movement, arm movement, eye-hand co-ordination. (Engage child in having physical body)

**Task:** Provide occasion for participation in regularly timed rhythmic movement

**Pedagogical Methodology:** Game (Clapping)

**Pedagogical Methodology:** Walking: Rhythmic (Contemporary Dance)

**Description of Event:**

1. Teacher pops up out of big box (like a jack-in-the-box) holding hand puppet singing: Tune: "Ten Little Indians"  
 I have two hands  
 I have two hands  
 I have two hands  
 That I can clap, clap, clap  
 (claps puppet's hands)
2. Pops up and down for each child, points to each child singing same song using child's name...and Teacher #2 helps child clap hands.
3. Pops down into box and closes lid.
4. Put children on the floor

**Description of Event:**

1. Introduce Pre-school child
2. Show him how to march in front of I E Kwan class
3. Give him baton and hat, put record on, ask him to march across stage
4. Say "Now it is time for \_\_\_\_\_ to go." Can you say "Bye, bye"

**Materials needed:**

- 1 Hand puppet
- 2 Large cardboard box

**Materials Needed:**

1. Baton and tall hat
2. Pre-schooler who can march
3. March record

**Evaluational Comments:**

1. Did the activity hold interest? 1 2 3 4
2. Were the children able to participate 1 2 3 4
3. Were the materials adequate 1 2 3 4
4. What changes are needed?

**Evaluational comments:**

1. Did the activity hold interest 1 2 3
2. Did the children participate 1 2 3
3. Were the Materials adequate 1 2 3
4. What changes are needed?

**RSI Western - Limits - Tuesday**

**Task:** Confront children with limits of life, and also to give them the Word about life.

**Pedagogical Methodology:**  
Drama

**Description of Event:**

1st teacher walks across the stage

slips, and falls down. (2nd teacher is under draped table with puppet)  
Goat puppet sticks his head out and says, You're OK. Pick yourself up. You can live. Then he sings "we are always falling down."

Goat puppet, draped table

What was the children's reaction to:  
falling

goat

Did the activity hold their attention?

. 2 3 4

Were the materials adequate?

What changes were needed?

**CSI Western - Science - Tuesday**

**Task:** Confront children with the universe as understood in the twentieth century.

**Pedagogical Methodology:**  
Picture and Song

**Description of Events:**

Sing "Universe" song, while showing pictures of the galaxy. Then show each child the pictures individually.

**Materials Needed:**

Pictures of the galaxy  
"Universe" song

Did the children like the song or the pictures the best?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?

**BASIC**  
Week I

**WEST (north America)**  
Day Wednesday

Date \_\_\_\_\_

**Content Area** Natural Science/Physics

**Content Area** Philosophy/ Analytic

**Task:** To provide encounter with physical phenomena

**Task:** To provide encounter with written symbols.

**Pedagogical Methodology:**  
Physical symbol (Model)

**Pedagogical Methodology:**  
Written Symbols

**Description of Event:**

1. Teacher runs onto the "stage"
2. Takes clay and sticks from bag and builds a model of an atom.
3. Says, "Let's keep this on the cabinet ." It will be our own special ATOM. Yeah, ATOM!"

**Description of Event:**

1. Teacher runs on to the "stage"
2. Brings bag of articles used on first two days of the week
3. Teacher #1 takes articles from bag , teacher #2 writes word symbols for articles on construction paper
4. Repeats Monday's activity through use of word symbol cards.

**Materials Needed:**

1. Clay
2. Sticks
3. Drawing of an atom.

**Materials Needed:**

1. Bag of articles
2. Magic markers
3. Construction paper

**Evaluational Comments:**

1. Did the activity hold the interest  
1 2 3 4
2. Were the children able to participate in the building  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

**Evaluational Comments:**

1. Did the activity hold the interest  
1 2 3 4
2. Were the children able to recognize the articles.  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

RELATIONAL  
WEEK I

WEST (North America)  
Day Wednesday

Date \_\_\_\_\_

Content Area Sociology/Economics

Content Area History/ Objective

Task: To provide encounter with basic units of tools of the western american man.

Task: To occasion task of remembering happening of two days earlier.

Pedagogical Methodology:  
Meal time ritualistic utensils

Pedagogical Methodology:  
Articulation of WORD as western man uses it.

**Description of Event:**

1. Teacher brings in a tray of dishes, a tablecloth, and flatware.
2. Sets the table (flowers)
3. Calls the other teachers by ringing a bell.
4. Teachers sit down and eat using forks, knives, spoons, and napkins. (Requests for food are made by saying "Please pass the \_\_\_\_\_!")
5. Let's go to the other room" closes the meal
6. Participants say "Thank you, that was a delicious meal" to the hostess and leave the room.

**Description of Event:**

1. Teacher brings in jar of paint , asks where is the chart, looks about room then says, There it is, (pointint to it.)
2. Tells short story of how Johnny does not want to live in this crowded country. Ends by saying "He knows that he can live here, and that he must build structures for such a crowded situation."
3. Paints figure in next box, with skyscrapers in bottom box.
4. Teacher says, "Good-by" and leaves room.

**Materials Needed:**

1. Tablesettings for 4  
Tablecloth, napkins, dishes, flatware, glasses
2. Flowers
3. Table and chairs for 4.

**Materials Needed:**

1. Paint and brush
2. Chart from Monday and Tuesday

**Evaluational Comments:**

1. Did the activity hold interest  
1 2 3 4
2. Were the children able to watch without yealling for food?  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

**Evaluational Comments:**

1. Did the activity hold interest  
1 2 3 4
2. Were the children able to locate the chart?  
1 2 3 4
3. Were the materials adequate? 1 2 3 4
4. What changes are needed?

<p><b>Content Area Psych/ Biological</b></p> <p><u>Task:</u> To engage children in having physical body through naming parts of their body.</p>	<p><b>Content Area Art/ Impressionistic</b></p> <p><u>Task:</u> To provide occasion for participation in impressionistic drama.</p>
<p><b>Pedagogical Methodology: Action Story</b></p>	<p><b>Pedagogical Methodology: Drama</b></p>
<p><b>Description of Event:</b></p> <ol style="list-style-type: none"> <li>Stand child before class say, "_____ has a head, shake your head" (Teacher shakes her head)</li> <li>_____ has two arms, wave your arms.</li> <li>_____ has two legs, move your legs.</li> <li>Lay child on large paper, draw around him and cut figure out.</li> <li>While moving appropriate parts of the paper figure, sing:                      Tune: "Muffin Man"                      I have a head to shake                      I have arms to wave                      I have legs to run                      Just watch me move.</li> <li>Sing again to whole class</li> <li>Put paper figure on the wall</li> <li>Say "Good-bye" and leave the room.</li> </ol>	<p><b>Description of Event:</b></p> <ol style="list-style-type: none"> <li>Teacher walks onto stage with sheet draped across shoulder, looks about room then reads with <u>great</u> inflection, a short selection from selected drama.</li> <li>Bows to children and walks out of room.</li> </ol>
<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"> <li>Large 3'x4' paper</li> <li>crayon</li> <li>scissors</li> <li>masking tape</li> </ol>	<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"> <li>Sheet</li> <li>Playbook</li> </ol>
<p><b>Evaluational Comments:</b></p> <ol style="list-style-type: none"> <li>Did the activity hold interest                      1 2 3 4</li> <li>Did the children participate                      1 2 3 4</li> <li>Were the materials adequate                      1 2 3 4</li> <li>What changes are needed?</li> </ol>	<p><b>Evaluational Comments:</b></p> <ol style="list-style-type: none"> <li>Did the activity hold interest                      1 2 3 4</li> <li>Did the children listen                      1 2 3 4</li> <li>Were the materials adequate                      1 2 3 4</li> <li>What changes are needed?</li> </ol>



Rsl Limits - Western - Wed.

Task: Confront children with limits of life, and also give them the word about life.

w

Pedagogical Methodology.  
Drama

Description of Events: 1st teacher, disguised in a costume, knocks on the door. 2nd teacher says to come in. 1st teacher comes in and addresses a child by the wrong name and starts a conversation. Proceeds to each child and calls them all by the wrong name. Leaves and says good-by. Goat puppet sticks his head out from under a draped table and says, "You can live. That's the way life is."

Materials needed:

Puppet, costume to disguise the 1st teacher, draped table.

Evaluational Comments:

What were the children's reactions to being called by the wrong name?

to the puppet?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?

CS 1 Wester.: - Science - Wed.

Task: Confront children with a symbol of the 20th century.

Pedagogical Methodology:  
Painting process, pictures

Description of Event: 1st teacher paints  $E=MC^2$  with black paint on a big piece of cardboard. Then she shows a picture of or draws, - a picture of an exploding atom bomb. Have 2 teachers show pictures and symbol to each child individually afterwards.

Materials needed Paint and brush, pictures of an atom bomb

Evaluational Comments; Did the children like the pictures or the symbol the most?

Did the activity hold their attention? 1 2 3 4

Were the materials adequate?

What changes were needed?

RELATIONAL WEST (North America )  
Week I Day Thursday Date: \_\_\_\_\_

Content Area Soc/ Economics

Task: To occasion encounter with western utensils of distribution

Pedagogical Methodology: Utensil (Vending Machine)

Description of Event:

1. Cardboard box vending machine is already "on stage"
2. Teacher #1 walks into classroom whistling; walks over to machine says, "I want some candy" and gets nothing. (Repeat 3 times, getting louder each time)
3. Teacher # 2 walks in and says, "You must put money into the machine."
4. "Look, I'll show you." and puts money into machine, gets candy shows it to Teacher #1
5. Teacher #1 gets money from his pocket gets candy from machine.
6. Turns to class and says, "Do you want to buy some candy?" takes each child in turn and puts coin in and retrieves candy.

Materials Needed:

1. Cardboard vending machine
2. candy or cookies
3. Some replica of coins.

Evaluational Comments:

1. Did the activity hold interest  
1 2 3 4
2. Were the children able to put their "coins" in the machine?  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

Content Area History/ Objective

Task: To occasion encounter with a form of propaganda concerning the population of the United States "Remember the past week"

Pedagogical Methodology: Propoganda

Description of Event:

1. Teacher reads pamphlet and says, "The population of the United States is 200 million"
2. Give each child small mimeographed pamphlet with grid and population figures on it.
3. Paints final grid and figures on the chart begun on Monday.
4. Says, "Goodbye and leaves the room."

Materials Needed:

1. Chart
2. Paint and brush
3. Pamphlets

Evaluational Comments:

1. Did the activity hold the interest  
1 2 3 4
2. Did the children look at the pamphlet  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

RELATIONAL WEST (North America )  
Week I Day Thursday Date: \_\_\_\_\_

Content Area Soc/ Economics

Task: To occasion encounter with western utensils of distribution

Pedagogical Methodology: Utensil (Vending Machine)

Description of Event:

1. Cardboard box vending machine is already "on stage"
2. Teacher #1 walks into classroom whistling; walks over to machine says, "I want some candy" and gets nothing. (Repeat 3 times, getting louder each time)
3. Teacher # 2 walks in and says, "You must put money into the machine."
4. "Look, I'll show you." and puts money into machine, gets candy shows it to Teacher #1
5. Teacher #1 gets money from his pocket gets candy from machine.
6. Turns to class and says, "Do you want to buy some candy?" takes each child in turn and puts coin in and retrieves candy.

Materials Needed:

1. Cardboard vending machine
2. candy or cookies
3. Some replica of coins.

Evaluational Comments:

1. Did the activity hold interest  
1 2 3 4
2. Were the children able to put their "coins" in the machine?  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

Content Area History/ Objective

Task: To occasion encounter with a form of propaganda concerning the population of the United States "Remember the past week"

Pedagogical Methodology: Propaganda

Description of Event:

1. Teacher reads pamphlet and says, "The population of the United States is 200 million"
2. Give each child small mimeographed pamphlet with grid and population figures on it.
3. Paints final grid and figures on the chart begun on Monday.
4. Says, "Goodbye and leaves the room."

Materials Needed:

1. Chart
2. Paint and brush
3. Pamphlets

Evaluational Comments:

1. Did the activity hold the interest  
1 2 3 4
2. Did the children look at the pamphlet  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

**RS 1 Western Limits - Thursday**

**Task:** Confront children with limits of life, and also to give them the Word about life.

**Pedagogical Methodology:**

**Drama**

**Description of event:** 2 teachers walk in together. 1st teacher pulls 2nd teacher's hair. 2nd teacher cries. Goat puppet sticks his head out from under a draped table, saying, "You can live your life just as it is now. All is good." 2nd teacher stops crying. 2nd teacher pulls 1st teacher's hair. 1st teacher cries. Goat puppet says the same thing to the 1st teacher. 1st teacher stops crying. Both leave together.

**Materials needed:**

two teachers with hair

What was the children's response to: hair pulling and crying-

to the goat?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?

**CS 1 Western - Science - Thursday**

**Task:** Confront children with simplified version of jet propulsion.

**Pedagogical Methodology:**

**Demonstration**

**Description of event:** Teacher blows up a balloon and releases it and lets fly across the room. Repeat two or three times.

**Materials needed:**

Balloon

What was their response to the demonstration?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?

RELATIONAL  
Week I

WEST (North America)  
Day Friday

Date . . . . .

Content Area: Sociology/Economics

Content Area: History/ Objective

Task: Occasion encounter with methods of distribution of the western culture;

Task: To occasion the remembrance of the week's happenings with the dimension of "offering to history."

Pedagogical Methodology:  
Participation of birth rites

Pedagogical Methodology:  
Celebration

Description of Events:

1. Teacher #1 sitting "at home" says "The new baby will be coming soon."  
(continues story...
  1. packing suitcase
  2. getting in car
  3. driving to hospital
  4. delivering baby
  5. coming home with new baby

2. Stands, says "goodby" and leaves the room.

Materials Needed:

1. Chair

Evaluational Comments:

1. Did the activity hold the interest  
1 2 3 4
2. Did the children watch the story teller?  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?  
1 2 3 4

Description of Event:

1. Teacher blows "trumpet" (of signals entry with voiced bugle.
2. Walks into classroom bearing the chart created this week.
3. Holds chart before class and says "Look at the chart we've made this week." Let us offer up to history.
4. Tears the chart into smaller pieces. lights one with a match, puts it into a pot on the floor and with much flourish burns the whole chart.

Materials Needed:

1. Chart
2. Matches and pot

Evaluational Comments:

1. Did the activity hold the interest  
1 2 3 4
2. Did the children respond actively to the tearing of the paper  
1 2 3 4
3. Were the materials adequate  
1 2 3 4
4. What changes are needed?

<p><b>Content Area Psych/ Biological</b></p> <p><u>Task:</u> Provide occasion for using whole body in mimicing movement to develop awareness of self as a physical being.</p>	<p><b>Content Area Art/ Impressionistic</b></p> <p><u>Task;</u> To provide occasion for develop skills used in creative art projects.</p>
<p><b>Pedagogical Methodology:</b> Mim icry</p>	<p><b>Pedagogical Methodology:</b> Creative Response</p>
<p><b>Description of Event:</b></p> <ol style="list-style-type: none"><li>1. Teacher enters (wearing leotards) after ringing a bell, stops in front of the children</li><li>2. Waves both arms up and down slowly</li><li>3. Beats on floor with both hands</li><li>4. Stands, bends, touches toes</li><li>5. Twirls around pointing to first one child, then another, and takes them out of their seats to play on the floor</li></ol>	<p><b>Description of Event:</b></p> <ol style="list-style-type: none"><li>1. Teacher runs into area excitedly</li><li>2. Plops large sheet of newsprint on floor, runs out of the room</li><li>3. Returns with a crayon</li><li>4. Marks all over newsprint (scribble fashion) then holds work up looks at admiringly,</li><li>5. Says bye-bye. Leaves</li><li>6. Other teachers distribute paper and crayons, help children mark or paper. (Put children's names on back display pictures on wall)</li></ol>
<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"><li>1. Leotards</li><li>2. Indoor jungle gym</li><li>3. Plastic tubs</li><li>4. Rattles on suction standards</li></ol>	<p><b>Materials needed:</b></p> <ol style="list-style-type: none"><li>1. 12 x 16 paper (for children)</li><li>2. Crayons</li><li>3. One large sheet of newsprint</li><li>4. Masking tape</li></ol>
<p><b>Evaluational Comments:</b></p> <ol style="list-style-type: none"><li>1. Did the activity hold interest 1 2 3 4</li><li>2. Did the children mimic the movement 1 2 3 4</li><li>3. Were the materials adequate 1 2 3 4</li><li>4. What changes are needed?</li></ol>	<p><b>Evaluational Comments:</b></p> <ol style="list-style-type: none"><li>1. Did the activity hold interest 1 2 3 4</li><li>2. Were the children able to mark 1 2 3 4</li><li>3. Were the materials adequate 1 2 3 4</li><li>4. What changes are needed?</li></ol>

Task: Confront children with limits of life and also to give them the word about life.

**Pedagogical Methodology:**

Drama

Description of Event: 1st teacher builds a house with blocks. 2nd teacher comes in and breaks the house. 1st teacher cries. Puppet sticks head out from under a draped table and says, "You can live your life just as it is now." "Stop crying." 1st teacher stops crying and rebuilds the house, 2nd teacher leaving.

**Materials needed:**

Blocks

**Evaluational Comments:**

What was the children's response to the breaking of the house?

to the puppet?

Did they actively hold their attention?

Were the materials adequate?

What changes were needed?

Task: Confront children with the reality of 20th century.

**Pedagogical Methodology:**

Story

Description of event: Tell story about space ship taking off and going to the moon. Make noises of space ship taking off. Show picture of moon and spaceship.

**Materials needed:**

Pictures of moon and space ship.

What was the children's response to the story and pictures?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?

Task: Confront children with limits of life and also to give them the word about life.

**Pedagogical Methodology:**

Drama

Description of Event: 1st teacher builds a house with blocks. 2nd teacher comes in and breaks the house. 1st teacher cries. Puppet sticks head out from under a draped table and says, "You can live your life just as it is now." "Stop crying." 1st teacher stops crying and rebuilds the house, 2nd teacher leaving.

**Materials needed:**

Blocks

**Evaluational Comments:**

What was the children's response to the breaking of the house?

to the puppet?

Did she actively hold their attention?

Were the materials adequate?

What changes were needed?

Task: Confront children with the reality of 20th century.

**Pedagogical Methodology:**

Story

Description of event: Tell story about space ship taking off and going to the moon. Make noises of space ship taking off. Show picture of moon and spaceship.

**Materials needed:**

Pictures of moon and space ship.

What was the children's response to the story and pictures?

Did the activity hold their attention?

Were the materials adequate?

What changes were needed?

# INFANT

5th City Preschooling Institute

Quarter -1- Month 1 Week 111 Day 1

BASIC

TEACHING IMAGE

excited teacher

TIME/SPACE/ASSIGNMENTS

classroom tables

EXISTENTIAL OBJECTIVE

I can use what I know

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Review rote 1-5 Introduce 6-10	listening & following directions	Complete sentences	Recognition of letter "a" in names
T H E M E	snapping fingers symbols with stars, circles and triangles.	Sing & follow the motions of the song.	Day of the week Monday.	name on name cards & board

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Look at the time des- ign & discuss Basic.  Sing the Basic Song.	Teacher snaps fingers & the class chants 1-5 with the snaps, then go 1-10. Put symbols on the board 1-5 with corresponding number of stars etc.	Sing songs which require listening & following directions. "If you're great & you know it" "Head & shoulder knees & toes" Aim is for the child to follow directions.	Put day & date on the board. Ask what day is today? Today is Monday. Discuss Monday_ day after church day, 1st school day etc. Name cards. Put "A", "a" on board. Who has this letter in his name?	Close by singing the Basic Song.

	INFANT	MINI	PREP	KINDER
S P I R A L	Use large sheets of paper with symbols & shapes Tchrs. do actions help children  Put day & date on on large paper.	Same as curriculum Same as curr. help them with actions  trace fingers around letters	point to symbols have class name the symbol  Play game: who missed stand up in front of class same as currie	same as Prep.

CURRICULUM PREPARATION

Name cards of the children in the class, chalk (coloured if possible)

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 1

AREA Relational / Economic / Food / Distribution

TEACHING IMAGE Dispenser of goods; community participation			TIME/SPACE/ASSIGNMENTS discontinuous space, team teaching		
RATIONAL OBJECTIVE: Producers & distributors work together for better distribution			EXISTENTIAL OBJECTIVE We can work together on B 1/2 of all men.		
METHODS			TOOLS		
Social Grid Problemmat. Chart Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
I'm going to tell you a story about a man named Joseph. Introduce charaters	Tell the story of Joseph & his coming to a 7 year famine in Egypt and his resolution of collecting all the grain & dispersing it over the seven years.	Dramatize by assigning children to the roles.	Talk about & visuallly represent the implications of the story for 5ht City and the future of the world.	Free man live in Responsibility.

	INFANT	MINI	PREP	KINDER
S P R A L	Use visual symbols to gestalt the Joseph story with the 5th City Story.	After tchr. act out bringing in wheat encourage children to partic & tell them what they are doing.	For the scene where Joseph get vision of 7 yrs. act this out dramatically.	Engage the symbol. leadership of the class in the roles of the play.

CURRICULUM PREPARATION:

wheat, 5th City Symbol, chalk.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 1

AREA Psychological / Biological / Id / Genital

TEACHING IMAGE

Be own sexuality

TIME/SPACE/ASSIGNMENTS

Tables

RATIONAL OBJECTIVE:

To be able to recognize maleness & femaleness in the other.

EXISTENTIAL OBJECTIVE

I am a boy or I am a girl

METHODS

Social      Intellectual      Selfhood  
Grid      Workshop      Meditation  
Problemmat. Chart      Contemplation  
Timeline      4x4      Prayer

TOOLS

Relat.- Drama      Instrument      Architecture  
Psych. Poetry      Dance      Sculpture  
Imag. Prose      Song      Pictorial

DRAMA

INTRO.

ACT I

ACT II

ACT III

CONCL.

Sing  
"I'm the  
only one  
like me"

Chant I:  
"A Mommy is a  
woman, a Daddy is  
a man." (Repeat)

Chant III:  
"Girls grow up  
to be women &  
boys grow up to  
be men." (repeat)  
Be Poppa Bear &  
Momma bear &  
vary voice.

Art Form Conversation  
on a sculpture.

- Objective Questions:  
1. What part did you see first? (let them touch it)  
2. What colour do you see?  
111/ What part do you like?  
4. What is the sculpture saying to you?  
5. What would you say to it?

Bye to  
the sculp  
ture.

today we  
talked  
about  
boys &  
girls &  
men &  
women.

Sing: "I'm  
the only  
one like  
me."

Today we  
are  
going to  
talk  
about  
Boys &  
girls.  
& men  
& women.

Chant II:  
"Melissa is a  
girl & Tony is  
a boy." (go  
around the class)

Act out shaving  
beards & setting  
hair.

INFANT

MINI

PREP

KINDER

S  
P  
I  
R  
A  
L

Lift the arms of  
each Infant  
on Melissa is  
girl chant.

as written

Act II  
Lets build a 4x4  
of the men &  
women & boys &  
girls you know.

BOYS	WOMEN	BOYS	WOMEN

CURRICULUM PREPARATION:

Sculpture of a figure.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 1

AREA Imaginal / Limits / Mystery / Growing Old

TEACHING IMAGE prophetic tour guide	TIME/SPACE/ASSIGNMENTS crowded on floor in a small area.
RATIONAL OBJECTIVE: to show them the slow process of earth aging.	EXISTENTIAL OBJECTIVE to experience the mystery that our familiar earth changes & so slowly.
METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> Grid      Workshop      Meditation Problemat. Chart      Contemplation Timeline      4X4      Prayer	Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance      Sculpture Imag. Prose      Song      Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Universe man enter robed in black.  Create mood & anticip. of the strange future then review Birth & growing up of earth	Universe man lead the children into some small created space & crowd them all in.  Talk about how there are too many people now.	Look what's happened to the earth: recall volcanos they're cold now. Mountains (of sand in tub) are eroding into the ocean (blow gently on the mountains so they can see sand moving as mountains level off.  The ocean is getting full of dirt & sand, rising cities.	Start to shiver. Pass around cold ice. "The world is getting colder.	The earth is getting old; what shall we do? This is good. Sing Universe man.

	INFANT	MINI	PREP	KINDER
S P I R A L	crowd high chairs all together in corners.  Dramatize while chant "The world is getting old, the world is getting old, what shall we do?"	Get them to articulate their reactions.	Ground, it is good that the earth is getting old.	Emphasize history leading to too many people, "accomplishments of man"

CURRICULUM PREPARATION:

ice, tub with sand mountains, pour water in at time of event, pitcher of water.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 1

AREA Imaginal / Limits / Mystery / Growing Old

TEACHING IMAGE prophetic tour guide	TIME/SPACE/ASSIGNMENTS crowded on floor in a small area.
RATIONAL OBJECTIVE: to show them the slow process of earth aging.	EXISTENTIAL OBJECTIVE to experience the mystery that our familiar earth changes & so slowly.
METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> Grid      Workshop      Meditation Problemat. Chart      Contemplation Timeline      4X4      Prayer	Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance      Sculpture Imag. Prose      Song      Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Universe man enter robed in black.  Create mood & anticip. of the strange future then review Birth & growing up of earth	Universe man lead the children into some small created space & crowd them all in.  Talk about how there are too many people now.	Look what's happened to the earth: recall volcanos they're cold now. Mountains (of sand in tub) are eroding into the ocean (blow gently on the mountains so they can see sand moving as mountains level off.  The ocean is getting full of dirt & sand, rising cities.	Start to shiver. Pass around cold ice. "The world is getting colder.	The earth is getting old; what shall we do? This is good. Sing Universe man.

	INFANT	MINI	PREP	KINDER
S P I R A L	crowd high chairs all together in corners.  Dramatize while chant "The world is getting old, the world is getting old, what shall we do?"	Get them to articulate their reactions.	Ground, it is good that the earth is getting old.	Emphasize history leading to too many people, "accomplishments of man"

CURRICULUM PREPARATION:

ice, tub with sand mountains, pour water in at time of event, pitcher of water.

5th City Preschooling Insitute

Quarter --1--Month 1 Week 111 Day 2  
 BASIC

TEACHING IMAGE Excited Learner	TIME/SPACE/ASSIGNMENTS classroom tables
-----------------------------------	--

EXISTENTIAL OBJECTIVE

I can use what I know.

	MATH	READING	LANGUAGE	WRITING
RA T O B I T H E M E	Ground 1-5	matching objects.	Ground Day Tuesday	Guided small muscle developmt.
	Flash Cards	Unfamiliar Objects in the room.	Complete sentence and sing songs.	Tracing Names.

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Review time of day. Point to t/l & discuss what's been learned.  Sing Basic Song.	Help each child make his own set of flash cards. Game: first call out number - have child hold up symbol, then call out number & have him hold up quantity.	Put day & date on the board, Sing: "If this day is Tuesday nod your head"  Children ask teacher what day it is, she responds & vice versa.	Place 2 sets of unfamiliar matching obj. in the room. ask children to locate & match object.  Pass out name cards & write name on brd.  Children stand up & repeat name in loud voice.	Trace names. Sing the basic song.

	INFANT	MINI	PREP	KINDER
S P I R A L	Tehrs. work with childrens name.	as written	as written	as written

CURRICULUM PREPARATION crayons, cards, pencils, envelopes as flash cards or something else, paper, 2 sets of unfamiliar objects.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 2

AREA Relational / Economic / Food / Distribution

TEACHING IMAGE Message Taker	TIME/SPACE/ASSIGNMENTS calimaginal space inside
RATIONAL OBJECTIVE: Many forms of transportation bring us food.	EXISTENTIAL OBJECTIVE I can get my food because of transp.
METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> Grid      Workshop      Meditation Problemat. Chart      Contemplation Timeline <del>Prayer</del>	Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance      Sculpture Imag. Prose      Song      Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Tchr. answer phone & receives message that stores are empty. Food needs to be transported to Chicago.	Problemat: How shall the food be transported? Trucks Trains Planes Ships	Assign transportation agents to get particular foods by specific vehicles: Bananas-plane-Haiti Milk-truck-Wisconsin Chickens-Train-Arkansas Rice-ship-S.E. Asia	Dramatize transporting foods.	Receive phone call that food has arrived.

	INFANT	MINI	PREP	KINDER
SPIRAL	as written	as written	Work on problemat. Assign roles of transportation agents to the children.	same as Prep.

CURRICULUM PREPARATION: butcher paper, marker (problemat), Boxes & toytrucks play telephone.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 2

AREA Psychological / Biological / Id / Genital

TEACHING IMAGE Celebrant	TIME/SPACE/ASSIGNMENTS classroom tables
RATIONAL OBJECTIVE: to be able to image myself as either boy or girl.	EXISTENTIAL OBJECTIVE I can be a boy or I can be a girl.
METHODS	TOOLS
Social Grid Problem Chart Timeline	Intellectual Workshop Chart AUA
Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose
	Instrument Dance Song
	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
I'm the only one like me. Tchr. chant to each child: Valerie, you are a girl. Terry, you are a boy. All girls stand up. All boys stand up.	Isn't it great that there are different kinds of people? What are some ways boys & girls look different from one another?	What will you be like when you are grown? Make a figure out of clay showing what you think you might be like when you're grown. Sing How Many?	Tell us about your figure (children come to front & tell about figure & place it on central table) Sing & dance in circle to "If you're great & you know it..."	If you're a boy that's great, if you're a girl that's great. I'm the only one like me.

	INFANT	MINI	PREP	KINDER
S P I R A L	Intro: raise hands of girls then boys.	Spend time on intro & tch. each child which he is.	as written	as written

CURRICULUM PREPARATION:

clay, songbook

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 2

AREA Imaginal / Limits / Mystery / Growing Old

TEACHING IMAGE Strong as an Ox		TIME/SPACE/ASSIGNMENTS large group		
RATIONAL OBJECTIVE: To show that everything grows old, even plants.		EXISTENTIAL OBJECTIVE To experience sadness of plants growing old & taking a relationship to that.		
METHODS		TOOLS		
Social Grid Problemmat Timeline	Intellectual Workshop Chart UXU	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song Architecture Sculpture Pictorial
DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Teacher under sheet as seed. Grows into a tree - young & strong. Narrator tells story of birth & growing up.	Tree: "I am young & strong..." 2 children come in & play under, climb on, etc. The tree is happy.	Tree starts aching, paining creeks & groans. Children are hard on it. Beat over & weary. Sighs. Very Sad.	Lady in hat enters "What a great tree to sit under & cool off. Tree straightens up a bit. Begins to decide it's good to be old.	Song: "Live, live, live your life live it growing old, struggling, struggling struggling it's all good we know.
	INFANT	MINI	PREP	KINDER
S P I R A L	as written	as written	as written	as written
CURRICULUM PREPARATION: sheet, hat, tree trimmings.				

5th City Preschooling Insitute

Quarter 1 Month 1 Week 111 Day 111

BASIC

<p>TEACHING IMAGE Dancing Master</p>	<p>TIME/SPACE/ASSIGNMENTS I see the stick I I</p>
--	---

EXISTENTIAL OBJECTIVE  
I can use what I learn.

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Ground 1-5	Recognition of own name.	Ground day & date	Small muscle development
T H E M E	Numerals on the board-flash cards- march & chant.	collage of children's name	What are you doing today?	Trace names

DRAMA				
INTRO	ACT I	ACT II	ACT III	CONCL
Go thru daily time design. List or draw a picture to represent 1. counting 2. read . Lang. 4. Write	Review Monday & Tuesday by putting up a t/1 Add Wednesday. Today is Wednes. What are you doing today? List some things.	Pass out flash cards with 1-5. Teacher write numeral on board Children match it. Then march with rhythm sticks & chant 1,2, ,4,5  I'm glad I'm alive,	Write children's names on butcher paper on board. Have children identify own name & give them their name to trace.	Review what was done during Basic. chant: We can count, We can read. etc.

	INFANT	MINI	PREP	KINDER
S P I R A L	Act II. Use & count real objects instead of numerals. Act III. Show names names & help them trace.	Flash cards: 1-three	Add date to Act I.	Add date to Act I Act II: Have Children write numerals on bd. or paper. Act III: write names rather than trace.

CURRICULUM PREPARATION  
numeral flash cards, rhythm sticks, paper with names,

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 111

AREA Relational / Economic / Food / Distribution

TEACHING IMAGE Parent (mother or father)		TIME/SPACE/ASSIGNMENTS tables then calimaginal		
RATIONAL OBJECTIVE: There are many kinds of places that sell foods.		EXISTENTIAL OBJECTIVE We shop many places.		
METHODS		TOOLS		
Social Grid Problemmat. Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song Architecture Sculpture Pictorial
DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
"Mother (or Dad) needs to go shopping because we're going to have guests."	Talk excitedly about foods we need to purchase: milk rolls fish fresh veg.	Make grid of stores (edge of city) Roadside stand (corn, salad) Milkman (home delivery) Bakery (rolls) Super Market	Dramatize shopping	Summarize types of stores. Look forward to the meal.
INFANT		MINI	PREP	KINDER
S P I R A L	Tchr. takes a few Infants shopping with her.	same as Infant. 2nd tchr. play role of store keeper.	assign children to play roles in stores & in family drama.	Children help grid. Push for information about types of stores. Help plan drama.

CURRICULUM PREPARATION:

butcher paper & simple store sketches for store setting, boxes for stores.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 111

AREA Psychological Biological / Id / Genital

TEACHING IMAGE Affirmer of whole body	TIME/SPACE/ASSIGNMENTS tables & calimaginal space																								
RATIONAL OBJECTIVE: People use the parts of their body.	EXISTENTIAL OBJECTIVE I can be self-confident in the use of my body.																								
METHODS	TOOLS																								
<table border="0"> <tr> <td>Social</td> <td>Intellectual</td> <td>Selfhood</td> <td>Relat. - Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Problemmat. Chart</td> <td></td> <td>Contemplation</td> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> <tr> <td>Timeline</td> <td></td> <td>Spayes</td> <td></td> <td></td> <td></td> </tr> </table>	Social	Intellectual	Selfhood	Relat. - Drama	Instrument	Architecture	Grid	Workshop	Meditation	Psych. Poetry	Dance	Sculpture	Problemmat. Chart		Contemplation	Imag. Prose	Song	Pictorial	Timeline		Spayes				
Social	Intellectual	Selfhood	Relat. - Drama	Instrument	Architecture																				
Grid	Workshop	Meditation	Psych. Poetry	Dance	Sculpture																				
Problemmat. Chart		Contemplation	Imag. Prose	Song	Pictorial																				
Timeline		Spayes																							

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Song: "I'm the only one like me."	What is this? Point to & name eye, nose, arm, leg etc.	Dance the Hokey Pokey	Doll as center piece. Use to introduce picture drawing. Draw picture of self with arms, legs etc.	Isn't it great that we have the bodies we have? Sing: "I'm the only one like me."

	INFANT	MINI	PREP	KINDER
S P I R A L	Act I: prolong main emphasis. Hokey Pokey in high chairs.	as written	as written	Make a chart with the words on the body parts.

CURRICULUM PREPARATION:  
crayons, paper

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 11, DAY 111

AREA Imaginal / Limits / Mystery / Growing Old

TEACHING IMAGE stretching elastic which springs back	TIME/SPACE/ASSIGNMENTS team teach in a common space
---	--

RATIONAL OBJECTIVE: To show that everything grows old, even animals.	EXISTENTIAL OBJECTIVE To experience the struggle in growing old & the need to relate to it.
---	--

METHODS			TOOLS		
<u>Social</u> Grid Problemmat . Chart Timeline	<u>Intellectual</u> Workshop Chart	<u>Selfhood</u> Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Tchr. holding large paper sun rises. "Here comes the sun. Its early in the AM. Everyone is asleep. Have children sleep.	Rooster struts out with head high. He cock-a-doodles & everyone wakes. Describe how young & handsome the rooster is. Rooster brags. Leave the drama area.	Go through time machine. Many years later in the future. Aging rooster enters. losing a few feathers, limping not so proud. Tries to wake people up but not loud & strong enough, they all still sleep. Feels like he has lost significant role.	People wake slowly. Laugh at rooster. Sadness & struggle acted out by rooster. Young rooster enters & wants advice on crowing. Old rooster sees possibility of new role as an elder. Paint experience of drama.	Sing: "Life is good"

	INFANT	MINI	PREP	KINDER
S P I R A L	as written	as written	Have children be young roosters then old roosters then decisional old roosters.	Have children act out youth & strength, then old, then decision. Conversation on drama.

CURRICULUM PREPARATION:

large yellow sun, rooster feathers, paper, paint.

5th City Preschooling Insitute

Quarter -1- Month 1 Week 411 Day 4  
 BASIC

TEACHING IMAGE creator of time	TIME/SPACE/ASSIGNMENTS classroom tables
-----------------------------------	--

EXISTENTIAL OBJECTIVE

I can use what I learn.

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Ground 1-5	Relate written to spoken word	Thursday	Small muscle development.
T I M E	Flash cards 5 little ducks	Favourite words & meaning.	This is not _____	Name cards & trace.

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Review the time design. Call Basic skills to s/c. by listing activities of the day.	Put up the timeline of the week. Emphasize: "Today is <u>Thursday</u> " "Is this Monday?" "No, this is not Monday, this is Thursday." Use complete sentences.	Children match flash cards with numeral on the board. Learn song "5 little ducks" (see supplement)	Have children tell favourite words. Teacher write on the board & children tell the meaning.	Sing: "I'm the only one like me & trace name on paper.

	INFANT	MINI	PREP	KINDER
S P I R A L	Act I: Count objects 1-three Sing Three little ducks. Act III: show toys, name & demonstrate.	same as Inf. but show flash cards with the numeral.	as written	Chant days of the week.

CURRICULUM PREPARATION

Numeral flash cards, chalk, papers with children's names.



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 11, DAY 4

AREA Relational / Economic / Food / Distribution

TEACHING IMAGE Global Trader			TIME/SPACE/ASSIGNMENTS classroom tables			
RATIONAL OBJECTIVE: We buy from & sell food to other countries.			EXISTENTIAL OBJECTIVE I eat global food.			
METHODS			TOOLS			
Social Grid Problem Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Review: 1st grow food, get it ready for the market then need to get it to the people.	Puppets show Farmer tells wife he has too much wheat this year & can't sell it. She suggests that he sell it to other countries.	Farmer gets on plane & visits Latin America & trades wheat for sugar. Goes to India & trades wheat for tea. Goes to Spain & trades for olives.	Farmer returns with food. He has a global meal with his wife.	Sing Universe Man song.

	INFANT	MINI	PREP	KINDER
S P I R A L	Give children global food. Tea with sugar in it.	as written give children gl. food to eat.	give children crackers & rais. the farmer trades cereal for the crackers..	Act I do workshop with class about how to get rid of extra wheat.

CURRICULUM PREPARATION:

hand puppets, bags marked sugar, wheat, nuts, olives  
crackers & cereals, tea & sugar.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111 DAY 4

AREA Psychological / Biological / Id / Genital

<p>TEACHING IMAGE</p> <p>Tour Guide</p>	<p>TIME/SPACE/ASSIGNMENTS</p> <p>tables &amp; calimaginal space</p>
<p>RATIONAL OBJECTIVE:</p> <p>There are traditional ways males &amp; females do things.</p>	<p>EXISTENTIAL OBJECTIVE</p> <p>I can decide to play my role as male or female.</p>
<p>METHODS</p>	<p>TOOLS</p>
<p>Social Grid Problem Chart Timeline</p> <p>Intellectual Workshop Chart</p> <p>Selfhood Meditation Contemplation Prayer</p>	<p>Relat. - Drama Psych. Poetry Imag. Prose</p> <p>Instrument Dance Song</p> <p>Architecture Sculpture Pictorial</p>

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
<p>Song: "I'm the only one like me" Today we're going to talk about the way men &amp; women do things.</p>	<p>Workshop/chart List jobs, styles, items of clothing, etc. Ask: "Who usually _____, men or women."</p>	<p>Poem (see supplement) Show dress up clothes.</p>	<p>Dress up in male &amp; female clothes. Dance.</p>	<p>Men &amp; women do different things. Sing: "I'm the only one like me."</p>

	INFANT	MINI	PREP	KINDER
<p>S P I R A L</p>	<p>Put a picture of man &amp; woman at the top of the chart.</p>	<p>as Infant</p>	<p>as written</p>	<p>Teach male &amp; female in other countries: same bathrooms in Japan, skirts for men in India.</p>

CURRICULUM PREPARATION: dress up clothes, chalk or butcher paper & marker.

Q 1/M 1/W 111/D 4

PSYCHOLOGICAL Supplement

I like to wear my mommy's shoes  
I mean the pair she doesn't use.

I pick the ones with highest heels  
You can't imagine how it feels

To walk around, go out the door  
Clump-clumping all across the floor.

-----

I'd like to be a daddy man  
Put on his hat & feel so grand.  
With his shoes on too, no-one could see  
That I was really only me.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 11, DAY 4

AREA Imaginal / Limits / Mystery / Growing Old

TEACHING IMAGE Embracer of all of life	TIME/SPACE/ASSIGNMENTS classrooms or team teach drama
RATIONAL OBJECTIVE: To show that everything grows old even people.	EXISTENTIAL OBJECTIVE To experience that people grow old & that's good.
METHODS	TOOLS
Social Grid Intellectual Workshop Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Recall the week in Imaginal. Even people grow old.	Do a drama showing journey of person from baby to young child to older child to adult to old person. Emphasize sadness of old person-not wanting to die, can't do much anymore etc. but taking the relationship that life is good.	Conversation and timeline recalling what happened at each point of the journey how you felt at each point.	finger paint an old person you know & how you felt about him.	Even people grow old & that's good.

	INFANT	MINI	PREP	KINDER
SPIRAL	Emphasis on Drama.	emphasize painting	Drama & conversation	Children act out the drama themselves & then push the conversation.

CURRICULUM PREPARATION:  
finger paint, paper

5th City Preschooling Insitute

Quarter --1--Month 1 Week 111 Day 5  
 BASIC

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS
Symbol user	classroom tables

EXISTENTIAL OBJECTIVE

I can use what I know.

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Ground 1-5	Listening to vocal sounds	Ground day & date Initial work on pro- nouns.	Guiding small muscles
T H E M E	Math flash cards & groups of objects.	Stories on record	What day is today? Whose day? (my, your, our.)	Name cards & paper with dotted lines on for names.

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Refer to timeline. Review what Basic is. Sing Basic Song.	Flash cards 1-5 & objects. Match card & number of objects when tchr. says the number.	Put day & date on the blackbd. Ask what day is today? Write on board again & spell outloud as you do. Whose day is it today? My Today is my day, your day, OUR day!	Listen to story. Art form conversation. Hold up names have them guess whose they are. When child gets it he looks at it & repeats it loudly. When all children have their names trace on paper.	Sing the Basic Song.

	INFANT	MINI	PREP	KINDER
S P I R A L	large blocks & symbols in middle of room.	as written	as written	as written

CURRICULUM PREPARATION

flash cards, blocks or other objects, paper

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 5

AREA Relational / Economic / Food / Distribution

TEACHING IMAGE 2001	TIME/SPACE/ASSIGNMENTS Ingg space in room small
RATIONAL OBJECTIVE: The future demands new food models	EXISTENTIAL OBJECTIVE I am the future
METHODS	TOOLS
Social Grid Intellectual Workshop Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Take a trip in a time machine Visit class of 2001.	Squeeze class into 1/4 the usual space more people in 2001. Pass out very small snack & leave several children out because there is not enough food.	Art form how the children feel when not everyone gets enough food.	Talk about our population. Do a 4x4 on ways to solve the problem of feeding all the people.	Return to our time by a time machine Sing: Thunderation.

	INFANT	MINI	PREP	KINDER
S P I R A L	Teacher talks through 4x4 on blackboard.	help children fill in 4x4.	encourage child. to think up new ideas, food etc.	Same as Prep

CURRICULUM PREPARATION:

box for time machine, small snack

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 5

AREA Psychological/ Biological / Id / Genital

TEACHING IMAGE

Mr. Wizard

TIME/SPACE/ASSIGNMENTS

Classroom Tables

RATIONAL OBJECTIVE:

There are other males & females such as animals.

EXISTENTIAL OBJECTIVE

I am a boy or I am a girl

METHODS

Social      Intellectual      Selfhood  
 Grid      Workshop      Meditation  
 Problemat. Chart      Contemplation  
 Timeline      Prayer

TOOLS

Relat.- Drama      Instrument      Architecture  
 Psych. Poetry      Dance      Sculpture  
 Imag. Prose      Song      Pictorial

DRAMA

INTRO.

ACT I

ACT II

ACT III

CONCL.

Song:  
 I'm the only one like me."  
 Some animals it's easy to tell the male from the female.

Show pictures of lions & lioness  
 Cardinals, Peacocks  
 Deer.

Chart

MALE + FEMALE			
BIRDS		ANIMALS	
Male	Female	Male	Female
	cat.	Horns	no horns
	bird	MOUL	RES
		hair	HAIR.

Sculpture.  
 Make male & female cardinals with red & brown playdough.

Brief review of week.  
 Use images.  
 Sing  
 I'm the only one like me.

INFANT

MINI

PREP

KINDER

S  
P  
I  
R  
A  
L

as written

as written

as written

as written

CURRICULUM PREPARATION:

Pictures of male & female birds & animals, play dough, red & brown tempera powder

5th CITY PRES-SCHOOLING INSTITUTE

QUARTER 1, MONTH 1, WEEK 111, DAY 5

AREA Imaginal / Limits / Mystery / Growing Old

TEACHING IMAGE  Actor	TIME/SPACE/ASSIGNMENTS  Outside																					
RATIONAL OBJECTIVE: To show that everything grows old even people's creations.	EXISTENTIAL OBJECTIVE To show the frustration of creations growing old & not functioning properly																					
METHODS	TOOLS																					
<table border="0"> <tr> <td><u>Social</u></td> <td><u>Intellectual</u></td> <td><u>Selfhood</u></td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> </tr> <tr> <td>Problem Chart</td> <td></td> <td>Contemplation</td> </tr> <tr> <td>Timeline</td> <td>XXH</td> <td>Prayer</td> </tr> </table>	<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	Grid	Workshop	Meditation	Problem Chart		Contemplation	Timeline	XXH	Prayer	<table border="0"> <tr> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> </table>	Relat.- Drama	Instrument	Architecture	Psych. Poetry	Dance	Sculpture	Imag. Prose	Song	Pictorial
<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>																				
Grid	Workshop	Meditation																				
Problem Chart		Contemplation																				
Timeline	XXH	Prayer																				
Relat.- Drama	Instrument	Architecture																				
Psych. Poetry	Dance	Sculpture																				
Imag. Prose	Song	Pictorial																				

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Children come out & sit down. Intro. narrator actor & cars. Every-one clap & cheer.	Tell a story about the three cars - the bright shiny new one, the growing up one & the growing old one while the actor acts out all that the narrator says.			Even the things that man creates grow old & don't work so well anymore. Sing Doors that shut & life is good.

	INFANT	MINI	PREP	KINDER
S P I R A L	as written	as written	as written	as written

CURRICULUM PREPARATION:  
  
three cars - new, medium & old.

5th City Preschooling Insitute

Quarter 1 Month 2 Week 1 Day 1  
 BASIC

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS
----------------	------------------------

EXISTENTIAL OBJECTIVE Naming	EXISTENTIAL OBJECTIVE "I know that!"
---------------------------------	---

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L O B J E C T I V E	Rote counting 1-10	Recognition of emotional content words	Prepositions on over under	Small muscle development
T H E M E	write numerals on board	5th city stop	cookies on over under whatever available	

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Locate on T/L  Sing "Basic song"	Rote counting to 10. Write numerals on board.  Use mimeo sheet and trace    (If time does not permit Act I incor- porate into Act III.	Make 5th city sign. Take a walk to 3520 Con- gress to see 5th City sign on re- hab apartment.  Also talk about stop signs on the way	Repeat of cookie dur- ing snack ON, OVER  UNDER Have converasation chair. Let child talk about cookie be teacher and as re- ward eat cookie.  Incorporate Act III into snack time	During <del>snack</del> re- view  End with "Basic Song" and ritual

	INFANT	MINI	PREP	KINDER
S P I R A L	Rote counting clap hands With crayon help make 6			

CURRICULUM PREPARATION      Mimeo sheet  , cookies, crayon

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 1

AREA Relational / Economic / Clothing / Resources / Plants

TEACHING IMAGE

Weaver

TIME/SPACE/ASSIGNMENTS

at tables

RATIONAL OBJECTIVE: To show that clothes come from plants 5

EXISTENTIAL OBJECTIVE

I wear clothes made from plants

METHODS

Social      Intellectual      Selfhood  
 Grid      Workshop      Meditation  
 Problemat. Chart      Contemplation  
 Timeline      ~~Prayer~~

TOOLS

Relat.- Drama      Instrument      Architecture  
 Psych. Poetry      Dance      Sculpture  
 Imag. Prose      Song      Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
<p>This wk we want to see where our clothes come from. Did you know that some of your clothes are made from plants?</p>	<p>Two kinds of cloth made from plants are cotton and linen. Pass around cotton balls. This is cotton. It grows on a bush. Before it can be made into clothes, it must be carded, combed, spun into thread &amp; woven into cloth.</p>	<p>Assign various children to be parts of a machine to make the cotton into cloth;</p>	<p>"Machine" processes cotton while other children use rhythm instruments to make loud factory noises.</p>	<p>Hold up piece of cotton fabric. This kind of cloth we get from plants. Sing: "Hooray for plants"</p>

INFANT

MINI

PREP

KINDER

<p>S P I R A L</p>	<p>Put cotton balls &amp; swatches on high chair trays. Teachers process cotton while infants pound on trays.</p>	<p>Teachers act out machine, minis play instruments.</p>	<p>As written</p>	<p>As written</p>
--	---	--	-------------------	-------------------

CURRICULUM PREPARATION:

cotton balls, swatches of cotton & linen, rhythm instruments

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 1

AREA Psychological / Biological / Suparego / Oral / thumb-sucking

TEACHING IMAGE Big baby		TIME/SPACE/ASSIGNMENTS combine classes, two teachers	
RATIONAL OBJECTIVE: To show that some things are acceptable to suck and others are not.		EXISTENTIAL OBJECTIVE I don't have to suck my thumb.	
METHODS		TOOLS	
Social Grid Problem Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Teacher WALKS around CLASS with thumb in mouth.	Let's all sing "Free to Decide" but keep thumbs in mouth.	2nd teachers enters laughs at 1st. What are you doing with your thumb in your mouth? No wonder you can't sing!  1st tchr pantomimes deep sadness, slowly takes thumb out of mouth.	2nd teacher: Hey, don't you know that you're the greatest? 1st teacher slowly straightens up. 2nd tchr: Now you can talk and sing and shout. Try it!	Sing: "Free to Decide"

	INFANT	MINI	PREP	KINDER
S P I R A L	As written	As written	As written	As written

CURRICULUM PREPARATION:

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 1

AREA Imaginal / Limits-Contingency Time / World

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS
RATIONAL OBJECTIVE: To show them that the world is limited by time	EXISTENTIAL OBJECTIVE To expose that all things and I am limited by time
METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> <u>Grid</u> <u>Workshop</u> <u>Meditation</u> <u>Problem</u> . <u>Chart</u> <u>Contemplation</u> <u>Timeline</u> <u>AYU</u> <u>Prayer</u>	Relat.- Drama            Instrument Psych. Poetry            Dance Imag. Prose                Song Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant tick tock time limits tick tock  Set off alarm clock & light a candle	Recall birth of earth. (Explosion, piece off sun etc)  Talk about vol- canoes & ice age.	Set off alarm clock & blow out candle.  When will earth end?  Who knows?	When will you die? Who Knows?  "Tick tock Tick tock Time limits Tick tock"	Paint on paper bag Go around to people blow up bags, burst & throw away.  Chant tick tock.

	INFANT	MINI	PREP	KINDER
S P I R A L				

CURRICULUM PREPARATION: alarm clock, candle, paper bags, paint

5th City Preschooling Insitute

Quarter --- Month 2 Week 1 Day 2

BASIC

TEACHING IMAGE Brick Sayer	TIME/SPACE/ASSIGNMENTS
-------------------------------	------------------------

EXISTENTIAL OBJECTIVE I know that	RATIONAL OBJECTIVE: Naming
-----------------------------------	----------------------------

	MATH	READING	LANGUAGE	WRITING
OBJECTIVE	Sets 1-5	Recogniton of words	Prepositions on, over, under	Trace straight lines
FORM	make sets with magazine pictures	"Chicago"	candy unuer cookie over & on	

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
review time/line "we can learn to read" write Chicago in large letters on board-Discuss. show maps grid, sing	"we can learn to speak" Put chair on table. Put candy under the table have children tell where it is. Chant "The candy is under the table" Do the same with cookie on and over the chair.	"we can count to 5" On board draw 5 sets with 1-5 objects 1.,2.,4....,etc On construction paper, using magazine pictures cut out by child. make set pictures 1-5. (save to use with flash cards later in week.)	trace 7 on ditto after counting and clapping to 7. "We can write!"	Afirm all that has been done- Sing "I'm the greatest you're the greatest"

	INFANT	MINI	PREP	KINDER
SPIRAL	Act II set infants put glue on pictures Act III trace sandpaper 7 with finger			As set pictures are being made (by teams?) assign some to make numeral cards 1-5

CURRICULUM PREPARATION : map or chicao ditto  crayons pencils  
 chair cookie candy  
 Construction paper magazines scissors glue  
 sandpaper / (infant)

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 2

AREA Relational / Clothing / Resources / Animals

TEACHING IMAGE

Adventure merchant

TIME/SPACE/ASSIGNMENTS

1/4 - 1/2 hr.

RATIONAL OBJECTIVE: Animals provide fur clothing

EXISTENTIAL OBJECTIVE I like the animals material and am glad man can now make them

METHODS

Social      Intellectual      Selfhood  
 Grid      Workshop      Meditation  
 Problemat. Chart      Contemplation  
 Timeline      NYU      Prayer

TOOLS

Relat.- Drama      Instrument      Architecture  
 Psych. Poetry      Dance      Sculpture  
 Imag. Prose      Song      Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Teacher as merchant walks into store and sees a display of fur or fur articles & asks how much it is.	Storekeeper replies..too much for you and goes about business.  Give all children play money & have them try to buy the piece. But it costs too much more than they have.	Children barter but can't convince storekeeper to sell it at cheaper price.  "Why is it so expensive?..very little ground, too few animals to produce big supply makes the little there is cost a lot	Do grid of continents showing where animals (lynx, mink, chet, ah etc) are found  Are there very many?  No there are not  Do they cost a lot?  Yes, they do.  Do we buy them often?  No. we do not	As man uses real fur less & less, he makes synthetic furs so more people can have the "fur look" in clothes

INFANT

MINI

PREP

KINDER

S P I R A L	Feel fur on face	Rub hand over fur texture		Show difference between real and synthetic furs
----------------------------	------------------	---------------------------	--	---

CURRICULUM PREPARATION:

1 blue, skin or synthetic fur

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 2

AREA Psychological / Biological / Suberego / Oral / Eating non-food items

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS at tables
RATIONAL OBJECTIVE: To show that some things are to eat and others are not.	EXISTENTIAL OBJECTIVE Not everything is for me to eat.
METHODS	TOOLS
<u>Social Grid</u> <u>Problemmat</u> . Chart <u>Timeline</u>	<u>Intellectual Workshop</u> <u>Selfhood Meditation</u> <u>Contemplation</u> <u>Prayer</u>
	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant: We eat food We don't eat rocks We eat food We don't eat dirt We eat food We don't eat toys etc.	Brainstorm list of things we eat, things we don't eat	I have a surprise for everybody. Pass out small paper bag or envelope to each child.  What's inside? Do you eat that?	Make playdough sculptures of things you like to eat.	Food is for eating. Other things are not. We can decide which things to eat.

	INFANT	MINI	PREP	KINDER
S P I R A L	Put 2 things on high chair tray, 1 food, 1 not. Point to food, say YES. Non-food, say NO. Throw it away, put food in child's mouth.	Emphasize Act II	As written	As written

**CURRICULUM PREPARATION:**  
 small paper bags or envelopes, some containing crackers, cookies, etc., some containing paper, dirt, rocks, blocks, etc., playdough

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 6  
 AREA Imaginal / Limits / Contingency / Plants

TEACHING IMAGE Just getting hit in the stomach			TIME/SPACE/ASSIGNMENTS narrator 2 plants		
RATIONAL OBJECTIVE: To show them that time limits			EXISTENTIAL OBJECTIVE : To experience time as it limits plant growth		
METHODS			TOOLS		
Social Grid Problemmat Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Teacher makes chart & tells story of growth  But need sun, H2O & space  Chart	"here's a plant!" (Discover it) strings from waist as roots, pin on leaves.  Its doing fine! Lots of water, sun & space. Everything is great for this plant"	Discover smaller stunted plant. Ask "what's wrong? There not enough time. Ask time for what? Ans. To find water with my roots and so many plants around me can't get to sun, Need more space. I need time to do this & there isn't enough, I am getting weaker."	Plant shrivels up. Life isn't like it used to be. I guess I'll just have to shrivel up, maybe die. There's just not enough time This is a great struggle for me!	Sing song check back on plant & see he is still struggling to get enough in the time he has

	INFANT	MINI	PREP	KINDER
S P I R A L	Give each a small piece of plant	Have arms be root along ground searching for water		crowd together to sense lack of space & not enough time to get out & reach sun.

CURRICULUM PREPARATION: butcher paper/chart, green magic marker, brwn for earth, yellow sun, blue lake, : string supplement

5th City Preschooling Insitute

Quarter ---Month  2  Week  1  Day  111

BASIC

TEACHING IMAGE Care-ful carpenter	TIME/SPACE/ASSIGNMENTS
--------------------------------------	------------------------

EXISTENTIAL OBJECTIVE I know that	RATIONAL OBJECTIVE: Naming
--------------------------------------	-------------------------------

	MATH	READING	LANGUAGE	WRITING
R P C O S	Review sets 1-5 Ground sets 6-10	Word recogni- tion	Preposition "on" and naming action	Muscle dev. trace curved lines
F H E M E	Picture sets 6-10	"coke"	Hand piling	

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Review time de- sign	Using picture sets from Tue. review 1-5. Match with numeral cards. Make set pictures for 6-10 save to use later.	Show coke can & ask "what is this? we can say "coke" and we can write the word-write it on board. Ask where they have seen it, how it tastes, etc.	Put coke can on the table and ask where it is "It is on the table." Put your hand on the can and name the action Have children pile their hands on each o ther and name the action	Have chil- dren trace the 8 on the ditto. collect papers and crayons- sing "I can you can learn to write"

	INFANT	MINI	PREP	KINDER
S P R A L	concl. arrange rope in lrg o teacher walk in figure 8. Help child. make o in air.	Act I have children tear pictures from magazines	Act 1 use sissors-----	

CURRICULUM PREPARATION	construction paper magazines glue	sissors coke can ditto	rope(Infants)
------------------------	---	------------------------------	---------------

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 111

AREA Relational / Working / Resources / Synthetic

TEACHING IMAGE  
Magician

TIME/SPACE/ASSIGNMENTS  
class room

RATIONAL OBJECTIVE: to show synthetic fabrics and what they are made from

EXISTENTIAL OBJECTIVE I use synthetic clothing

METHODS

TOOLS

Social      Intellectual      Selfhood  
Grid      Workshop      Meditation  
Problem      Chart      Contemplation  
Timeline      Map      Prayer

Relat. - Drama      Instrument      Architecture  
Psych.      Poetry      Dance      Sculpture  
Imag.      Prose      Song      Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Review this wk. Saw clothing made from plants and animals	Today we want to talk about man made fabrics- synthetics- they come from crude oil & coal & other chemicals. Pass around coal & jar of crude oil	Man can mix these together in factories and make beautiful fabrics & clothes from them. Pass Around grab-bag with articles made from synthetics. Children feel things in bag.	After everyone felt things in bag let them guess what was in bag. Take all articles out & lay on table for class to see.	All these articles man made from coal & crude oil Science is a fantastic gift to us. Hurray for man! Sing: Free to Decide

INFANT

MINI

PREP

KINDER

S P R I N G	Act I&II same as prep Act III take articles out of bag and name them		Above Act III tell what synthetic each article made from	Same as prep also have children guess what own clothing made from
----------------------------	---	--	---	---

CURRICULUM PREPARATION: coal (or charcoal) black oil (add mud to corn oil) grab bag, large bag with different clothing articles in it that are man made stockings, scarf, shoe, belt, blouse, necktie, raincoat, glove etc.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY \_\_\_\_\_  
 AREA Psychological / Biological / Super Ego / Oral - Biting

TEACHING IMAGE "No" sayer	TIME/SPACE/ASSIGNMENTS Tables
------------------------------	----------------------------------

RATIONAL OBJECTIVE: The situation limits what I can bite	EXISTENTIAL OBJECTIVE I can live without biting people
---	---

METHODS			TOOLS		
<u>Social</u> Grid Problemat . Chart Timeline	<u>Intellectual</u> Workshop	<u>Selfhood</u> Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Teacher comes in to room with other teacher pushing her	Why did you take my toy? 2nd teacher "I did not take it." 1st Yes you did and I am going to bite you for taking it.	2nd teacher jump a round room OUCH that hurt you are not supposed to bite me to get what is yours.  1st teacher Why can't I bite you?	2nd Because teeth hurt others. And when you bite someone it can be very <del>serious</del> serious  1st Oh, I am sorry.	I am not going to bite because I am not supposed to bite Biting is a No, No.

	INFANT	MINI	PREP	KINDER
S P I R A L	Two teacher's act out	Same	Act out with two children	Same

CURRICULUM PREPARATION:  
Toy

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 111

AREA Imaginal / Limits / Contingency / Time

TEACHING IMAGE Harried Housewife			TIME/SPACE/ASSIGNMENTS Classrooms 20/0			
RATIONAL OBJECTIVE: Show that time limits.			EXISTENTIAL OBJECTIVE Experience time as it limits possib.			
METHODS			TOOLS			
Social Grid Problem Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant: tick tock Time Limits tick tock We only have 29 minutes to do our whole timeline	Rush thru whole timeline, beingsure to do a part of each area on the timeline; i.e. Pass out paper and pencil very quickly for basic, and pick up immediately before children write. Start to bathroom and turn around and return to seats, Pass out lunch plates and then pick up- be sure and do all rituals and transition songs.... <u>BE FUNNY</u>			Chant Repeat Chant

	INFANT	MINI	PREP	KINDER
S P I R A L	Same	Same	Same	Same

CURRICULUM PREPARATION: Cookies for snack, Juice, paper, pencils, books, etc.

5th City Preschooling Institute

Quarter 1 Month 2 Week 1 Day 4  
 BASIC

<p><b>TEACHING IMAGE</b></p> <p>Poker Player</p>	<p><b>TIME/SPACE/ASSIGNMENTS</b></p>
--	--------------------------------------

**EXISTENTIAL OBJECTIVE**

I know that!

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Review sets 1 - 10	Review word recognition	Rhyming	Small muscle development
T H E M E	Picture sets	Batman Stop	Hamburger Batman	

DRAMA				
INTRO	ACT I	ACT II	ACT III	CONCL
Review time Singing Sing: "I can you can, we can learn to read"..etc	Using picture sets made on Tuesday and Wednesday help children to match numeral card with set picture, arrange in order, count  "We can count"	Show set of 9- Draw 9 on board Pass out ditto sheets Have children trace 9 turn paper over and write a 9.	<del>XXXXXXXXXXXX</del> Write several words on board, including "Batman and Stop" - Show rubber Batman and ask which word names him. Ask which word tells you what to do when giving a car Put around Stop. We can read.	Speaking clearly rhyme hamburger and batman  " We can speak."

	INFANT	MINI	PREP	KINDER
S P I R A L	Act II Pass out cardboard 9 Help children to trace with finger	Same as MINI infants	Goal - have child ren do rhyming Write letters on board	Have children write 9 and words on board

**CURRICULUM PREPARATION**

Picture sets from Tuesday and Wednesday. Cards 1-10  
 Ditto of 9, crayon or pencil, chalk, ditto sheets (infants and Mini)

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 4  
 AREA Economic / Clothing / Resources / past-Present

TEACHING IMAGE  
 See-er into time

TIME/SPACE/ASSIGNMENTS  
 15-30 min. Inside at tables

RATIONAL OBJECTIVE:  
 To illustrate the resources of machinery in the making of clothing

EXISTENTIAL OBJECTIVE  
 My clothes are made by fast machines today.

METHODS  
 Social Grid  
 Intellectual Workshop  
 Selfhood Meditation  
 Problemat. Chart  
 Timeline

TOOLS  
 Relat.- Drama  
 Psych. Poetry  
 Imag. Prose  
 Instrument  
 Dance  
 Song  
 Architecture  
 Sculpture  
 Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Use pretend binoculars look into past to see what was used to make cloth	Give each child a small (1x2) piece of cloth to examine and unravel threads. Ques. Where did the threads come from How were they woven into cloth? Can you weave the threads again?	"Let's look again in to the past." Put a chart on the board of what you saw.  Demonstrate with cotton balls spinning wheel and by machine - thread made	Weave strips of paper  <del>XXXXXXXXXXXXXXXXXXXX</del>  Talk about hand and machine weaving	<del>Use</del> Look into binoculars again-review hand machines of past and fast machines of present Raise question about future.

	INFANT	MINI	PREP	KINDER
S P I R A L	Use larger piece of cloth to unravel Fast spinning Put cotton ball in box Pull out thread	Do weaving corporately.	Above	<del>XXXX</del> Above

CURRICULUM PREPARATION:  
 (1x2) cloth pieces for each child  
 cotton balls, thread, paper for weaving

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 4  
 AREA Psychological / Biological / Speech / Oral / kissing

TEACHING IMAGE

narrator

TIME/SPACE/ASSIGNMENTS

classroom

RATIONAL OBJECTIVE:

Understanding kissing is not approved or allowed in all sit.

ESSENTIAL OBJECTIVE

I need to use judgment about the situation where I use kissing

METHODS

Social Grid  
 Intellectual Worksheet  
 Problemat. Chart  
 Timeline  
 Selfhood  
 Meditative  
 Contemplation  
 Story

TOOLS

Relat. - Drama  
 Psych. Poetry  
 Imag. Music  
 Instrument  
 Dance  
 Song  
 Architecture  
 Sculpture  
 Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
<p>"You may remember that we talked about our drive to make contact with our world with our mouths and get one way we do that is by kissing. Kiss ing is a pleasant way to show affection."</p>	<p>Poem- "Georgie Porgie" (See supplement)                      Why did the girls cry? (Didn't want to be kissed)                      "Why did Georgie run away? (Afraid boys would fight him for making girls cry.)"</p>	<p>Puppets act out contempl.                      1. Man kiss with sneezes kisses baby-mother gets angry- (Discuss why)                      2. Man from France kisses another man on both cheeks while visiting USA People laugh and say he is odd (Discuss)                      3. Boy and Girl on date at movie Another boy kissed</p>	<p>Discuss What were ways people use kissing? (show affection, love respect, king, priest in church)                      What were some reasons we saw it did not work out in some situations?                      Illness, different customs and embarrassment and jealousy</p>	<p>So we find sometimes kissing is a pleasant and helpful thing to do and sometimes it does not work so well.                      Sing I am always running into doors that</p>

INFANT	MINI	KINDER
<p>Sometimes is not a good idea.</p>	<p>Same</p>	<p>Same</p>

CURRICULUM PREPARATION:

Puppets

Supplement  
Quarter 1 Month 2 Week 1 Day 4

"Georgie Porgie"

Georgie Porgie, Pudding and Pie,  
Kissed the girls and made them cry,  
When the boys came out to play  
Georgie Porgie ran away.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 4

AREA Imaginal / Limits / Contingency / Humans

TEACHING IMAGE

TIME/SPACE/ASSIGNMENTS

Mother	Father	Storekeeper
Boy	Daughter	Boss
		Teacher

RATIONAL OBJECTIVE:

To show that time limits

EXPERIENTIAL OBJECTIVE

To experience time as it limits human possibility

METHODS

TOOLS

<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>
Grid	Workshop	Meditation
Problemnet	Chart	Contemplation
Timeline	MMH	Prayer

Relat. - Poema	Instrument	Architecture
Parab. Poetry	Dance	Sculpture
Imag. Prose	Song	Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Family of 3 asleep in bed. Alarm rings late!!! Boy late for school. Mother late for store sale. Father late for work. All hurry get up and	Time limits (anger) Mother arrives at store. Too late Can't buy food she wanted on sale. It is all gone. Time will not wait.	Time limits (frustration) Father arrives at work He has missed a very important meeting. Time will not wait.	Time limits Sadness Boy arrives at school. Gets spanking as he is late. He cries He missed his favorite class. Time will not wait.	Night all return home Sit at home at table and each tell how time limited them in what they wanted to do that day. Will always be that way Pin up paper clock as

RUN-OUT.	INFANT	NIWI	POEM	KINDER
Sing S P I R A L	Put heads down before alarm Wake up! Slap hands on chair trays when hurrying	Chant: "Time limits us.."	Same	Family and time limits sign for family to rehearse the way it is. Have a student put up clock and sign Tell story about time limiting humans.

CURRICULUM PREPARATION:

Clothing to show mother, father and child  
alarm clock, paper clock, sign: "TIME LIMITS US"

Song Supplement:

I am late, I am late  
For a very important date  
No time to say Hello  
Goodbye.  
I am late, I am late , I am late!

5th City Preschooling Institute

Quarter 1 Month 2 Week 1 Day 5

BASIC

TEACHING IMAGE

Patient Prompter

TIME/SPACE/ASSIGNMENTS

Tables, One teacher

EXISTENTIAL OBJECTIVE

"I know that!"

	MATH	READING	LANGUAGE	WRITING
R O B T H E	Ground 1 - 10	Review familiar words	Rhyming Review preposition "on"	Straight and curved lines
	Count objects	Coke Batman Fifth City Stop (flash cards)	Rhyme basketball, gas station, fire engine Hand piling	Number 10

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Review Basic on time design Ask "Can you count?" "Yes, we can count!" "Can you read?" write? speak? Yes we can	Present bag or box with 10 objects. Take them out one at a time and count them onto the table. Draw a large "10" on the board. Pass out paper and have the children try to write it. Affirm all response..	File hands on each other. Count ten hands. Use "on." Example: "Sandra, you put you hand on Alonzo's." Rhyme Basketball gas station fire engine Pronouncing words carefully so different sounds are heard.	Using flash cards review Batman 5th City Stop Coke  Show picture Symbol or action for each  <del>XXXXXXXXXX</del> Shout words say softly	Sing Basic Song

	INFANT	MINI	PREP	KINDER
S P I R A L	Dip child's fingers in paint and trace 10 on paper or high chair trays.	as written	as written	Act III Write words on board. Have children print and write the

CURRICULUM PREPARATION

Box or bag with ten similar objects in it  
Infant school: Paint

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 5

AREA Relational / Economic / Clothing / Global

TEACHING IMAGE Global shopper		TIME/SPACE/ASSIGNMENTS tables one teacher		
RATIONAL OBJECTIVE: To develop an awareness of global resourced for clothing		EXISTENTIAL OBJECTIVE My clothes are from different parts of the world		
METHODS		TOOLS		
Social Grid Problemmat. Chart Timeline	Intellectual Workshop	Selfhood Meditation Contemplation Prayer	Relat. - Drama Psych. Poetry Imag. Prose	Instrument Dance Song Architecture Sculpture Pictorial
DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Review clothing resources plants, animals synthetic	Have small pieces of fabric from many resources to pass around Feel each piece smell, etc. Ask what they notice about them	Decide what resource each came from. (Cotton, linen, fur, leather, dacron, nylon, wool, silk, etc.)	Let each child decide where that resource might be from. Accuracy is not the issue here. Have him go to the map or grid and pin or tape the fabric on. Reflect on grid with all the fabric on it.	Our clothes come from all around the world." Sing: I am the black man, etc.
INFANT		MINI	PREP	KINDER
S P I R A L	Teacher talks through Acts II and III with children. Bring grid to them, let them touch a place to put fabric on.	as writtin	Act III Also grid clothing they have on that day. Point on map where it came from.	As written.
CURRICULUM PREPARATION:				
World map or grid Tape or pine		Many small pieces of varies fabric representing various resources		

5th CITY PRESCHOOLING INSTITUTE

Quarter 1 Month 2 Week 1 Day 5  
 PSYCHOLOGICAL/ Biological/ Super-ego/ Oral/ Eating

<p>TEACHING IMAGE Dance the "No"</p>	<p>TIME/ SPACE/ ASSIGNMENTS tables and one teacher space around tables</p>
<p>RATIONAL OBJECTIVE The situation limits my eating</p>	<p>EXISTENTIAL OBJECTIVE I can live without eating every time I want to.</p>
<p>METHODS</p>	<p>MEDIA</p>
<p>Timeline of classroom day and day at home</p> <p>Short courses</p>	<p>Poetry "Queen of Hearts"</p> <p>Dance That we can live without eating every time we want to</p> <p>Sculpture Centerpiece of food</p>

<p>DRAMA</p>				
<p>INTRO</p>	<p>ACT I</p>	<p>ACT II</p>	<p>ACT III</p>	<p>CONCL</p>
<p>Put centerpiece of food on table. Chr : "I'm hungry, I'm hungry, O Hungry am I. If I don't get some food I think I will die" Short course "No, you won't die if you don't get food right now. You can live a long time without food."</p>	<p>"Here is a poem about someone who wanted to eat when he wasn't supposed to" 1) Tell them what happens in the poem. 2) Read the poem. 3) Review what happens in the poem. Short course "If you eat when you're not supposed to, you may get spanked."</p>	<p>When do we eat in pre-school? Go through day's schedule. "When do we eat at home?" Teach "breakfast" "supper" or "dinner" Short course "We eat at the times when meals and snacks are served. Sometimes we want to eat, but it is not time to eat."</p>	<p>"We can dance even when we can't eat." "Let's all dance!" Dance to record or while singing chorus of "Lord of the Dance". "We can dance, even when we're hungry."</p>	<p>Now, let's sit down and wait for snack time.</p>

	<p>INFANT</p>	<p>MINI</p>	<p>PREP</p>	<p>KINDER</p>
<p>J P I R As L</p>	<p>TEACHER dances, and holds hands of children as she goes around the room</p>	<p>as written</p>	<p>Ask them to review what happens in the poem. Encourage them to tell you parts of daily schedule</p>	<p>Draw day's timeline of meals and snacktimes, including time at home.</p>

CURRICULUM PREPARATION  
 Daily preschool time design chart  
 Centerpiece of food for each table  
 Supplement "Queen of Hearts"

5th CITY PRESCHOOLING INSTITUTE

PSYCHOLOGICAL SUPPLEMENT  
Q 1 M 2 W 1 D 5

THE QUEEN OF HEARTS

The Queen of Hearts

she made some tarts

All on a summer's day;

The Knave of Hearts

he stole the tarts,

And took them clean away.

The King of Hearts

called for the tarts

And beat the Knave full sore;

The Knave of Hearts

brought back the tarts

And vowed he'd steal no more.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 1, DAY 5  
 AREA Imaginal / Limits / Contingency / Time

TEACHING IMAGE

The tortoise

TIME/SPACE/ASSIGNMENTS

RATIONAL OBJECTIVE:

Show that time limits

EXISTENTIAL OBJECTIVE

Experience time as it limits human possibility,

METHODS

Social      Intellectual      Selfhood  
 Grid      Workshop      Meditation  
 Problemat. Chart      Contemplation  
 Timeline      Prayer

TOOLS

Relat.- Drama      Instrument      Architecture  
 Psych. Poetry      Dance      Sculpture  
 Imag. Prose      Song      Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant: Time Limits Tick tock	Tell story of the "tortoise and the hare" "Who ran out of time"  Use clocks as you tell the story.	Do "This is the day we have" Substitute "time" for "day"  "This is the time we have"	Find a picture of time and cut out to take home. i.e. a clock, someone in a hurry some one walking slowly	Repeat Chant.

	INFANT	MINI	PREP	KINDER
S P I R A L	Same	Same	Same	Same

CURRICULUM PREPARATION: Clocks, magazines, scissors.

5th City Preschooling Institute

Quarter 1 Month 2 Week 2 Day 2

BASIC

TEACHING IMAGE  Acrobat	TIME/SPACE/ASSIGNMENTS
-------------------------------	------------------------

EXISTENTIAL OBJECTIVE  I know that!	RATIONAL OBJECTIVE  Naming
---	----------------------------------

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L O B J E C T I V E	Rote counting to 20	"s"	1st order statements "This is a _____"	Follow lines and color.
T H E M E	Clap, snap & bang Write on board	Rhyming, @Sally says"	Body parts	Body

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Review time design.  Sing: "I can, you can, we can learn to count, - write -speak -read"	Review 1-10 Praise success- @Ready to try to count to 20?" Count slowly & write numbers 1-20 on board. Snap fingers & count. Clap & count. Bang table & count End with banging Hurrah!	Have children imitate "s" sound "s-s-s-s-s-s-s" Name lots of words that start with "s". Say "Sally says she sells seashells at the seashore" Have class try it.	Draw a picture of a girl on the board. Point out body parts as you draw, "This is a head. This is an arm, etc." Have children point to selves and name body parts. Pass out ditto, name parts, trace, and color.	Collect paper and crayons.  Chant: "We can count & we can sing. We can do most anything."

	INFANT	MINI	PREP	KINDER
S P I R A L	Act II- Help children to imitate you by holding hands out, touching nose, etc.			Write "s" on board or paper. Let individuals try to count to 20.

CURRICULUM PREPARATION	chalk ditto of child crayons
------------------------	------------------------------------

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 2  
 AREA Imaginal / / /

TEACHING IMAGE			TIME/SPACE/ASSIGNMENTS Classroom		
RATIONAL OBJECTIVE: To show them that I show up in a particular place			EXISTENTIAL OBJECTIVE To experience that this space is where I am.		
METHODS			TOOLS		
Social Grid Problemmat Timeline	Intellectual Workshop Chart UXU	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Talk about all the room we have here on earth, but that we are still crowded.	Draw circle in middle of floor. Put as many kids as possible in circle. To show the space is too small to hold the entire classroom of kids.	Have other children stand in a box to show that it is even smaller than the circle.	Take butcher paper, put on table in small section, mark off space for each child. Use play-dough to build their favorite toy.	Even if we are crowded, we can decide to live in the space we have.  Sing: "Free to Decide"

	INFANT	MINE	PREP	KINDER
SPIRAL	Teacher act out drama	Same as Prep	Go under tables. Some go on the section of the floor to show crowded.	Above

CURRICULUM PREPARATION: Play dough, Box, Butcher paper

LITTLE POLLY FLINDERS

Little Polly Flinders  
Sat among the cinders  
Warming her pretty little toes.

Her mother came and caught her.  
and whipped her little daughter  
For spoiling her nice new clothes.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 2

AREA Psychological / Biological / Super-ego / Anal (Mashed Potatoes)

TEACHING IMAGE			TIME/SPACE/ASSIGNMENTS			
RATIONAL OBJECTIVE: Mashed potatoes are to eat, not to play with.			EXISTENTIAL OBJECTIVE I can live with the demand to not play with mashed potatoes.			
METHODS			TOOLS			
<u>Social</u> Grid Problemmat. Timeline	<u>Intellectual</u> Workshop Chart UXU	<u>Selfhood</u> Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

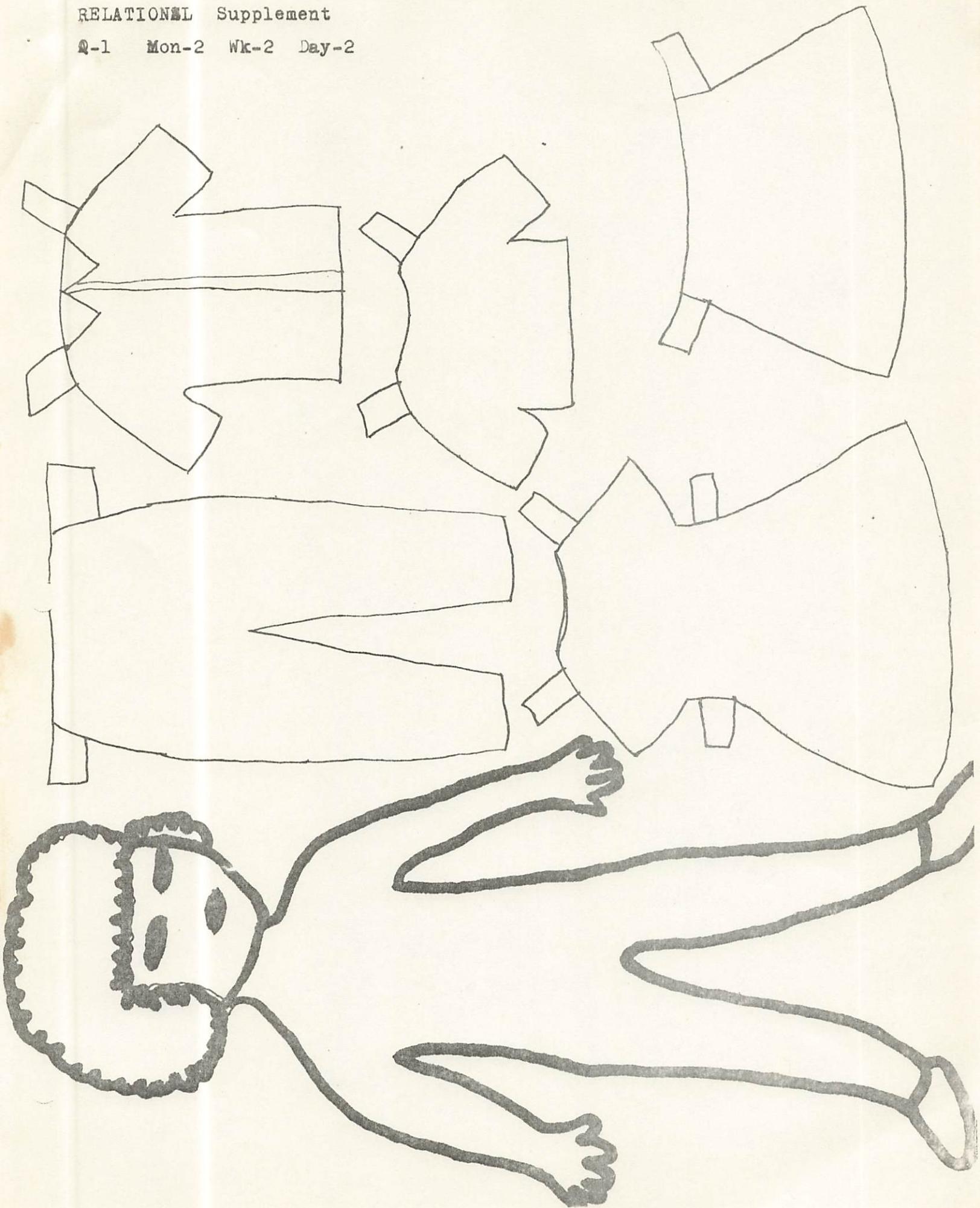
DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Little Polly Flinders	Remember when we had mashed potatoes and we played with them? Well, we know that mashed potatoes is a food. We're supposed to eat food with our fork or spoon.	Put potatoes in bowl, begin to eat with fingers. Then ask, "Are we supposed to eat potatoes with our fingers? No.	I can say "No" to playing with mashed potatoes. Let's eat with our spoon, O.K.?	Little Polly Flinders

	INFANT	MINI	PREP	KINDER
S P I R A L				

CURRICULUM PREPARATION:  
Potatoes

RELATIONSL Supplement

Q-1 Mon-2 Wk-2 Day-2



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 2  
 AREA Relational / / /

TEACHING IMAGE  Paris fashion designer			TIME/SPACE/ASSIGNMENTS  Classroom (at tables)			
RATIONAL OBJECTIVE:  Clothes are made in an orderly way.			EXISTENTIAL OBJECTIVE  Clothes are great.			
METHODS			TOOLS			
Social Grid Problemmat Timeline	Intellectual Workshop Chart XXU	Selfhood Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

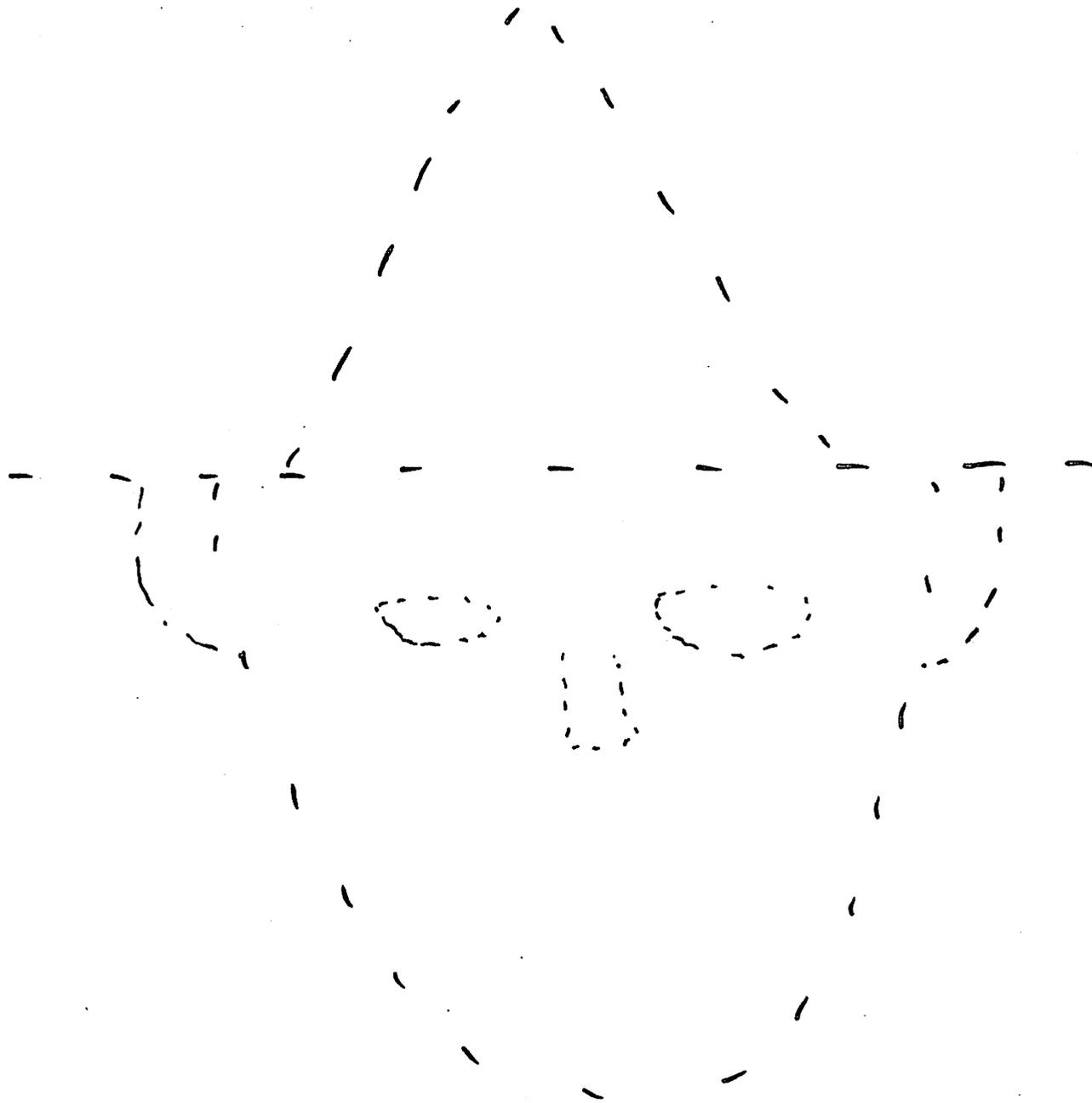
DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
To make clothes takes many steps 1st-weave or knit cloth 2nd-color -dye cloth 3rd-cut out pieces 4th- sew together	Color fabric --with crayons color clothes on supplementary sheet.	Cut out pieces.	Decide how to put clothes together on child-- Design different combinations	Have fashion show with class creations  Which one would you like to wear?  Sing: "Free to Decide"

	INFANT	MINI	PREP	KINDER
S P I R A L	Teacher do Act II & III	Teacher help with Act II & III	Above	Art-form fashion show

CURRICULUM PREPARATION:  
 crayons  
 scissors  
 glue

BASIC supplement

Quarter 1 Month 2 Week 2 Day 2



5th City Preschooling Insitute

Quarter --1--Month 2 Week 2 Day 2  
 BASIC

TEACHING IMAGE  Fascinated Learner	TIME/SPACE/ASSIGNMENTS
--	------------------------

EXISTENTIAL OBJECTIVE Naming	RATIONAL OBJECTIVE I have to work hard to learn.
---------------------------------	---

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Counting 1-15	Letters L N	Identify and do facial motions. Sentences.	Trace and color picture of face.
O B J E C T I V E	Count, Make a certain sound 15 times	(line, lap, leg, lion, nap, no, never)	This is smiling This is crying.	Ditto of face & hat.

while teacher counts. DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
"It's basic time! What's basic time? -when we learn to count, etc.	Count 1-15 while teacher writes on board. Have class chant a word (yes) or a sound (Oooo) 15 times while teacher points to numbers.	Write and sound letter L. Say words with L (line, lap, leg, lion, lemon...) Write and sound letter N. Say words with letter... Chant: "Little lions# like lemons." "No, never, never in Never-Nev er-land."	Facial expressions: This is a smile. This is a frown. This is laughing, This is crying, etc.  DITTO of face: Trace lines of face and hat. Make mouth to look like smile, or frown, or crying.	Sing: We can draw and We can count. We can do most any-thing.

	INFANT	MINI	PREP	KINDER
S P I R A L		Help children trace numbers, letters with fingers.	Above	Above.

CURRICULUM PREPARATION

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 1

AREA Imaginal / Limits / Contingency / Space: World

TEACHING IMAGE  Adventurer	TIME/SPACE/ASSIGNMENTS																		
RATIONAL OBJECTIVE:  To show them that everything shows up in a particular space.	EXISTENTIAL OBJECTIVE  To experience that this space is where I am.																		
METHODS	TOOLS																		
<table border="0"> <tr> <td>Social Grid</td> <td>Intellectual Workshop</td> <td>Selfhood Meditation</td> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Problemmat . Chart</td> <td></td> <td>Contemplation</td> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Timeline</td> <td></td> <td>Prayer</td> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> </table>	Social Grid	Intellectual Workshop	Selfhood Meditation	Relat.- Drama	Instrument	Architecture	Problemmat . Chart		Contemplation	Psych. Poetry	Dance	Sculpture	Timeline		Prayer	Imag. Prose	Song	Pictorial	
Social Grid	Intellectual Workshop	Selfhood Meditation	Relat.- Drama	Instrument	Architecture														
Problemmat . Chart		Contemplation	Psych. Poetry	Dance	Sculpture														
Timeline		Prayer	Imag. Prose	Song	Pictorial														

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
<p>Last week we talked about limits of time. (tick, tock tick, tock, Show time design)</p> <p>This week Limits of space. Point out several spaces in the room.</p>	<p>Grid universe, pointing out the earth's space.</p> <p>Sing: "We Live in the Universe"</p>	<p>Talk about how we are adapted to living on the earth-- breathing air, walking upright (gravity, etc.)</p> <p>Couldn't live in any other space in universe now.</p> <p>Take trip to Mars. Everyone dies.</p>	<p>Paint experience of what happens if we try to live in a space other than the earth.</p>	<p>Sing: @ "We Live in the Universe"</p>

	INFANT	MINI	PREP	KINDER
S P I R A L	Drama	Drama-involve several children	Conversation on experience of the trip.	Reflective conversation on our space, the earth, our limits

CURRICULUM PREPARATION: Paint Paper.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 1

AREA Psychological / Biological / Super-ego / Anal (Clay)

TEACHING IMAGE  Disciplined Artist	TIME/SPACE/ASSIGNMENTS  Tables																												
RATIONAL OBJECTIVE:  Clay is a medium of expression.	EXISTENTIAL OBJECTIVE  I can live with the demand to create with clay.																												
METHODS	TOOLS																												
<table border="0"> <tr> <td>Social</td> <td>Intellectual</td> <td>Selfhood</td> <td>Relat.-</td> <td>Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> <td>Psych.</td> <td>Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Problematic</td> <td>Chart</td> <td>Contemplation</td> <td>Imag.</td> <td>Prose</td> <td>Song</td> <td>Pictorial</td> </tr> <tr> <td>Timeline</td> <td>NYU</td> <td>Prayer</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Social	Intellectual	Selfhood	Relat.-	Drama	Instrument	Architecture	Grid	Workshop	Meditation	Psych.	Poetry	Dance	Sculpture	Problematic	Chart	Contemplation	Imag.	Prose	Song	Pictorial	Timeline	NYU	Prayer					
Social	Intellectual	Selfhood	Relat.-	Drama	Instrument	Architecture																							
Grid	Workshop	Meditation	Psych.	Poetry	Dance	Sculpture																							
Problematic	Chart	Contemplation	Imag.	Prose	Song	Pictorial																							
Timeline	NYU	Prayer																											

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Remember when we had play-dough? We <del>didn't</del> didn't make anything; we just played. Do we usually do that? No, we make things.	Have different clay objects (pots, animals, sculptures, etc.)  How would you make these things?	What are things we can make with clay? Pick three.  Have each of 3 groups make one kind.	Make the three different objects.	What did you learn about using clay?

	INFANT	MINI	PREP	KINDER
S P I R A L				

CURRICULUM PREPARATION: Clay art objects  
Clay

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 1 TRIP

AREA Relational / Economic / Clothing / Production- Home

<p>TEACHING IMAGE Grateful Recognizer of Individual Gifts</p>	<p>TIME/SPACE/ASSIGNMENTS 9:15- 10:45 (all morning) Walk to Elders' Home Teacher narrates during elders demonstr</p>
<p>RATIONAL OBJECTIVE: To become aware of the gifts of home-produced clothing.</p>	<p>EXISTENTIAL OBJECTIVE Others are great. I can feel proud of what I make.</p>
<p>METHODS</p>	<p>TOOLS</p>
<p><u>Social</u>      <u>Intellectual</u>      <u>Selfhood</u> <u>Grid</u>      <u>Workshop</u>      <u>Meditation</u> <u>Problem</u> . <u>Chart</u>      <u>Contemplation</u> <u>Timeline</u>      <u>Prayer</u></p>	<p>Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance      Sculpture Imag. Prose      Song      Pictorial</p>

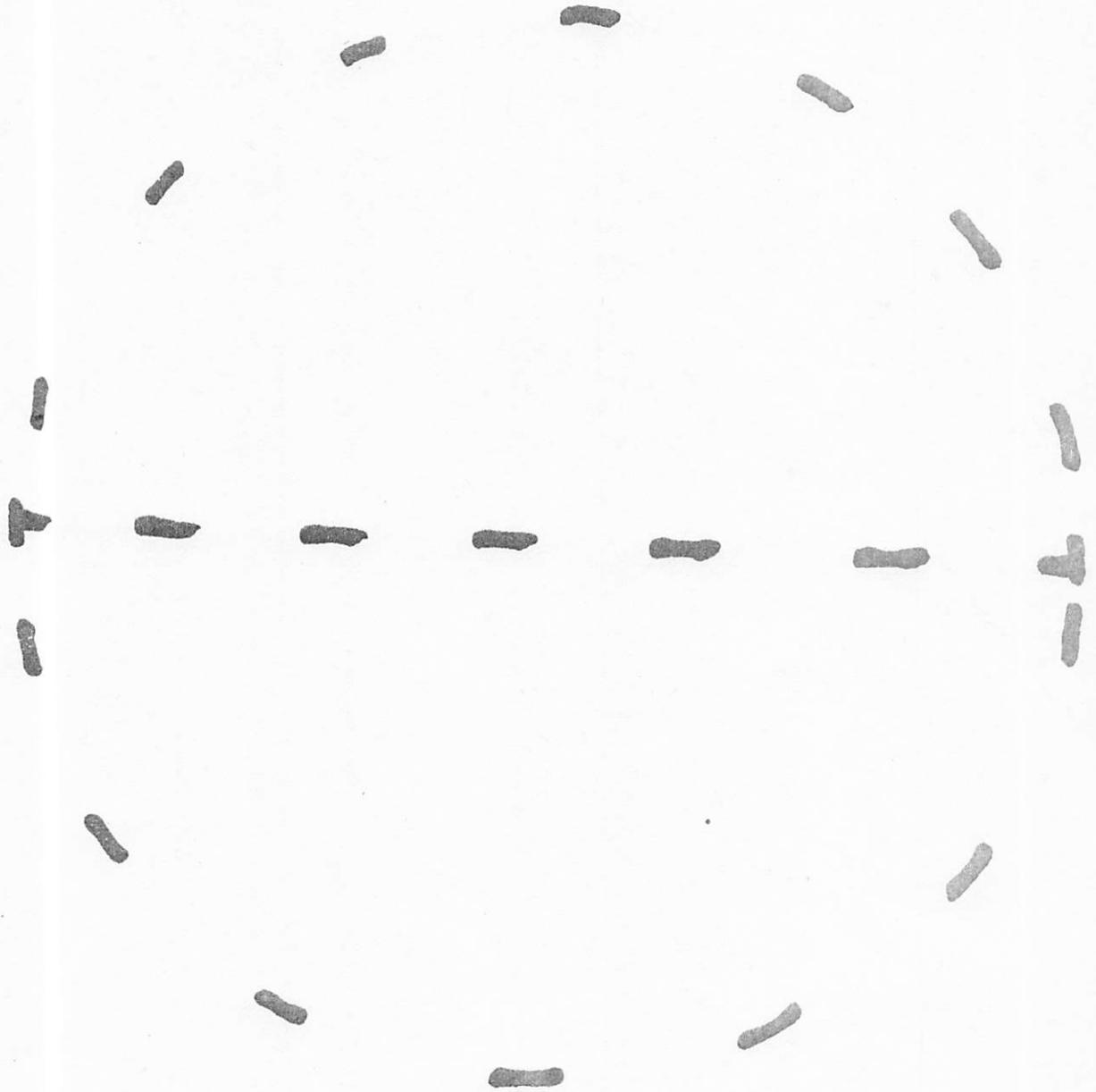
DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
<p>Set con- text for trip to Elders' Home. Bathroom We share songs. They show us how they sew or knit.</p>	<p>Walk to Elders Home singing songs Iron Men 4 x 4 Impact the World Astronaut If you're Great.</p>	<p>Greet elders. Sing for them. Sit down while they show their sewing. Teacher may narrate Sing: This is the way to make the clothes.</p>	<p>Celebrate our gifts together. Go up to 9th floor Sing: Chicago is a Wonderful Place</p>	<p>Talk about trip. Walk home singing.</p>

	INFANT	MINI	PREP	KINDER
<p>S P I R A L</p>	<p>Set up home &amp; sewing in great hall. Have someone show home sewing</p>	<p>Same as infant, if walk is decided against.</p>	<p>If weather is bad, use infant and mini suggestions.</p>	

CURRICULUM PREPARATION: If weather does not permit trip: Set up home sewing in great hall: machine, garment- in-making (refreshments?)

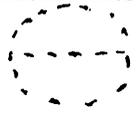
BASIC Supplement  
Str.1 Mon-2 Wk-2 Day-1



5th City Preschooling Institute

Quarter 1 Month 2 Week 2 Day 1

BASIC

TEACHING IMAGE Indian Brave		TIME/SPACE/ASSIGNMENTS		
EXISTENTIAL OBJECTIVE I have to work hard to learn		RATIONAL OBJECTIVE Naming		
	MATH	READING	LANGUAGE	WRITING
R A T I O N A L O B J E C T I V E	Review 1-10 by clapping hands	(M) (A)	Second order statements	Trace line and color picture
	Clap hands together while we count	(man) (moon) (mat) (map) etc.	This is not _____ This is _____	
DRAMA				
INTRO	ACT I	ACT II	ACT III	CONCL
What time is it, class? Basic. Oh, what shall we do?	OK. let's count to 10. Now clap to 10. Bang to 10. Now let's sing 1 little, 2 little, 111 little Indians. Up to 10. VISUAL AID: Teacher have indian head- band with 10 feathers. Count.	Trace around letter (M) and put M on each child's hand. Make M sound (mad, men, moon) Sound (A) the same way (ape, age, ate)	Pick up an object and ask the children, What is this? This is _____ This is not _____ Use mimeo sheet. Ask, What is this? Find out by tracing. Then color.	Sing Basic song.
	INFANT	MINI	PREP	KINDER
S P I R A L	Help children trace mimeo sheet. Use crayon-->			
CURRICULUM PREPARATION Letter (M) Mimeo sheet 		Objects for 2nd order statements Indian headband: 		



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 4  
 AREA Imaginal / / /

TEACHING IMAGE Surviver of many trials		TIME/SPACE/ASSIGNMENTS 15-35 Large group drama	
RATIONAL OBJECTIVE: To show them that I show up in a particular place		EXISTENTIAL OBJECTIVE To experience that this space is where I am.	
METHODS		TOOLS	
Social Grid Problemmat Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Put up chart frame. Put up cut-out label, Dramatically telling main feature of each climate.	Teacher comes in as cactus in desert. Great! Decides to visit jungle fern. Struggles there. Too much water. Almost dies. Returns to desert. "I am limited by space. The desert is my space."	Teacher as jungle fern. Visits apple tree in Chicago. Not wet enough! Too much wind! (show where on grid.) Returns to jungle. "I am limited by space. The jungle is my space." (crepe paper leaves)	Teacher as apple tree goes to desert. Withers-- too hot. Returns quickly to Chicago (Use grid as you dramatize) "I am limited, etc." (tie apple on)	Rehearse how space limits plants.

	INFANT	MINI	PREP	KINDER
SPIRAL		Sprinkle water over them for jungle ferns.		Have children act out plant in new climate area.

CURRICULUM PREPARATION: butcher paper  
 felt pen  
 paper pin-ups of cactus, apple tree, jungle fern

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 4

AREA Psychological / Biological / Super-ego / Anal--Mud

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS																					
RATIONAL OBJECTIVE: Teach "Don't play in the mud!"	EXISTENTIAL OBJECTIVE I can live without playing in the mud.																					
METHODS	TOOLS																					
<table border="0"> <tr> <td><u>Social</u></td> <td><u>Intellectual</u></td> <td><u>Selfhood</u></td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> </tr> <tr> <td>Problemmat . Chart</td> <td></td> <td>Contemplation</td> </tr> <tr> <td>Timeline</td> <td>NYU</td> <td>Prayer</td> </tr> </table>	<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	Grid	Workshop	Meditation	Problemmat . Chart		Contemplation	Timeline	NYU	Prayer	<table border="0"> <tr> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> </table>	Relat.- Drama	Instrument	Architecture	Psych. Poetry	Dance	Sculpture	Imag. Prose	Song	Pictorial
<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>																				
Grid	Workshop	Meditation																				
Problemmat . Chart		Contemplation																				
Timeline	NYU	Prayer																				
Relat.- Drama	Instrument	Architecture																				
Psych. Poetry	Dance	Sculpture																				
Imag. Prose	Song	Pictorial																				

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
"We talked before about how we like to feel things and get into a mess sometimes. But sometimes that isn't a very good idea."	Poem: "Little Polly Flinders" (See supplement) "What characters were in poem?" "Where did it happen?" "Why did Polly have trouble?"	ROLE PLAY: 1. Child finds mud puddle- decides to go right in, gets it all over him (paper mud puddle, imaginary mud) 2. Father comes along and spansks, takes inside 3. Child sees apple on table, tries to eat - yuk! 4. painful headwashing getting mud out 5. Mother tired, washing clothes; mud won't come out well	Dance around paper or imaginary mud puddle. Teacher short course-- "Don't step in the mud--" (Remind of the problems.)  6. shoes are badly damaged	Repeat poem- "Little Polly Flinders"

	INFANT	MINI	PREP	KINDER
S P I R A L	Teacher role play. Omit dance.		Teacher role play some; students some. Talk about difficulties.	

CURRICULUM PREPARATION: butcher paper or brown constru. paper (puddle)  
Perhaps hat for father role  
old shoes, other helpful props  
(or just use imaginary props)

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 4  
 AREA Relational / / /

TEACHING IMAGE  Elf and the Shoemaker	TIME/SPACE/ASSIGNMENTS  15-30 minutes
RATIONAL OBJECTIVE:  Men and women make clothes	EXISTENTIAL OBJECTIVE  Clothes are great! I can be a sewer and producer of clothes.
METHODS	TOOLS
Social      Intellectual      Selfhood Grid          Workshop          Meditation Problemat. Chart      Contemplation Timeline      MYH      Prayer	Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance      Sculpture Imag. Prose      Song      Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Teacher puts on hat and coat and goes off as worker to factory.	Tape butcher paper up, and put on blank male & female mannequin forms.  Pick up red fabric and put pattern pieces onto it.	Pin material on pattern--cut out jumper, turtle-neck, skirt or long pants (uniform)  Press fabric and glue on mannequin	Have shoe pattern and cut out pair of shoes. Paste on mannequin.  Add accessories--scarf, coat, boots for winter.	We can be many roles, and work in production. Our uniforms are mass produced--that is how we can make enough for all our schools.

	INFANT	MINI	PREP	KINDER
S P I R A L	Use baby with uniform as an example of real product of mass production	Sing "Hurray for clothes" and "Hurray for uniforms"	Brainstorm roles that were enacted in order to produce clothes	T/L sequence of roles, which gets done first.

CURRICULUM PREPARATION: Cardboard mannequin forms: boy, girl  
 scissors, glue  
 butcher paper  
 patterns for uniform parts, shoes

5th City Preschooling Insitute

Quarter ---Month 2 Week 2 Day 4  
 BASIC

TEACHING IMAGE

Fun in learning

TIME/SPACE/ASSIGNMENTS

30 min.

EXISTENTIAL OBJECTIVE

I have to work hard to learn.

	MATH	READING	LANGUAGE	WRITING
R A P I D	Count by 2's from 1-10	Blending with pictures	Mouth and tongue movement	Small muscle development
T H E M E	Blackboard image by 2's to 10	Blend m,a,n,s, l by naming pictures	Rhyming	Draw <i>oooo</i> and <i>llll</i> on top of each other <i>abbb</i>

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Review T/L Sing Basic song What learn in Math Reading Lang. Writing this week Teacher help rehearse week.	Find pictures of man, slide, lap, nap. Have children name items w/blend of letters found in the picture. Emphasis the blend using "a" as in man. Have children work on correct pronouncing of blend.	LANGUAGE Make nonsense rhymes using the blending sounds. Use "a" as in "man." <i>man mak</i> <i>mam mai</i> <i>mad map</i> <i>mass sad</i> <i>mat etc.</i> Ground the blends. Have fun with it!!!	MATH Explain to class can count by 2's. Demonstrate on blackboard.  2 00 4 00 00 6 00 00 00  Point to the sets as kids say 2,4,6,8,10	WRITE With 2 different color crayons have the children draw <i>oooo</i> first w/ one crayon on paper nice & large & <i>llll</i> over it in an- other color.

	INFANT	MINI	PREP	KINDER
S P I R A L	As written	As written	As written	As written

CURRICULUM PREPARATION

Pictures of man, lap, slide, nap  
 Paper, crayons

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 3

APEA Imaginal / Limits Contingency/Space / Animals

TEACHING IMAGE

TIME/SPACE/ASSIGNMENTS  
15/20/25 to 30 in classes

RATIONAL OBJECTIVE:

To show them that everything shows up in a particular space

EXISTENTIAL OBJECTIVE

To experience that this space is my space (I can move but it will always be part of me.)

METHODS

Social      Intellectual      Selfhood  
Grid      Workshop      Meditation  
Problem . Chart      Contemplation  
Timeline      ~~BYU~~      Prayer

TOOLS

Relat.- Drama      Instrument      Architecture  
Psych. Poetry      Dance      Sculpture  
Imag. Prose      Song      Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Intro Wild What is wild? What are some wild things? What is the wildest thing you can think of?	Story dramatically read story (see supplement) showing pictures	Meditation What happened in the story? When did you want to be someone else? What brought you back?	Grounding Where are we-Where is our space? 5th City Show symbol Sing I live in 5th City	Projects I'm going to give each of you a book to take home and color and read and tell parents the song and have parents read to you

INFANT

MINI

PREP

KINDER

S P I R A L	Act out story	Act out story then read it	Emphasize conversation	Push eg. Why did the wild things want him to <del>st</del> <del>st</del> stay
----------------------------	---------------	----------------------------	------------------------	---

CURRICULUM PREPARATION:

Story for each child  
5th City symbol and sign from Basic

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 3

AREA Psychological / Biological / Superego / Anal/Chocolate Pudding

TEACHING IMAGE Immaculate Eater			TIME/SPACE/ASSIGNMENTS		
RATIONAL OBJECTIVE: Chocolate Pudding is to eat not to play with			EXISTENTIAL OBJECTIVE I can live with the demand not to play iwht chocolate pudding		
METHODS			TOOLS		
Social Grid Problemmat . Chart Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Read "Little Polly Flinders" What happened to little Polly Flinders?	Remember the day we painted with chocolate pudding? We don't usually get out fingers in our pudding because it makes us messy We aren't supposed to get our hands and clothes messy with food.	Today we are going to make chocolate pudding again. Use your spoon. Don't get your fingers in it! Don't get it on your clothes! Mix pudding in cups and eat Keep up chatter about using spoons staying neat. Clean up.	"Hooray we kept ourselves neat. Let's dance about that." <del>XXXXXXXXXXXX</del> Make circle Sing and dance to We dept our fingers neat We kept out fingers neat Heigh-ho the derry O We kept our fingers neat.	Read "Little Polly Flinders" Again

INFANT	MINI	PREP	KINDER
S P I R A L L Emphasize use of spoon spoon	Emphasize use of	Say "Don't get any on our center piece	Teach tham the poem so they can say it with you

CURRICULUM PREPARATION:

Pudding mix, pitcher of milk, paper cups, Centerpiece for table

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 3

AREA Relational / Economic / Clothing / Production/ Mass

TEACHING IMAGE Factory Tour Guide	TIME/SPACE/ASSIGNMENTS 15/20/30
--------------------------------------	------------------------------------

RATIONAL OBJECTIVE: To show that today's clothing is made fast, in large numbers, and made well	EXISTENTIAL OBJECTIVE Clothes are great! The clothes I wear are made in factories by many people
--	---

METHODS			TOOLS			
Social Grid Problemat. Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

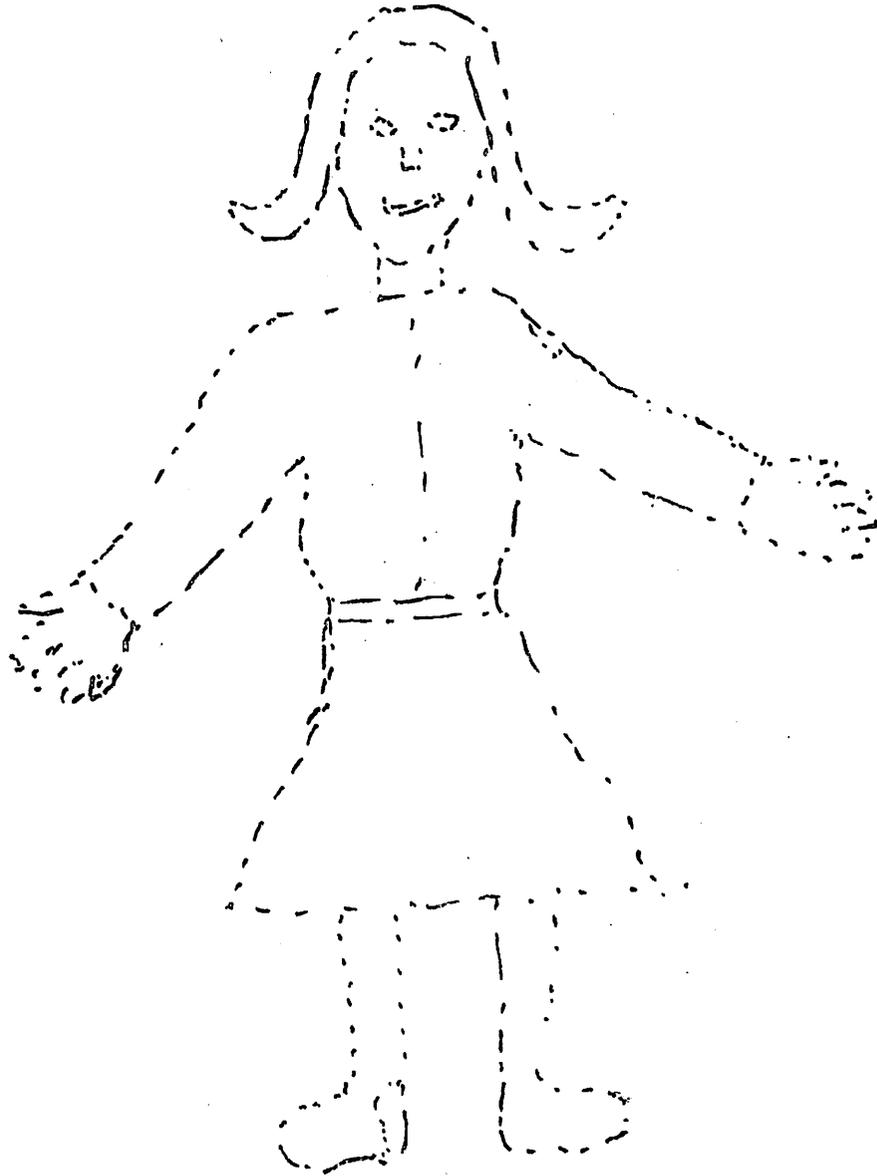
DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Escort children into "factory" context proper behavior	Set up factory as shown. Assign children worker roles 1. shows cut out coat 2. Sew Sewer sewer 3. Sewer 4. Inspect	Explain Production process  Have workers perform coats ready for store	Review process by charting  Point out the number of coats made.	Give out factory made coats (their own)  Make up song Snip, Snip Snip go the scissor Zrrr Zrrr Go the machines Ok saus the checker And my coat is made.
				
	1. Cut out	2. Sew	3. Sew	4. Inspect

	INFANT	MINI	PREP	KINDER
S P I R A L	Teacher play roles Use a real sewing machine -demonstrate sewing sound.	Same as infants	Above	Above

CURRICULUM PREPARATION:

2 Boxes with picture of sewing machine (dial recommended)  
Table in Calimaginal area All coats of children Chart materials

Basic Supplement  
Qtr. 1 Mon. 2 WK 2. Day 3



5th City Preschooling Insitute

Quarter 1 Month 2 Week 2 Day 5  
 BASIC

TEACHING IMAGE Square Dance Caller		TIME/SPACE/ASSIGNMENTS		
EXISTENTIAL OBJECTIVE I have to work hard to learn		RATIONAL OBJECTIVE Naming		
	MATH	READING	LANGUAGE	WRITING
R A T I O N A L  T H E M E	Sets to 10 with numerals	Review m,a,n,s, l - blending	Public speaking	Small muscle development
	Ditto sheets with sets of O's to 10	List words beginning with letters	Tell stories from words	Color in O's
DRAMA				
INTRO	ACT I	ACT II	ACT III	CONCL
Review time design Name skills learned this week. Sing, "Hurrah for pre-school."	Review M,A,N, S, L by writing them on the board, saying the letter and the sound and listing words beginning with the letters. Blend the words carefully.	Using some of the words listed in Act I, have children get up and tell a story using the word given by the teacher.	Teacher write 1 on board with 10. Count Continue to build sets as on ditto. Pass out ditto and color in O's one set at a time-counting as you go.	Repeat "Hurrah for pre-school."
	INFANT	MINI	PREP	KINDER
S P I R A L	Act II - Find objects in room beginning with letters. Show and name.	Have children name objects.		
CURRICULUM PREPARATION		chalk ditto crayons		

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 5  
 AREA Relational / Economic/Clothes Production / Special processes

TEACHING IMAGE Transformer - Artist Distilled Passion			TIME/SPACE/ASSIGNMENTS Image yourself and class as being inside cloth itself		
RATIONAL OBJECTIVE: Clothing is produced with the help of science and technology.			EXISTENTIAL OBJECTIVE Clothes are great!		
METHODS			TOOLS		
Social Grid Problemat. Chart Timeline	Intellectual Workshop	Selfhood Meditation Contemplation Prayer	Relat. - Drama Psych. Poetry Imag. Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Making clothes is a complex combination of materials	On board, create a chart of: "Science" helps us color & waterproof.	<u>Coloring</u> With a piece of white cloth. Change its color by dipping in food coloring water. "Look what happened to our clothes! Now we have red (or blue?) cloth."	<u>Waterproofing</u> with another piece of cloth, Rub vigorously the whole pieces of cloth with wax. Then compare by pouring water through two pieces of cloth --one clean --one waxed.	Chant: "Who creates the future? We do it for every man!"

	INFANT	MINI	PREP	KINDER
S P I R A L	To waterproof cloth, rub wax over entire piece of cloth on a hard surface (table)	Rip cloth before their very eyes.  Express joy at transformations.	Emphasize or enable class to gather around the experiment, as you in a very austere and controlled way do work.	Have whole class color & waterproof cloth. Discuss processes or What happened to the cloth?

CURRICULUM PREPARATION:

- 3 strips of white cloth about 1 foot square
- 2 containers of water
- SPECIAL: parafin, food coloring.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 5

AREA Psychological / Biological Super-ego/ Ana/ Fingerpaint

TEACHING IMAGE Disciplined greatness	TIME/SPACE/ASSIGNMENTS Tables
RATIONAL OBJECTIVE: Finger painting is a medium of expression.	EXISTENTIAL OBJECTIVE I can live with the demand to create with fingerprint.
METHODS Social Grid Problematic Timeline	TOOLS Relat.- Drama Psych. Poetry Imag. Prose
Intellectual Workshop Chart	Instrument Dance Song
Selfhood Meditation Contemplation Prayer	Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Remember when we finger-painted. We just messed, didn't make any thing.	What are some of the things you can make with finger-paints? List on board.	Decide on three things to paint, ---one for each of three groups	Fingerpaint	What did you learn about using finger-paint?

S P I R A L	INFANT	MINI	PREP	KINDER

CURRICULUM PREPARATION: Mix liquid starch and tempera powder.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 2, DAY 5

AREA Imaginal / Limits / Contingency / Space / Creations

TEACHING IMAGE Life-liver	TIME/SPACE/ASSIGNMENTS
RATIONAL OBJECTIVE: To show them that everything shows up in a particular place.	EXISTENTIAL OBJECTIVE To experience that this space is where I am.
METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> Grid      Workshop      Meditation Problemat. Chart      Contemplation Timeline      4X4      Prayer	Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance      Sculpture Imag. Prose      Song      Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Creations depend on your space.	Farmers develop and invent equipment for farming: shovels, picks, tractors, combines, etc. People in cities develop street-cleaning machines, high buildings, etc. People in snowy mountains create roofs that snow slides off of.	<u>GRID</u> Let's look at our own space- What can we create? -something with clay? something with wood & nails	<u>PRAYER</u> Find something from your space and create with it. <u>CONTEMPLATE</u> the creations when finished.	Our space is our limits and possibilities.

	INFANT	MINI	PREP	KINDER
S P I R A L	Drama. Conversation between teachers after the creating.	Drama. Conversation (limited) with children after creating.	Emphasis on finding things and creating.	Emphasis on conversation of the whole event and experience.

CURRICULUM PREPARATION:

5th City Preschooling Insitute

Quarter 1 ---Month 2 week 111 Day 1  
 BASIC

TEACHING IMAGE Leader in the "great pumpkin patch."

TIME/SPACE/ASSIGNMENTS

EXISTENTIAL OBJECTIVE

I like to learn

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	1-20	Letters "M" & "A" Rhyming	Second order statements	Small muscle activity
T H E M E	Rote counting	Teach m&a Rhyme hamburger	This is _____. This is not ____.	Mimeo sheet Letter "m"

DRAMA

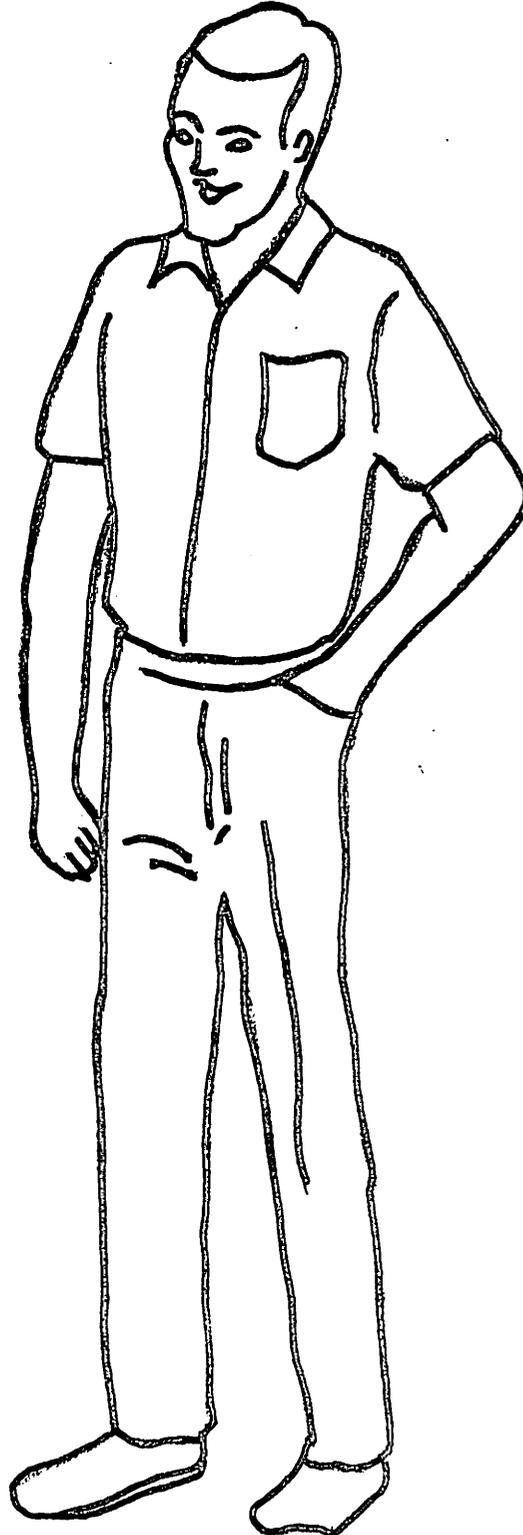
INTRO	ACT I	ACT II	ACT III	CONCL
Review T/L Sing "Basic Song"	Finger play "5 Little Jackolanters"	Review letters M & A Make words using letters or hold up pictures beginning with that letter. Rhyme hamburger Sing "If it is a cookie, it is not a toy" (tune) This Old Man.	Trace letter "M"	Sing Basic Song

	INFANT	MINI	PREP	KINDER
S P I R A L	Ground 1-5 Make pumpkin finger puppets	Same as Infant	We've counted 5 Jack-o-lanterns We can count higher 1-20	Same as Prep

CURRICULUM PREPARATION Mimeo of letter "M"  
 Crayons  
 Pictures of things starting with "M" & "A"

Basic  
Q1 M2 W3 D-1

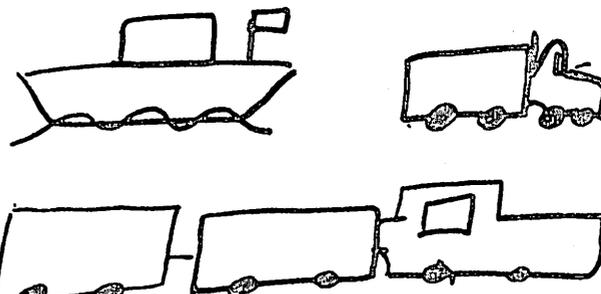
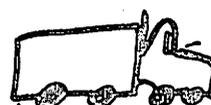
M



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK III, DAY 1  
 AREA Relational / Economic / Clothing / Distribution

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS																					
RATIONAL OBJECTIVE: It takes many kinds of transportation to get clothes to people all over the world	EXISTENTIAL OBJECTIVE I like to get clothes that come from many places																					
METHODS	TOOLS																					
<table border="0"> <tr> <td><u>Social</u></td> <td><u>Intellectual</u></td> <td><u>Selfhood</u></td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> </tr> <tr> <td>Problem . Chart</td> <td></td> <td>Contemplation</td> </tr> <tr> <td>Timeline</td> <td>UXU</td> <td>Prayer</td> </tr> </table>	<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	Grid	Workshop	Meditation	Problem . Chart		Contemplation	Timeline	UXU	Prayer	<table border="0"> <tr> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> </table>	Relat.- Drama	Instrument	Architecture	Psych. Poetry	Dance	Sculpture	Imag. Prose	Song	Pictorial
<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>																				
Grid	Workshop	Meditation																				
Problem . Chart		Contemplation																				
Timeline	UXU	Prayer																				
Relat.- Drama	Instrument	Architecture																				
Psych. Poetry	Dance	Sculpture																				
Imag. Prose	Song	Pictorial																				

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
We've been talking about how clothes are made. Once made then need to get them to people who need and want them.	<p>Puppet Drama</p> <p>Indian Woman from village <del>XXXX</del> brings sari she made to village (She walks) sari is put on ox cart and taken to town put on Train Put on boat. Put on train in New York arrives in Chicago. Put on truck arrives at El Book Store Open package with <del>xxx</del> sari in it and show it to the children. Teacher model.</p>			<p>Sing Song</p> <p>I'm so glad I have clothes to wear (three times) and they come from around world.</p>

	INFANT	MINI	PREP	KINDER
S P I R A L	Teachers make noise of various vehicles during drama	Have children make noises of vehicles during puppet drama	Same as mini art form conversation on puppet show	Pick several items of clothing class is <del>XXXX</del> wearing decide where they were <del>xxxx</del> made and how they arrived in Chicago.

CURRICULUM PREPARATION:  
 Sari, Stick puppets, make picture cutout and tape to stick. Need Lady walking, ox cart, train, boat, truck, stage, a box cut out in back or a table with a sheet on it.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK III, DAY 1  
 AREA Psychological / Biological / Superego / Labels

TEACHING IMAGE Lab@ler	TIME/SPACE/ASSIGNMENTS Tables/ floor space
---------------------------	---

RATIONAL OBJECTIVE: We label things according to male/female	EXISTENTIAL OBJECTIVE Some of these labels fit me
---	--

METHODS			TOOLS			
Social Grid Problem Timeline	Intellectual Workshop Chart UXU	Selfhood Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA						
INTRO.	ACT I		ACT II		ACT III	CONCL.
Chant: "Boys must be boys, Girls must be girls"  You can never change it That is the way it is.	What are some labels for men and women?		Men, boys (items men use) necktie shaving lotion men shoes	Women, girl (items women use) scarf perfume high heels	Wear hats-boy hats on on boys girl hats on girls. Dance reel line of boys and line of girls facing forward and bow, curtsy, back forward shake hands back forward -take right hands of partner go around in circle	Chant
	Female Mom Ladies  Mrs. Women Hers Queen Ma Cow Hen	Male Dad Gentlemen Mr. Men His King Pa Bull Rooster	Which will you use when you grow up?  Make boys and girl hats See supplement			

	INFANT	MINI	PREP	KINDER
S P I R A L				

CURRICULUM PREPARATION:  
 Hats made or to make  
 Save for the Rest Of The Week

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK III, DAY 1  
 AREA Imaginal / Limits / Contingency / Physical

TEACHING IMAGE astronaut returning to earth	TIME/SPACE/ASSIGNMENTS 15/ 0 large group drama
RATIONAL OBJECTIVE: To show that everything grows up with given characteristics	EXISTENTIAL OBJECTIVE To experience the <del>demand</del> demand to relate to your physical limits
METHODS	TOOLS
Social Grid Problem Chart Timeline	Intellectual Workshop Chart
Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose
	Instrument Dance Song
	Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Tchr. enters carrying globe I live on the planet earth I can't breathe I can't swim in water I can't eat food	Sun dances in waving strips of orange and yellow crepe paper. I am beautiful Earth man wants to go to Sun. Tries Too hot Can't live there.  Limited!	Saturn planet comes in with beautiful rings around it.  Earth man wants to go there Tries Can't breath NO food to eat Can't live there  Limited!	Returns to earth Have to stay there to survive	We live in the universe on the planet earth

	INFANT	MINI	PREP	KINDER
S P I R A L	Shake sun papers close to them Put hoop over their heads Would you like to live on Saturn?	Same	Talk about what would be necessary to go there Astronaut Stuff	Same

CURRICULUM PREPARATION:  
Hoop, Orange and yellow strips

5th City Preschooling Insitute

Quarter 1 Month 2 Week 8 Day 2  
 BASIC

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS
----------------	------------------------

EXISTENTIAL OBJECTIVE I like to learn	RATIONAL OBJECTIVE Naming
--	------------------------------

	MATH	READING	LANGUAGE	WRITING
RATIONAL OBJECTIVE	Rational patterns	Letter "n" Rhyming Make words	Second order negative statement	Small muscle development
THEME	Count to set numbers.	Teach letter "n" Rhyming hamburger	This is nt big. This is not little	Trace numerals.

DRAMA				
INTRO	ACT I	ACT II	ACT III	CONCL
What time is it now Point to Basic on time design What tells us that it is Basic?	OK Boys and girls what letter is this? N. N?Where have you seen the letter N?  Let them name some things beginning with N - net, nest, neat, etc.	Today I am going to trick you. Show something very small and say "This is big." Children respond, "No! This is not big" Show something big and say "This is small" etc.	Count to set number (see spiral below). Trace numerals on ditto.	Sing Halloween song in Day 4 curriculum

	INFANT	MINI	PREP	KINDER
SPIRAL	Count to 3.	Count to 5.	Count to 10.	Count to 20.

CURRICULUM PREPARATION  
 big & small objects  
 numeral ditto

BASIC  
Q1, M2, W3, D2

1 2 3  
4 5 6

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 3, DAY 2

AREA Relational / Economic / Clothing / Distribution

TEACHING IMAGE  The Court Jester	TIME/SPACE/ASSIGNMENTS
RATIONAL OBJECTIVE:  Learn how we get clothes	EXISTENTIAL OBJECTIVE  We are dependent upon other people for our clothes.
METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> Grid              Workshop            Meditation Problemat. Chart    Contemplation Timeline <del>XXU</del> Prayer	<del>Relat.- Drama        Instrument        Architecture</del> Psych.    Poetry            Dance            Sculpture Imag.    Prose            Song             Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant: Clothes keep us warm.	Quickly go outside with out coats on	What would it be like if we didn't have clothes? Every one shiver. Who makes your clothes? Where do they come from? Where would you live if you didn't have clothes? What kind of clothes do we need for winter? Where do we get them? How do they get to the store?	On butcher paper on wall, draw different kinds of clothes needed for different types of climate. Every year when winter is coming, the stores start <del>making</del> selling coats and other winter clothes.	Chant: Clothes keep us warm.

	INFANT	MINI	PREP	KINDER
S P I R A L	Act I put child's bare hand on cold windowpane then mittened hand Tchrs dramatize seasonal clothing demands		As written	As written

CURRICULUM PREPARATION:

butcher paper  
marker

Infants: mitten

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 11, DAY 2

AREA Psychological / Biological / Superego / Genital / "Ladies First"

TEACHING IMAGE Feminine	TIME/SPACE/ASSIGNMENTS Tables
RATIONAL OBJECTIVE: Sometimes girls participate and boys don't.	EXISTENTIAL OBJECTIVE I like to participate. I don't like being left out.
METHODS	TOOLS
Social Grid Problem Chart Timeline	Intellectual Workshop Selfhood Meditation Contemplation Prayer
	Relat.- Drama Psych. Poetry Imag. Prose
	Instrument Dance Song
	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant: See Day 1	Say: "Today is a day to celebrate girls. Who is a girl?" Bring girls to center, or have them stand. Celebrate each: "Melissa is a girl. Hooray for Melissa" Say poem; "What are little girls made of? " " " " " " Sugar and Spice and everything nice. That's what little girls are made of."	Put a girl hat on each.	Have girls play game, as "Here we go round the mulberry bush" (Don't say anything about the boys, just let them be left out)	Repeat chant.

	INFANT	MINI	PREP	KINDER
S P I R A L				

CURRICULUM PREPARATION:

Girl hats

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 111, DAY 2

AREA Imaginal/ Limits Contingency /Physical /Plants

<p><b>TEACHING IMAGE</b></p> <p>I see my limits and can live</p>	<p><b>TIME/SPACE/ASSIGNMENTS</b></p>
--	--------------------------------------

<p><b>RATIONAL OBJECTIVE:</b></p> <p>To show that everything shows up with given physical characteristics.</p>	<p><b>EXISTENTIAL OBJECTIVE</b></p> <p>• To experience that I can relate to my physical limits</p>
--	--

<p><b>METHODS</b></p> <p>Social Grid Intellectual Workshop Selfhood Meditation Problem Chart Timeline</p>	<p><b>TOOLS</b></p> <p>Relat.- Drama Psych. Poetry Imag. Prose</p> <p>Instrument Dance Song</p> <p>Architecture Sculpture Pictorial</p>
---	---

**DRAMA**

<b>INTRO.</b>	<b>ACT I</b>	<b>ACT II</b>	<b>ACT III</b>	<b>CONCL.</b>
<p>Everything shows up with physical limits that are both its limits &amp; possibility. This week we are talking about limits. T/L week</p> <p>World/plants/animals/humans/ creations</p> <p><b>PHYSICAL LIMITS</b></p>	<p>Once upon a time there was a beautiful apple tree, etc.</p> <p>Dropped a seed. Had sun, water, etc.</p> <p>Seed grew into a baby apple tree.</p>	<p>Too small to grow apples. Everyone comes and talks about big apple tree, picks luscious apples.</p> <p>Little tree too little. Very sad &amp; left alone as everyone ignores it.</p>	<p>Conversation:</p> <ol style="list-style-type: none"> <li>1. Did baby tree want to be bigger?</li> <li>2. How big would you like to be?</li> <li>3. Why? What could you do if you were that big?</li> <li>4. Can you do those things now?</li> <li>5. How does it make you feel?</li> </ol>	<p>All things are limited by their physical characteristics. But that is also their possibility.</p> <p>Sing: Good News.</p>

<b>SPIRAL</b>	<b>INFANT</b>	<b>MINI</b>	<b>PREP</b>	<b>KINDER</b>
	<p>Drama Emphasis</p>		<p>Conversation Emphasis</p>	

**CURRICULUM PREPARATION:** Props for drama: leaves, paper apples, etc.

5th City Preschooling Insitute

Quarter 1 -Month 2 Week III Day III  
 BASIC

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS
----------------	------------------------

EXISTENTIAL OBJECTIVE I like to learn	RATIONAL OBJECTIVE Naming
--	------------------------------

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L O B J E C T I V E	Counting 1-20	Adding letter "S"	Vocabulary	Small muscle activity
T H E M E	Counting chart	Make sound 'S' Make sounds with 'S'	Body parts Fooler game	Minor factsheet <del>about</del> - eyes, nose, mouth

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
-------	-------	--------	---------	-------

Counting chart 1-20	Show the children "This is a number. This is _____. As he counts the different numbers, put numbers on board. How many fingers do you have on one hand? Draw around the number that your hand has on your paper, saying "We can count, we can..."	Make sssss soung and encourage children to join in. Draw large S on board and name it "S" Turn it into a snake. Say "Snake", emphasizing the sss sound. List other S words. Say sssss again. and put hand in front of mouth to feel air. (ghost, skeleton...)	Play fooler game naming body parts in complete sentence. Have children correct you. "No that is not an arm. It is a leg." Name parts and trace skeleton ditto.	Sing Halloween song in Day 4 Curriculum.
---------------------	---	---	--	--

	INFANT	MINI	PREP	KINDER
S P I R A L	Math--Use 1-3 Fooler game--two teachers play dramatically	Use 1-5 or 10	Write numerals on tables or in air.	board-- draw on

CURRICULUM PREPARATION Ditto of skeleton pencils chalk

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK III, DAY III  
 AREA Relational / Distribution / Clothes /

TEACHING IMAGE  Catalogue fanatic	TIME/SPACE/ASSIGNMENTS  15- <del>2</del> 30 min.
RATIONAL OBJECTIVE: Stores have book that allow people to order and then receive delivery.	EXISTENTIAL OBJECTIVE I like to get clothes from books.
METHODS	TOOLS
Social            Intellectual        Selfhood Grid              Workshop            Meditation Problemmat. Chart    Contemplation Timeline <del>4X4</del> Prayer	Relat.- Drama        Instrument        Architecture Psych. Poetry        Dance             Sculpture Imag. Prose            Song               Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Knock on door & answer it. Catalogue salesman has left catalogue. Explain what it is used for.	Have conversation. 1. What have your mothers ordered in the past? 2. What would you like to order for yourself? 3. What would be impossible to order if you tried?	Let's decide what we would order? Decide on uniform --Page through catalogue for red sweaters/ pants/ jumpers & fill out order form - phone order.	Set table for lunch & await order to arrive. packaged uniform arrives at door.	Show amazement at man's methods of distributing his produced clothes.

	INFANT	MINI	PREP	KINDER
S P R I N G	Show catalogue pages with bright colors. Feel the book.	Book is heavy. Many choices to make. We can decide which clothes we want to order.	Add order to book. Show, in intro, toy sections, men's women's clothes sections, appliance section.	→

CURRICULUM PREPARATION:  
 Catalogue  
 Uniform in boxes.  
 Toy truck.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK III, DAY III

AREA Psychological / Superego / Genital / Boys: "Only males allowed"

TEACHING IMAGE

Masculine

TIME/SPACE/ASSIGNMENTS

RATIONAL OBJECTIVE:

Sometimes boys participate and girls don't.

EXISTENTIAL OBJECTIVE

I like to participate. I don't like being left out.

METHODS

Social      Intellectual      Selfhood  
Grid      Workshop      Meditation  
Problem . Chart      Contemplation  
Timeline      Prayer

TOOLS

Relat.- Drama      Instrument      Architecture  
 Psych. Poetry      Dance      Sculpture  
 Imag. Prose      Song      Pictorial

DRAMA

INTRO.      ACT I      ACT II      ACT III      CONCL.

Chant.

Say:  
 "Today is a day to celebrate boys. Who is a boy? Bring boys to center, or stand. Celebrate each: Terrance is a boy. Hooray for Terrance."

Put a boy hat on each.  
 Have boys play marching soldiers.

Conversation:  
 1. When <sup>were</sup> you left out?  
 2. How did you feel when you were left out?  
 3. What did you decide to do? Get mad? Cry?  
 4. Is that the way life is? Do you sometimes get left out?

Chant.

INFANT

MINI

PREP

KINDER

S  
P  
I  
R  
A  
L

CURRICULUM PREPARATION:

Boy hats.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK III, DAY III

AREA Imaginal/Limits Contingency / Physical / Animals

TEACHING IMAGE The ugly hyena	TIME/SPACE/ASSIGNMENTS 15-30 min./ large group drama
----------------------------------	---

RATIONAL OBJECTIVE: To show that everything shows up with given physical characteristics.	EXISTENTIAL OBJECTIVE To experience that I can relate to my physical limits.
--	---

METHODS			TOOLS			
<u>Social</u> Grid Problemmat. Timeline	<u>Intellectual</u> Workshop Chart	<u>Selfhood</u> Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Introduce two kinds of sneetches & pin star on one.	Read first part of story-relationship between two kinds of sneetches & act it out. Stop and retell briefly what was happening.	Read next section on how McMonkey McBeau tried to resolve it. Act out star-off, star-on machine. Stop & retell what was happening-not dealing with who they were.	Ask: What will happen? How long can this go on? Dramatize decision made by sneetches.	Chart as quickly retell.

	INFANT	MINI	PREP	KINDER
S P I R A L	Hand out stars or pin on, saying, "Now you can be your limits."	→	Have them describe or tell what was just happened & other possibilities	Have them art form and work out char&.

CURRICULUM PREPARATION: ~~B&~~ Cut-out belly stars.  
The Sneetches

5th City Preschooling Insitute

Quarter 1-Month 2 Week III Day 4  
 BASIC

TEACHING IMAGE Pumpkin-grower	TIME/SPACE/ASSIGNMENTS
----------------------------------	------------------------

EXISTENTIAL OBJECTIVE I like to learn.	RATIONAL OBJECTIVE Naming.
---	-------------------------------

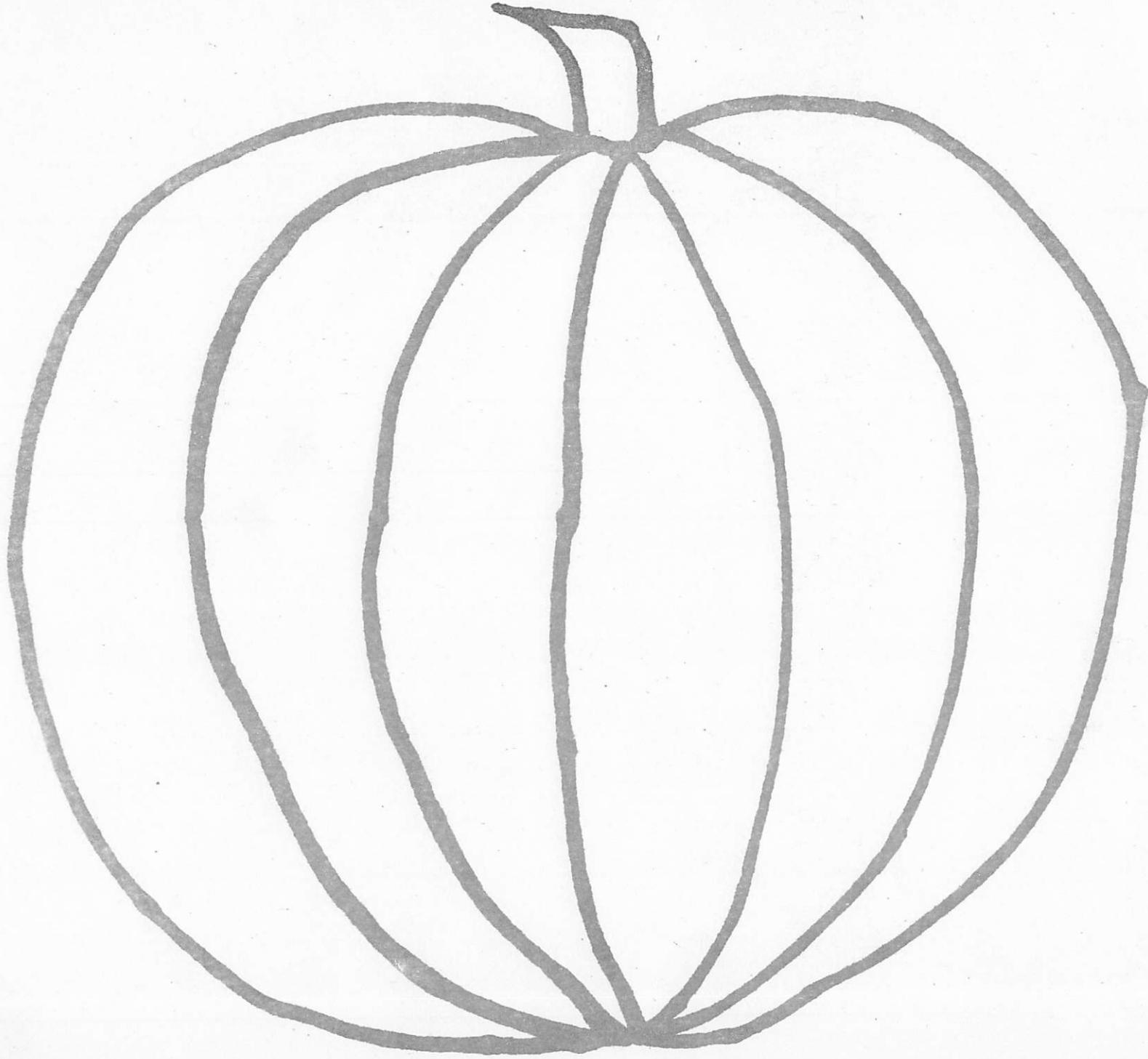
	MATH	READING	LANGUAGE	WRITING
RA T I O N A L O B J E C T I V E	Recognition of sets 1-10	Letter L Oral blending Rhyming	Forms of verb "to be"	Small muscle activity.
THE M E	Sets	Words with letters. Blend with pictures.	This was _____. This is _____. This will be _____.	Make jack-o-lantern out of pumpkin.

DRAMA				
INTRO	ACT I	ACT II	ACT III	CONCL
Review time design.  Repeat Monday's Halloween Finger play	Have children make sets using their fingers, and hands. Hold up sets of 3, 6, etc.  Combine hands of several children to make sets.	Put up timeline of week showing Halloween & party on Saturday. Point out L's in Halloween and blend the word carefully. Also jack-o-lantern.	Using a real or construction paper pumpkin, say: "This <u>was</u> a seed. This <u>is</u> a pumpkin. This <u>will be</u> a jack-o-lantern"  Explain the process & have children repeat sentences & make face on pumpkin ditto.	Sing: "It's fun to learn about Halloween, Halloween, Halloween. It's fun to learn about Halloween in pre-school. (Tune: Mulberry Bush)

	INFANT	MINI	PREP	KINDER
S P I R A L	Act I - Instead of hands and fingers, make sets with pumpkin dittoes. 1-75	Act I - 1-5		

CURRICULUM PREPARATION	Ditto of "10" Name cards Chalk	Construction paper pampkin- 1 per class.
------------------------	--------------------------------------	---

BÁSIC - Quarter 1, Month 2, Week III, Day 4



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK III, DAY 4

AREA Relational / Economic / Clothing / Distribution: Store

TEACHING IMAGE Clothing clerk in large store.	TIME/SPACE/ASSIGNMENTS Calimaginal #area
RATIONAL OBJECTIVE: Many people work in stores, getting goods distributed.	EXISTENTIAL OBJECTIVE I like to get clothes from stores.
METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> Grid          Workshop          Meditation Problemat. Chart      Contemplation Timeline <u>NYU</u> Prayer	Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance          Sculpture Imag. Prose      Song          Pictorial

DRAMA

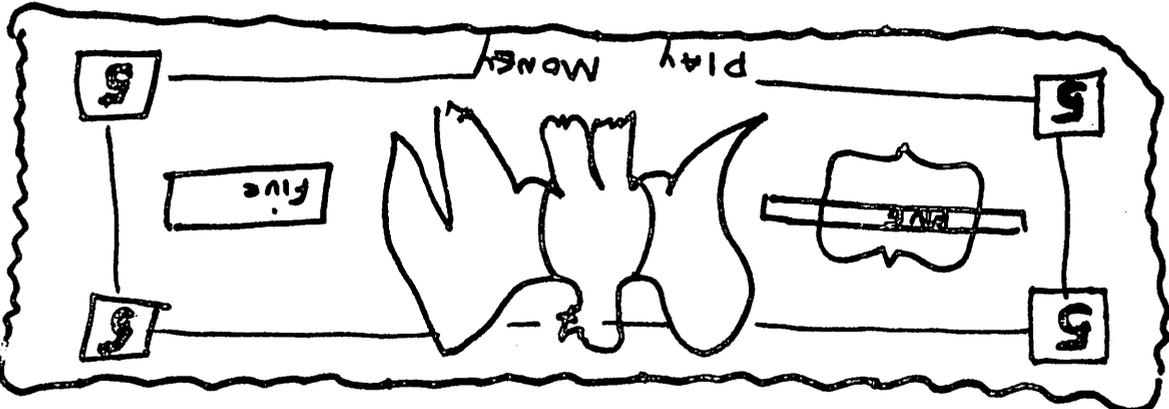
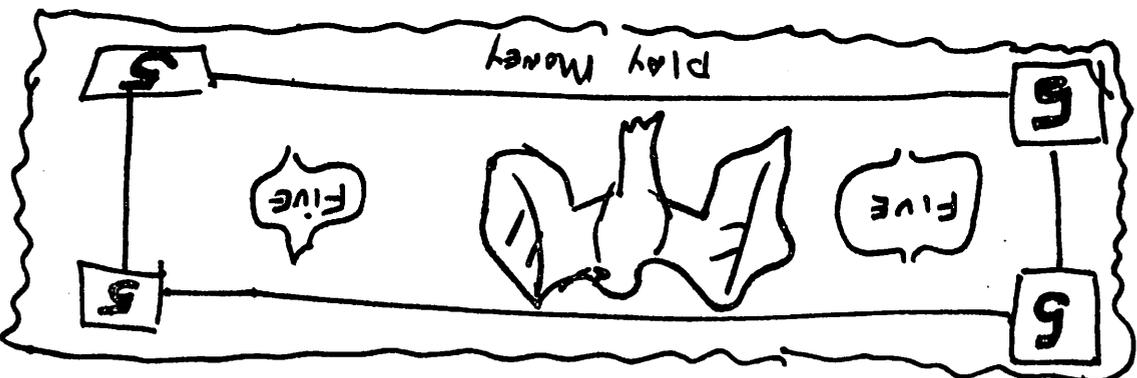
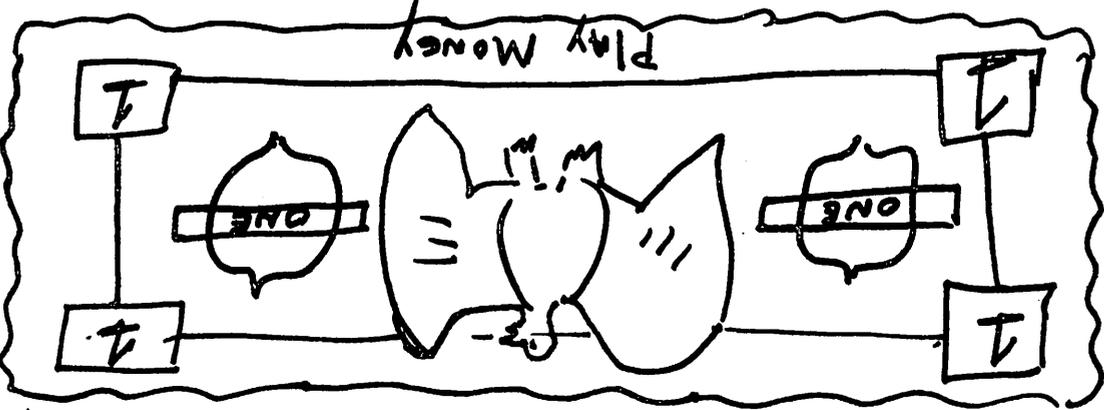
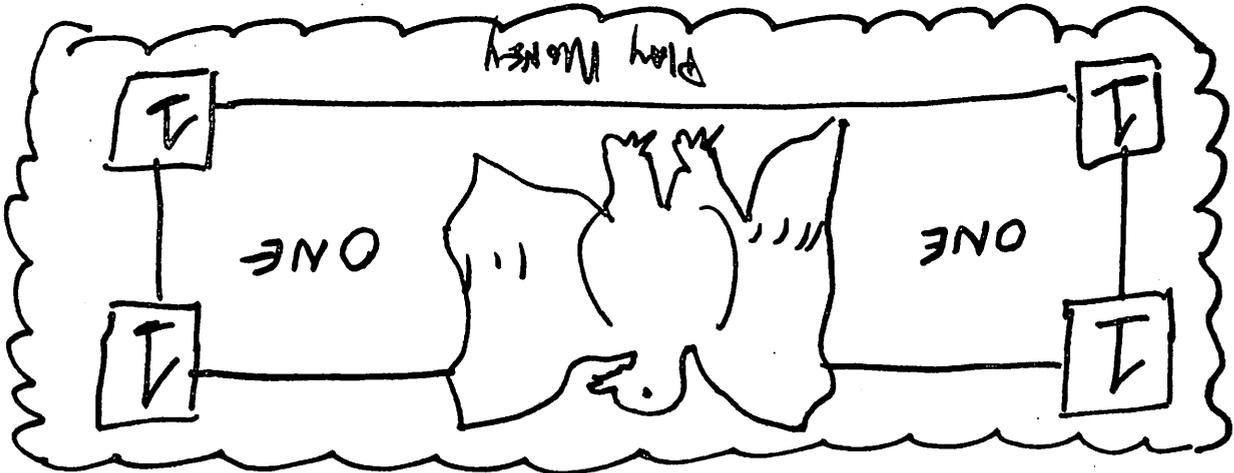
INTRO.	ACT I	ACT II	ACT III	CONCL.
Set context! Review production of clothing. Introduce distribution. Tell importance of stores	Use butcher paper. Grid clothing store.  Shoes Underwear Girls coats Boys coats girls dresses & slacks  Put out coats in coat area.	Prepare for store trip. Assign roles: Suggestion: 2-4 helpers in store. 4-6 in family groups.  Give out play money.	Dramatize buying coats in store.  (Use children's own coats and play clothes.)	Talk about importance of store. Sing: (Tune: Mulberry bush) "We have been to the clothing store, the clothing... to buy some clothes today."

	INFANT	MINI	PREP	KINDER
S P I R A L	Use a mirror to show how coats look on them	Use a mirror-- Simplify above. Teachers in store		SAME

CURRICULUM PREPARATION:

In calimaginal area- place to place coats--table, racks; use hangers if possible/ Butcher paper, marking pens, coats, play money.

Relational - Clothing - Store Day 4  
 Cut into Bills



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 111, DAY 4  
 AREA Psychological / Superego/Bio / Genital / Your role

TEACHING IMAGE Decisional Identity	TIME/SPACE/ASSIGNMENTS jTables Kinder Tables and outside
---------------------------------------	---

RATIONAL OBJECTIVE: There are roles for boys and girls	EXISTENTIAL OBJECTIVE You can decide to play the role of boy or girl I can't be a boy if I was born a girl.
---	--

METHODS	TOOLS
Social Grid Intellectual Workshop Selfhood Meditation Contemplation Prayer Timeline	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant: See Day 1	Brainstorm What things do boys do? What things do girls do? ♂ ♀ Spin tops marbles kites truchks fireman policeman gootball barbersh wallet	Get out hats Boys put on boy hats Girls put on girl hats	Dance to 'did you ever see a lassie Have girls come to center and do girl activity Then boys come to center and do boys activities.	Repeat chatn Horray for girls Horray for boys.
	jumprope jacks dolls play house dresses cook nurse Beautyshop purse etc.			

INFANT                      MINI                      PREP                      KINDER

S P I R A L	Bring girl chairs out. Then bring boy chairs out in ActIII	Emphasize which role they are Have boys stand then girls stand		Use real toys in Act III if you can obtain them Might go outside for Act III
----------------------------	--	---	--	---

CURRICULUM PREPARATION:

Hats                      Kinder : Jump rope Dolls, Marbles, Jacks, Trucks

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 3, DAY 4  
 AREA Imaginal / Limits / Contingency / Physical - Humans

TEACHING IMAGE the loser	TIME/SPACE/ASSIGNMENTS circle on floor
-----------------------------	---

RATIONAL OBJECTIVE: To show that everything shows up with given characteristics.	EXISTENTIAL OBJECTIVE I can relate to my physical limits
---	---

METHODS			TOOLS			
Social Grid Problemmat. Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
I want to swim just like a fish. I want to fly just like a bird.	Act out diving under water; just like swim for a few seconds; I can swim! Oh, no, running out of air. Can't breathe. Have to come up. Let class try underwater swimming. I guess we'd need fins and gills to swim.	Oh, well, even if we can't swim I'll bet we can fly. Tchr flap arms, make short jumps into the air. Try hard to fly! Well, I can't get off the ground. You try it class. I guess we'd need wings to fly.	Corporately make collage on butcher paperx figure of man.	Sing "I'm Always Running Into Doors that Shut"

	INFANT	MINI	PREP	KINDER
S P I R A L	Act III: Show pictures of men, fish, birds. Point out gills/noses; wings/arms.	Emphasize drama.	As written	As written

CURRICULUM PREPARATION:  
 human figure drawn on butcher paper  
 paper scraps for flat collage  
 Infants: pictures of men, fish, birds

5th City Preschooling Insitute

Quarter -1--Month 2 Week III Day 5

BASIC

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS
Curcus Director	45 min.

EXISTENTIAL OBJECTIVE

I like to learn

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Count by 2's	Review m,a,n, Listening Rhyme	Naming what learn- ed to do.	Draw to music.
T H E M E	2-20	Review sounds & letter recognition.	SING: What did you learn in school today?	SING: HO,HO, HI, HI, HEE, HEE, HA,HA, "HERNANDOS

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Look at the time design "What is before basic? What is a after? SING: Basic Song	Find pictures of man, land, sand, Have the children make LA, NA, SA, sound. Then do slippy, sloppy, sluppy. Rhyme ham- burger	Count by 2's to 20. Count the children by 2's Arrange room by 2's.	Sing HO,HO,while children draw with pencils. Art- form a couple of pictures.	SING: What did you learn in in school today? Name the things learned. SING: Basic Song

	INFANT	MINI	PREP	KINDER
S P I R A L	Use abacus with the infants so they can feel 2's			Using small blocks or buttons make 10 sets of 2 each

CURRICULUM PREPARATION Pictures from magazines, paper, pencils,

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK III, DAY 5

AREA Relational / / clothing in relation to distribu

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS 15 to thirty min. Hold all together for each school if possible
RATIONAL OBJECTIVE: We can get clothes from far away	EXISTENTIAL OBJECTIVE I like to get clothes from other countries and <del>other</del> cultures
METHODS	TOOLS
Social Grid Intellectual Workshop Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Sing We live in the universe What shall we do? Let's have a fashion show would other classes like to come.	Teachers talk about clothes they get from global odyssey People. Let's try them on for everybody.	Model several outfits from different urs. On grid point to where they are from.	Have couple of children model uniforms White/Black Ur North American  Raise Question "What uniform does Hong Kong Preschool wear?"	Can we get clothes from around the world? Yes we can.  Sing universe man.

	INFANT	MINI	PREP	KINDER
S P I R A L			Emphasize Tan Ur.	Get them to decide what other Urs clothes really intrigues them.

CURRICULUM PREPARATION:

Ur costumes and dress Incense

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK III, DAY 5

AREA Psychological / ~~Sw~~ Biological / Superego / Genital Interchangeable Role

TEACHING IMAGE Detached Actor	TIME/SPACE/ASSIGNMENTS Tables, floor space
RATIONAL OBJECTIVE: There are many roles	EXISTENTIAL OBJECTIVE You can play <del>xx</del> any role
METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> Grid          Workshop            Meditation Problemmat. Chart      Contemplation Timeline <del>XX</del> Prayer	Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance            Sculpture Imag. Prose        Song             Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant See supplement Day 1	Fishy Fishy in the brook Daddy catch him with a hook Mama fry him in a pan Baby eat him like <del>xx</del> a man  Discuss: This poem talks about a certain job for the Daddy and a certain job for the mom. Could they trade jobs?	Recall brainstorm from day 4 Do girls sometimes do things we said boys do and boys sometimes things we said girls do? Is that OK? Use <del>hans</del> made on Day 1 Put on girls and Boys Trade. We used to thing boys dressed and fixed their hair <del>and</del> one way and girls always dressed and fixed their differently. Do boys sometimes have long hair Now? Do girls wear pants?	Dance Bunny Hop (Make human <del>xxxx</del> chain on hips of one in front.  Da Da Da Da Da Da (kick left) Da Da Da Da Kick right Do the bunny hop Hop Hop Hop <del>xxxxxxx</del> Hop forward  Repeat	Chant  See Day 1

	INFANT	MINI	PREP	KINDER
S P I R A L				

CURRICULUM PREPARATION:

Hats

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 22 WEEK III, DAY 5  
 AREA Imaginal / Limits / Contingency / Physical / creations

TEACHING IMAGE Violated artist	TIME/SPACE/ASSIGNMENTS classroom
-----------------------------------	-------------------------------------

RATIONAL OBJECTIVE: show that I show up iwth given physical characteristics which limit me	EXISTENTIAL OBJECTIVE to experience that I must work withing the limits of my physical universe
---	--

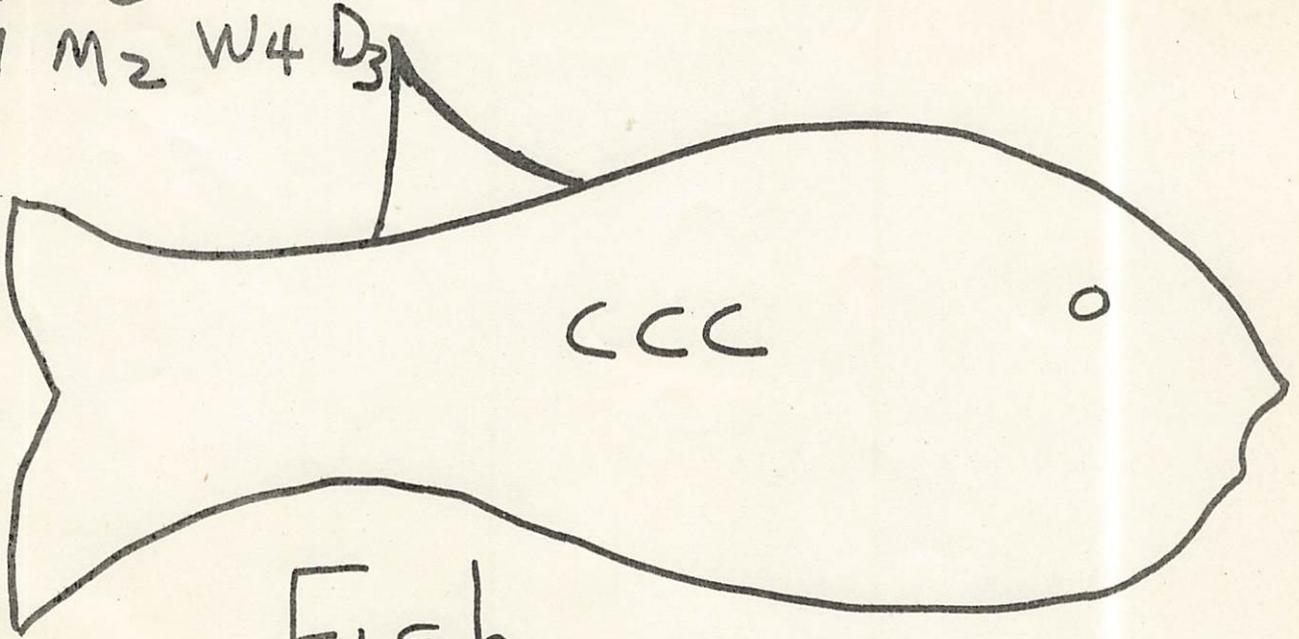
METHODS	TOOLS
Social Grid Intellectual Workshop Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Rehearse: Who are you? Where do you live? Where are you going? To bend history Talk about bending history When have you been creator?	Create sculpture Put large cardboard box on table as center piece and cover with sheet teacher and/or kids build sculpture with blocks etc.	Art form sculpture Stand on chairs Art form sculpture What have we created? How tall is <del>xx</del> it? Colors? Do you like it? What call it?	Violation/contemplation "I can't see it well enough I'm going to get it off that box where I can see it OK? Pull sheet sculpture falls Contemplate what happened, don't fix it	Chant other ways Why did the sculpture break? What else could have happened? Some things work and some do not but we can create within out limits.

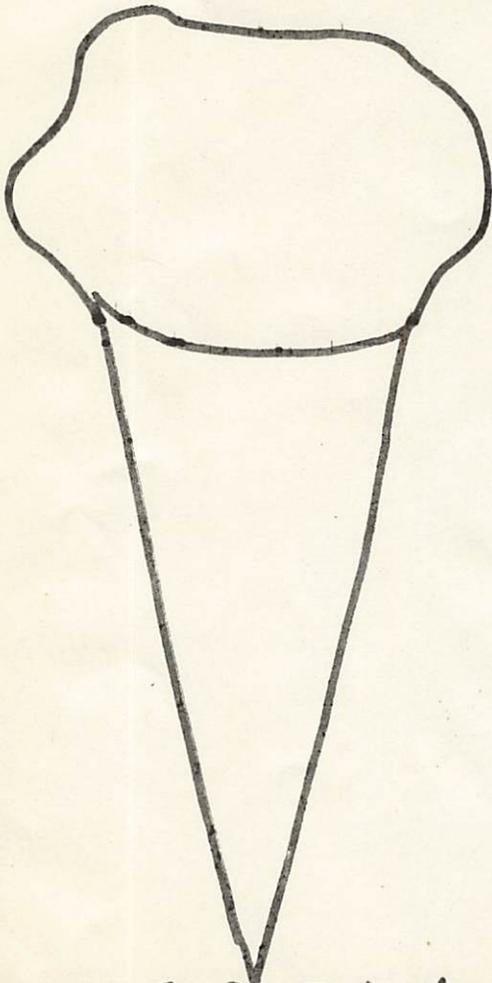
	INFANT	MINI	PREP	KINDER
S P I R A L	Chant Building up Building up Falling down Falling down	Do all together	Get as many as possible to <del>xxx</del> articulate their responses	act out alternative after doing chant.

CURRICULUM PREPARATION:  
 Blackboard and chalk or butcher paper and marker / a table blocks and other large things for sculpture- sheet and large cardboard box

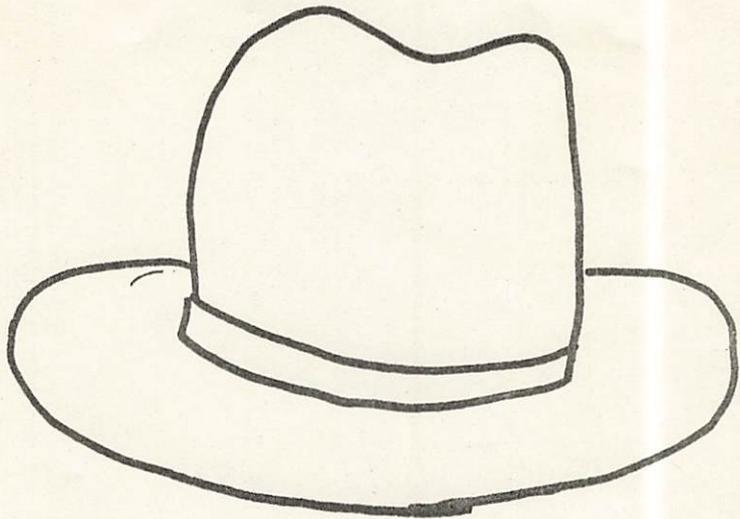
BASIC  
Q1 M2 W4 D3



Fish



ICE CREAM



HAT

5th City Pre-Schooling Institute

Quarter 1, Month 2, Week 4, Day 3

Fall 1971

Basic/ Life Thrust/ Naming

Teaching Image:  
Egg Inspector

Time/Soace

Rational Objective  
Naming

Existential Objective  
It is important to learn.

	Math	Reading	Language	Writing
Rat- ion- al Obj ect.	Numerals 1-20	f, F rhyme blending i "rods names of h pods objects make with on ditto rods "mods", etc.	nouns	hand eye coordination
			ditto with objects	manipulate rods

Drama

Intro	Act I	Act II	Act III	Conclu
Review time design. -Intro. Cuesenaire rods as "learnign tools." Show how to count, form letters, match sizes build, make letters, etc  Demonstrate care of rods.	Stand the flash cards for numerals 1-20 in chalk board tray & count as you go. Stand a rod in front of each card.	Show how to make letters F, i, and h with rods. Pass them out and help children to make letters. As you collect the rods, rhyme as "rods, pods, mods, sods, etc.	Pass out ditto of objects, name the objects & talk about what you do with them. Blend name carefully & point out <u>f</u> , <u>i</u> , and <u>h</u> in the names. Pass out scissors & cut out objects.	Collect scissors, throw scraps away and sing: "I can, you can, we can learn to read." etc.

infant	mini	prep	kinder
Act I Use only 1-10 Act II Using largest rods let children manipu- late 1 or 2  Act III-Name and pass out real objects	-10 for infant & mini		

Materials: Numeral flash cards 1-20. Infant and mini--only 1-10  
Scissors  
Quesenaire rods--lets. Infants: toys, cups, and other objects to count  
Ditto of objects. Infant and mini--largest sizes:

5th CITY PRESCHOOLING INSTITUTE

Quarter 1 Month 2 Week 4 Day 2  
 Imaginal/ Limits/ contingency/ Mental/ Desire for love

<p><b>TEACHING IMAGE</b></p> <p>Being kicked around like a football</p>	<p><b>TIME/SPACE/ASSIGNMENTS</b></p> <p>Large group Teaching team for drama (could be children for some parts)</p>
<p><b>RATIONAL OBJECTIVE</b></p> <p>To show what it means to be human and contingent.</p>	<p><b>EXISTENTIAL OBJECTIVE</b></p> <p>To experience that I am contingent. I try to escape from that, but I fail.</p>

<p><b>METHODS</b></p> <p>contemplation of loneliness</p>	<p><b>MEDIA</b></p> <p>Drama Song                  Of situation. "We can never be where one loved enough" is not loved enough</p>
--	---

<p style="text-align: center;">DRAMA</p>				
<p>INTRO</p>	<p>ACT I</p>	<p>ACT II</p>	<p>ACT III</p>	<p>CONC</p>
<p>Recall contingency as, say "I always want somethings I can't have"</p> <p>Introduce players in drama</p>	<p>Mother holding child rocking. Jumps up. Has to cook dinner. Late! Child falls down. Goes to grandmother. Grandmother is sewing. All the socks have holes and need mending. She doesn't take time for child.</p>	<p>Daddy enters. Child runs over. He's in HURRY and can't spend much time with child. Wants his dinner. "Is dinner ready?"</p>	<p>Goes out to Friends house. tells story. Lonely, no one has time, I'm never loved enough.</p> <p>Friend says its same for him. Tells his story. They decide that's the way life is.</p>	<p>Sing (to Mulberry Bush) "We never can be loved enough, loved enough ...etc. and that's the way it will always be.</p>

	<p>INFANT</p>	<p>MINI</p>	<p>PREP</p>	<p>KINDER</p>
<p>S P I R A L</p>	<p>Be more angry than sad at not being loved. Stomp feet. Cry loudly.</p>	<p>Have them make faces that show sadness of child at not being loved enough.</p>	<p>have preschooler be child in drama. Brief him on his role.</p>	<p>Have preschoolers act out roles. Introduce them to the class-- minimal costume. Brief them on their roles.</p>

**MATERIALS**    Rocking chair (or pretend one)  
 Sock  
 Father's coat and hat

5th CITY PRESCHOOLING INSTITUTE  
 QUARTER 1 MONTH 2 WEEK 4 DAY 2  
 PSYCHOLOGICAL/ Biological/ Super ego/ Death/ Plants

TEACHING IMAGE	TIME/ SPACE/ ASSIGNMENTS
Rational Objective We don't like plants to die	Existential Objective I am afraid of (my) death.
METHODS	MEDIA
Contemplation of drama of life and death	Poetry Chant  Sculpture collage of dead leaves

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Chant "Every- thing"	Teacher act out planting, watering, enjoying a favorite growing plant-- (could use bean as seed, artificial potted or construction paper plant)	act out death of the plant, sorrow	Make a collage of dead leaves	Chant: "Every thing"

	INEANT	MINI	PREP	KINDER
S P I R A L	Teacher make collage	Group make collage	Individual collages	Individual collages

MATERIALS

dry bean, dirt or sand  
 real or artificial plant, which can "die"  
 dead leaves

glue  
 butcher paper  
 or construction paper  
 to make collage(s)

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 4, DAY 2

AREA Relational /Clothes/Review / Climate-Needs/

TEACHING IMAGE Drip-Drip-Drip Ice Cubes Heat - hot peppers			TIME/SPACE/ASSIGNMENTS			
RATIONAL OBJECTIVE: There are different kinds of clothes for different weather & and climates			EXISTENTIAL OBJECTIVE I can choose what to wear according to the weather.			
METHODS			TOOLS			
Social Grid Problemmat. Timeline	Intellectual Workshop Chart UXU	Selfhood Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Relation song and ask "Where do we look during relational? Point out poster.	Kinds of weather and what we wear during that weather.	1) Assign three people to be heat, three to be cold, three to be wet. 2) Class go to three locations in room (heat, cool, and wet). While they act out the weather, the rest of class act out appropriate response.		"Sunshine, rain, or snow, We decide what clothes."

	INFANT	MINI	PREP	KINDER
S P I R A L	Teachers act out response to weather	Hooray for sun Hooray for rain Hooray for cold Hooray for clothes  Repeat for several times	Articulate relation of weather and clothes If sun - then If rain - then	1/2 class be icy and 1/2 class say what clothes are needed etc.

CURRICULUM PREPARATION:

MARY HAD A LITTLE SQUARE

(Tune: Mary Had a Little Lamb)

Mary had a little square, little square, little square;  
Mary had a little square that tried to roll down hill.

He sometimes clumped, but mostly sat, mostly sat, mostly sat;  
He sometimes clumped, but mostly sat, but never did he roll.

One day he decided, decided, decided;  
One day he decided to roll four corners up.

The square became a cylinder, cylinder, cylinder;  
The square became a cylinder, and all he did was roll.

He rolled so much he wished to stop, wished to stop, wished to stop;  
He rolled so much he wished to stop, and be a square again.

We can help this cylinder, cylinder, cylinder;  
We can help this cylinder so he can finally stop.

We'll take our fist and squash him flat, squash him flat, squash  
him flat;  
We'll take our fish and squash him flat; now what do you think of that?

A rectangle he has become, has become, has become.  
A rectangle he has become: a new life he's begun.

(Teacher's actions: Take a square sheet of paper.  
Tape it into a cylinder at the appropriate  
verse.  
Roll it.  
Squash it flat with fist and hold it up.)

5th City Preschooling Insitute

Quarter 1--Month 2 Week 4 Day 2

BASIC

TEACHING IMAGE History Changer	TIME/SPACE/ASSIGNMENTS
-----------------------------------	------------------------

EXISTENTIAL OBJECTIVE It is important to learn.	RATIONAL OBJECTIVE History namer
--	-------------------------------------

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L  O B J E C T I V E	Numerals 1-20	Letters F & I	Tenses of "to be"	S <sup>all</sup> muscle development.
T H E M E	Numbered list of names	"Mary Had a Little Square"	"Mary Had a Little Square"	Draw S, F, and I on the squares.

DRAMA				
INTRO	ACT I	ACT II	ACT III	CONCL
Review time design. Write children's names on board and number them. Count when done.	With a square piece of paper sing "Mary Had a Little Square" (supplement) & demonstrate what the song tells you to do. Give each child a square & repeat song together.	Teach <u>was</u> , <u>is</u> , & <u>will be</u> by making a cylinder with the square. Say "This <u>is</u> a cylinder. It <u>was</u> a square. What <u>will</u> it <u>be</u> when I squash it flat?" "It will be a square again." Repeat.	Repeat "Squash it flat" blending the words carefully & squashing the cylinder. # Write "squash it flat" on the board. Underline the S, I, and F and draw them on squares.	Review what learned -to read -to count -to speak -to write -to bend history.

	INFANT	MINI	PREP	KINDER
S P I R A L				

CURRICULUM PREPARATION square of paper for each child  
pencils  
supplement

5th CITY PRESCHOOLING INSTITUTE

Quarter 1 Month 2 Week 4 Day 1

Imaginal/ Limita/ Contingency/ Mental/ Care for the morrow

TEACHING IMAGE  The Contingent One		TIME/SPACE/ASSIGNMENTS  Outdoors		
RATIONAL OBJECTIVE To show what it means to be human and contingent by wanting to be secure		EXISTENTIAL OBJECTIVE To experience that I am contingent, I try to escape from that but I fail.		
METHODS		MEDIA		
4x4 of things to collect	Meditation husbandman	Timeline	Prose Story of husbnadman	Song "Oh we Can't Wrap Life Up"  Pictorial Collage
DRAMA				
INTRO	ACT I	ACT II	ACT III	CONC
Recall contingency on a time line. I showed up in a certain time, space and physical characteristics. I had no say in the matter.	We try to make life secure in many ways. Tell story of rich husbandman. Wanted to fill his barns with rich harvest and when they were full to take his ease, to eat, drink and be merry-- as soon as he had filled his barns and was ready to take his ease he died.	Seminar: 1. What did the man try to do? 2. What did he want? 3. What happened to him?  Make a 4/4 of all the things you like to collect. <i>Pictures</i> 4. Can you be safe? 5. Why do you like to collect things?	Collect materials for collage (from outside if possible) and make a collage.  Teacher take it away as soon as it is finished.	Sing: "Oh, We Can't Wrap Life Up, Whap Life Up" etc., to tune of "Put your hands in your lap"
	INFAND	MINI	PREP	KINDER
S P I R A L	Can be indoors. Emphasize the story in drama form.	Dramatize the story with teacher team.	Emphasize the conversation and the collage	Emphasize the conversation and the collage.

MATERIALS

Paper  
glue.

*- Drawn 4x4*

*Pictures of things collect*

SUPPLEMENT SHEET

PSYCHOLOGICAL

QUARTER 1 Month 2 Week 4 all week

Chant:

Everything has its time  
Everything comes and dies  
Everything passes away  
Even you and I

Day 4 and Day 5:

Sing to the tune of "This Old Man"

I can dance  
You can dance  
We can dance  
Through life and death  
When the world sees dancing  
They will dance along  
They will sing and dance our song

Day 5:

DING DONG BELL

Ding dong bell  
Pussy's in the well  
Who put her in?  
Little Johnny Green.  
Who pulled her out?  
Little Johnny Stout.

What a naughty boy was that  
To try to drown poor pussy cat!  
Who never did him any harm  
But killed the mice in his father's barn.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 4, DAY 1

AREA Psychological / Biological / ~~Superego/Death/Beginnings and Endings~~

TEACHING IMAGE

Gentle endings

TIME/SPACE/ASSIGNMENTS

Tables, one teacher

RATIONAL OBJECTIVE:

We don't want things to end

EXISTENTIAL OBJECTIVE

I don't want some things to end

METHODS

Social Grid  
 Intellectual Workshop  
 Problemat. Chart  
 Timeline  
 Selfhood Meditation  
 Contemplation  
 Prayer

TOOLS

Relat.- Drama  
 Psych. Poetry  
 Imag. Prose  
 Instrument  
 Dance  
 Song  
 Architecture  
 Sculpture  
 Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant: "Every- thing lives, Every- thing dies..." (See supplement)	Read a good short story, as a Dr. Seuss book.	Blow soap bubbles.	Art form: What happened to you at the end of the story? What happened to you when a bubble popped? Did you like the story ending? Did you like the bubbles disappearing?	Chant: "Every- thing"

INFANT

MINI

PREP

KINDER

S  
P  
I  
R  
A  
L

Draw a picture  
 of what you feel  
 like when things  
 end.

CURRICULUM PREPARATION:

Story to read- as Dr. Seuss book  
 Soapy water, bent paper clip to blow bubbles  
 KINDER: crayons and paper

5th CITY PRESCHOOLING INSTITUTE

Quarter 1 Month 2 week 4 Day 1

Relational/ Economic/ Clothing/ Review/ Variety of clothing

TEACHING IMAGE Hedy Lamar - Changing Clothes		TIME/ SPACE / ASSIGNMENTS Large group space 1 teacher actor 1 teacher do timeline		
RATIONAL OBJECTIVE Clothes are different for different activities		EXISTENTIAL OBJECTIVE I show who I am by what I wear and how I wear my clothes.		
METHODS		MEDIA		
Timeline of daily clothes changes	Prayer What I decide to wear tells me who I am	Drama Role play Pantomime	Instruments Alarm bell	Architecture Props for drama
DRAMA				
Intro	ACT I	ACT II	ACT III	CONCL
Recall: We've been talking about clothing all month. Today we're going to see what different clothes we wear each day.	Drama: <del>Time for bed!</del> Set alarm, Put on p.j.s and lie down. Alarm goes off. Jump up and take off p.j.s. Put uniform on. Come to pre-school. Sing opening, sit at table, etc., sing closing. Time to go home. Change clothes at home after school before playing. Eat dinner. Put p.j.s on again.	Review daily time design on butcher paper, making notes of times when you change clothes.  Discuss: We can wear clothes neatly.	Count the number of times you change clothes in a day. Have a child review the timeline.	"Clothes are great!" Sing affirming song, as "I'm the only one like me"
	INFANT	MINI	PREP	KINDER
S P I R A L	Have alarm go off marking time you change clothes.	same as infant	Talk about how many ways you can wear clothes--slobby, neat--and what that says about one.	Push to weekly time line, marking shifts in types of clothes as for Saturday play, church clothes, etc.
MATERIALS	Butcher paper Marker Alarm clock, or gong p.j.s, another change of clothes.		Props for drama, as cot or two chairs for bed.	

5th CITY PRESCHOOLING INSTITUTE

Quarter 1 Month 2 Week 4 Day 1  
Basic/ Life Thrust/ Naming

*Begen* *WKS*

TEACHING IMAGE

TIME/ SPACE/ ASSIGNMENTS

EXISTENTIAL OBJECTIVE

It is important to learn.

	MATH	READING	LANGUASSE	WRITING
R O A B T J L	Numerals to 20	Oral blending Letter F Rhyming	Prepositions	Small muscle development
T H E M E		Pictures and using objects out of bag. Rhyming bicycle	On, over Under	1, 2, 3  l, a, m

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Tomorrow is election day. People will go to the polls and vote for the people who represent them in the govnmnt. Today we are going to vote.	This is a ballot. (hold one up) We are going to vote for our favorite number. (teach "f" sound) We could vote on our favorite food. (show pictures) or our favorite fabric (show them) or our favorite flag.	But we are going to vote for our favorite number. Put an X <u>under</u> your favoriet number. Demonstrate on board. But X <u>OVER</u> number. "Is that UNDER? No, if is OVER." Put X <u>ON</u> number. "Is that UNDER? No, it is ON." Turn ballot over. Go through same process in voting for favorite letter.	<del>Five</del> ballots in box. Count how many people are voting. We might ride our bicycles to the polls to vote. Let's rhyme words with bicycle tricycle picycle ficycle icycle etc.	Sing (Tune: Did you ever see a lassie) "Tomorrow is election day, election day, etc. ...and we will vote."

	INFANT	MINI	PREP	KINDER
S P I R A L	Help infants make X on ballot			

MATERIALS

Pictures of food  
3 pieces of fabric (different)  
Pictures of flags, or cut paper to represent  
Ballot on supplement sheet  
Can or box to serve as ballot box.

TEACHING IMAGE	Juggler
RATIONAL OBJECTIVE:	People wear uniforms for special tasks
EXISTENTIAL OBJECTIVE	I wear my uniform because I am part of 5th City Preschool
TIME/SPACE/ASSIGNMENTS	One teacher / class in a group
METHODS	Social Intellectual Workshop Problemat. Chart Timeline Prayer
TOOLS	Selfhood Meditation Contemplation Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Sculpture Pictorial Architecture

DRAMA

ACT I	ACT II	ACT III	CONCL.
who can you think of who wears a uniform? get class to answer and to describe each uniform. (Examples: police man, nurse, doctor, soldier, construction, worker, busdriver, dentist, sailor, waitress, barber, teacher, airline hostess, band, train conductor)	Make a 4x4 of people who wear uniforms for a special task. Paste in magazines pictures if you have them in <del>xxxx</del> <del>xxxx</del> right box.	Why do people wear uniforms? Would you recognize a police-man or nurse with-out their uniform? What does a uniform say to people? What kind of uniform does 5th City Preschool wear? What does our uniform say to people in 5th City? To you?	Sing: "I'm a Black Man" out their uniform? What does a uniform say to people? What kind of uniform does 5th City Preschool wear? What does our uniform say to people in 5th City? To you?

INFANT	MINI	PREP	KINDER
Show pictures of people in uniforms. Tell children what they each do.	Help children fill in 4x4 Use pictures in magazines or books	above	above Have class draw uniforms in proper box to match type of uniform.

CURRICULUM PREPARATION:

Large butcher paper for 4x4 Marking pen, pictures of uniforms or ~~xxx~~ people in uniforms

5th CITY PRESCHOOLING INSTITUTE  
 QUARTER 1 MONTH 2 WEEK 4 DAY 3  
 PSYCHOLOGICAL / Biological/ super ego/ Death/ Animals

TEACHING IMAGE Mourner	TIME/ SPACE/ ASSIGNMENTS tables
RATIONAL OBJECTIVE We don't like animals to die	EXISTENTIAL OBJECTIVE I am afraid of my death
METHODS	MEDIA
Contemplation of drama of life and death	Poetry Chant Dance Dramatize sk it Sculpture Toy dog

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Chant "every- thing"  c	Visit pet store to buy puppy Storekeeper say "You can buy this puppy at a very special price."	Take puppy home. Children play with puppy They take the puppy outside	Let's run up and down the street Watch out! the puppy is going into the street! Oh! The car hit him!	Our puppy is gone  Chant: "Every- thing"

	INFANT	MINI	PREP	KINDER
S P I R A L	TEACHERS act out	Teachers act out	Children act out	Children act out=

MATERIALS  
 Toy stuffed dog  
 Chant on supplement from day 1



5th City Pre-Schooling Institute

Quarter 1, Month 2, Week 4, Day 4  
Basic/ Life Thrust/ Naming

Teaching Image  
Magician

Existential Objective  
It is important to learn.

Rational Objective  
Naming

Existential Objective  
It is important to Learn

	Math	Reading	Language	Writing
Rational Objective	sets to 5	Blending f, i, and h. Rhyming.	Polar opposites: short/long	Small muscle development.
Theme	Children draw sets.	Review f, i, & h with rhyming words.	Crepe paper streamers.	Draw sets.

SING BASIC

DRAMA

SING BASIC

Introduc.	Act I	Act II	Act III	Concl										
<p>Review time design</p> <p>Review f, i, and h, using "it, fit, hit" on board.</p> <p>Show use of mouth and tongue in saying letters.</p>	<p>Get out paper bag containing streamers. Let children guess what in it.</p> <p>Pull out one of the streamers. Have children describe it. Do same with the other. Emphasize <u>Long</u> and <u>Short</u>.</p>	<p>On board draw sets.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td>o</td></tr> <tr><td>2</td><td>oo</td></tr> <tr><td>3</td><td>△△△</td></tr> <tr><td>4</td><td>□□□□</td></tr> <tr><td>5</td><td>ooooo</td></tr> </table> <p style="text-align: center;"><i>Name shapes blending sounds carefully.</i></p>	1	o	2	oo	3	△△△	4	□□□□	5	ooooo	<p>Pass out ditto and help children to draw sets.</p>	<p>Sing 4 X 4</p>
1	o													
2	oo													
3	△△△													
4	□□□□													
5	ooooo													
	Spiral		Particularization											

Infant	Mini	Prep	Kinder
<p>Draw or paint sets on floor</p> <p>Move high chairs onto chart in sets</p>	<p>Have children stand in sets.</p>		

Materials: Paper bag containing one very long and one very short crepe paper streamer  
Ditto for sets  
Pencils or crayons

BASIC

Q1 M2 W4 D4

1	
2	
3	
4	
5	

5th CITY PRESCHOOLING INSTITUTE  
 QUARTER 1 MONTH 2 WEEK 1 - DAY 5  
 RELATIONAL/ Economic/ Clothing/ Review/ Special Clothes

TEACHING IMAGE	TIME/ SPACE/ ASSIGNMENTS Classroom
RATIONAL OBJECTIVE We wear special clothes for special occasions	EXISTENTIAL OBJECTIVE I wear my Sunday clothes for special celebrations
METHODS	MEDIA
	Drama

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Getting ready to go to a movie. It is Johnny's birthday and we are going to a movie to celebrate it.	Come children we have to both get out hair combed and our clothes on Be sure to brush your teeth! Now we're all dressed up in our Sunday clothes (Get up and pretend to go to the movie)	On our way to the movie Let's not be noisy on the bus! (Pretend you are on the bus and at the movie)	At the movie How do you act at the movie? Do you jump around? Do we run around in our Sunday clothes?	The movie was special. Ask questions why did you dress up? How did you feel different being dressed up?

	INFANT	MINI	PREP	KINDER
S P I R A L	Use cut dolls and dress them up and celebrate ones birthday	same as prep and kinder	Pretend to be dressed to go to movie for celebration	Same as prep

MATERIALS

Real movie to see, if possible

**5th CITY PRESCHOOLING INSTITUTE**

QUARTER 1 MONTH 2 WEEK 4 DAY 4  
 PSYCHOLOGICAL/ biological/ Superego/ Death/ Human death

<b>TEACHING IMAGE</b>	<b>TIME/ SPACE/ ASSIGNMENTS</b>
-----------------------	---------------------------------

<b>RATIONAL AIM</b> We don't want people to die	<b>EXISTENTIAL AIM</b> I am afraid of my death
--	---

<b>METHODS</b>	<b>MEDIA</b>				
Timeline of a lifetime	<table border="0"> <tr> <td>Poetry</td> <td>Dance</td> </tr> <tr> <td>Chant</td> <td>To "I can dance"</td> </tr> </table>	Poetry	Dance	Chant	To "I can dance"
Poetry	Dance				
Chant	To "I can dance"				

**DRAMA**

INTRO	ACT I	ACT II	ACT III	CONCL						
Chant "Everything"	Act out old person who dies and art form. Where has child experienced? Act out friend dying. Art form. Where has child experienced.	Dance to "I can dance through life and death"  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">no life</td> <td style="text-align: center;">child</td> <td style="text-align: center;">youth</td> <td style="text-align: center;">adult</td> <td style="text-align: center;">elder</td> <td style="text-align: center;">no life</td> </tr> </table>	no life	child	youth	adult	elder	no life	Draw T/L  (see model below)  Draw picture of each of six phases	Chant "Everything"
no life	child	youth	adult	elder	no life					

	INFANT	MINI	PREP	KINDER
S P I R I T U A L				

**MATERIALS**  
 Crayons  
 paper  
 Butcher paper or chalkboard to draw timeline

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 4, DAY 4

AREA Imaginal / Limits / Contingency / Mental / Longing for True and Beautiful

TEACHING IMAGE Fanciful dreamer	TIME/SPACE/ASSIGNMENTS																					
RATIONAL OBJECTIVE: Recall all the longings one has of the way we would like things to be	EXISTENTIAL OBJECTIVE Feel the deprivation of not getting all the things we dream about																					
METHODS	TOOLS																					
<table border="0"> <tr> <td><u>Social</u></td> <td><u>Intellectual</u></td> <td><u>Selfhood</u></td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> </tr> <tr> <td>Problemmat. Chart</td> <td></td> <td>Contemplation</td> </tr> <tr> <td>Timeline</td> <td>NYM</td> <td>Prayer</td> </tr> </table>	<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	Grid	Workshop	Meditation	Problemmat. Chart		Contemplation	Timeline	NYM	Prayer	<table border="0"> <tr> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Psych. Poetry</td> <td>Dahce</td> <td>Sculpture</td> </tr> <tr> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> </table>	Relat.- Drama	Instrument	Architecture	Psych. Poetry	Dahce	Sculpture	Imag. Prose	Song	Pictorial
<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>																				
Grid	Workshop	Meditation																				
Problemmat. Chart		Contemplation																				
Timeline	NYM	Prayer																				
Relat.- Drama	Instrument	Architecture																				
Psych. Poetry	Dahce	Sculpture																				
Imag. Prose	Song	Pictorial																				

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Begin a spin on all the wild things that we would like like life to be like Like a dream where there is a Land of Ice Cream for Lunch and No Nap etc. (Always get the biggest piece of cake)	Read the fable of the Fox and Grapes. (The Fox could not reach the grapes and gave up by saying that they were probably sour) Supplement with any other that grounds wishful thinking	Get out the kids longings for the wanted things and situations.  Do we always get what we want?	Make candy collage not allowing the children to eat any of it - Glue it to construction paper and make a display with the collages.	Sing No More bread and butter No more food to eat. We don't always get what we want especially if it's sweet.

	INFANT	MINI	PREP	KINDER
S P I R A L				

CURRICULUM PREPARATION:

The Fox and Grapes Fable - hard, wrapped candy, glue, paper, tape

5th City Pre-Schooling Institute

Quarter 1, Month 2, Week 4, Day 5  
Basic/Life Thrast/Naming

Fall 1971

Teaching Image  
Little Old shoe Maker

Time/space

Rational Objective  
Naming

Existential Objective  
It is important to learn

	math	reading	language	writing
ration al Obj	Sets	Blending f--i--h--s	Verbal articulation	hand/eye coordina- tion
them e	shoes	Name F, I, H, s Make sounds Blend into nonsense	"Tell me a story about where these shoes have been."	Shoe tying

al Drama

intro	act I	act II	act III	conclu
Review time design Review f,i,h,s -name them -mde letter sounds -blend in to nonsen se sif, nif, niss, iss, kiss,	Make set chart on table, floor or butcher paper  Have children put shoes onto chart--1 in first box, 2 in next, etc.	show pair of adult shoes, men's if possible. Ask children to tell you about them. "Who wore them? Where have they been? Where would they like to go? Etc. .."	Demonstrate how to tie shoes. Have children tie own or neighbors' shoe.	Sing basic song

spiral particularization

Infant	Mini	Prep	Kinder
Act I Use baby bottles in- stead of shoes Act II Walk the shoes around the room & tell stories.  Eliminate Act III	Act II -Give each child a string or yarn to know.		Act I Do sets 6-10

Materials

paint ot chalk  
adult shoes, preferable man's

Mini: string for each child

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK 4, DAY 5

AREA Relational / Clothing / Review / Symbolic Dress

TEACHING IMAGE Puppeteer	TIME/SPACE/ASSIGNMENTS 15/20/30
-----------------------------	------------------------------------

RATIONAL OBJECTIVE: People choose and wear their clothes according to what is important to them.	EXISTENTIAL OBJECTIVE I show what I am by what I wear and how I wear my clothes
---	--

METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> Grid      Workshop      Meditation Problemat. Chart      Contemplation Timeline <del>XXH</del> Prayer	Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance      Sculpture Imag. Prose      Song      Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Introduce two puppets  Lavanne and Patty  These girls will be going different places I wonder what they will wear  Dress up hangers - Put faces in circles	"Let's go to a movie. What are you going to wear?" Lavanne chooses something dressy. Patty chooses something sporty and casual.	They return to go out to play. They talk about what to wear. Lavanne chooses a clean slack outfit. <del>They</del> Patty - dirty jeans.	Next day: What shall they wear to school?  Lavanne Plain paste or dark dress Patty - bright or flowered, designed	Talk about their choices: What did this tell us about them. What do you like to wear? What do you like to do?

	INFANT	MINI	PREP	KINDER
S P I R A L	Hold up infants about what an active child wears. Show contrast with quiet child.	Talk Ask each child to point to each set they would choose Ask whether they like quiet or active games?	Above	Above

CURRICULUM PREPARATION:

4 hanger, 2 puppets, child's clothes dressy dress plain school causal dress dress jeans (dirty) clean slacks  
 cover head with paper  
 make face flowered dress



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1 MONTH 2 WEEK 4 DAY 5  
 PSYCHOLOGICAL/ Biological/ Super ego/ Death/ Destruction

TEACHING IMAGE Scolder	TIME/ sPACE/ ASSIGNMENTS Tables
rational objective We should not want to destroy things	Existential Objective I should not destroy things
METHODS	MEDIA
Art form poem  m	Poetry Dance Sculpture  Ding Dong Bell to "I can dance" Stuffed kitty

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Chant "Every thing"  n	Read Ding Dong Bell (See supplement)  Read again and dramatize  Make sure children know what happens in the poem	Art form poetry: 1. What happened? 2. Why was Johnnie Green a naughty boy? 3. When have you known naughty children?	Dance: to "I can dance through life and= death"	Chant "Every-thing"

	INFANT	MI NI	PREP	KINDER
S P I R A L	Say "Nice kitty", let them pit it. They dramatize the poem. tell them what happens	As infant Dramatize the scolding of Johnnie Green	Have children play the roles of Johnnie Green and Johnnie Stout and dramatize	Teach the poem line by line so they can say it while it is acted out

MATERIALS

Toy stuffed kitty

5th City Preschooling Institute

Quarter ~~1~~ - Month 3 week 2 Day 1

BASIC

TEACHING IMAGE

TIME/SPACE/ASSIGNMENTS

Around 8 Tables

EXISTENTIAL OBJECTIVE

I like to learn new things

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Addition	Letters "C" "T"	1st order sentences with plurals	Small muscle: eye to hand coordination 1-10
F E E L	Cups of coke or coffee	"C" "T"	1 cup of Coke 2 cups of coffee	1-10 mimeo sheet

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Review T/L Song- ABC song	Review F, H, SH Introduce C, T Sound out letters. Ask children to name words begin- ning with those sounds.	I have 1 <u>cup</u> of <u>coke</u> . I have 1 <u>more cup</u> of <u>coke</u> . How many <u>cups</u> of <u>coke</u> do I have? (For addition put other combinations together: coffee, carrots, etc.) Give each child a taste of coke in cup--adding 1/2 glass to other half.	Mimeo sheet 1-10	Today, we learned many things: - to add letters C and T -sentences with plural words, like <u>cup</u>  Basic song.

	INFANT	MINI	PREP	KINDER
S P I R A L	Mimeo sheet 1-2 Trace over number. Use crayon.	Mimeo sheet 1-2 Trace over number. Use crayon.	Mimeo sheet 1-10. Use pencil	Mimeo sheet 1-10. Use pencil.

CURRICULUM PREPARATION

Cups  
coke  
crayon  
Pencils  
mimeo sheet  
(maybe cheese or carrots)

1
2
3
4
5
6
7
8
9
10


TRACE OVER  
NUMBER IN BOX.  
MAKE ONE OF YOUR  
OWN IN BLANK BOX.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 3, WEEK 2, DAY 1

AREA Relational / Production / shelter /

TEACHING IMAGE Desert Tent Maker		TIME/SPACE/ASSIGNMENTS 15-30 min.	
RATIONAL OBJECTIVE: Tents provide easily moveable space.		EXISTENTIAL OBJECTIVE I can build a tent shelter.	
METHODS		TOOLS	
Social Grid Problemat Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Teacher walks in with small sheet around head & Arab style & announces that it is time to stop riding & pitch a tent.	One never puts up a tent unless it has been properly prepared. Let us spread out large sheet.	Ask what class would like tent to look like-- What color should it be? What design should be on it?	Take suggested crayon colors and have room color sheet as they've decided	Take 2 chairs, cubbies, or whatever & build tent with sheet. Sit in tent. Sing: "Hurray for tents.... We can build tents."

	INFANT	MINI	PREP	KINDER
S P I R A L	Teacher colors sheet	→	Take turns sitting in tent.	→

CURRICULUM PREPARATION:  
sheet, crayons, small sheet.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 3, WEEK 2, DAY 1

AREA Psychological / Biological/Ego / Anal / Car Repair

TEACHING IMAGE  Mechanic	TIME/SPACE/ASSIGNMENTS																								
RATIONAL OBJECTIVE:  To fix a car you have to get in a mess and get cleaned up.	EXISTENTIAL OBJECTIVE  I can fix a car when I learn how and clean up after.																								
METHODS	TOOLS																								
<table border="0"> <tr> <td><u>Social</u></td> <td><u>Intellectual</u></td> <td><u>Selfhood</u></td> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td><u>Grid</u></td> <td><u>Workshop</u></td> <td><u>Meditation</u></td> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td><u>Problemmat.</u></td> <td><u>Chart</u></td> <td><u>Contemplation</u></td> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> <tr> <td><u>Timeline</u></td> <td><u>XXX</u></td> <td><u>Prayer</u></td> <td></td> <td></td> <td></td> </tr> </table>	<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	Relat.- Drama	Instrument	Architecture	<u>Grid</u>	<u>Workshop</u>	<u>Meditation</u>	Psych. Poetry	Dance	Sculpture	<u>Problemmat.</u>	<u>Chart</u>	<u>Contemplation</u>	Imag. Prose	Song	Pictorial	<u>Timeline</u>	<u>XXX</u>	<u>Prayer</u>				
<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	Relat.- Drama	Instrument	Architecture																				
<u>Grid</u>	<u>Workshop</u>	<u>Meditation</u>	Psych. Poetry	Dance	Sculpture																				
<u>Problemmat.</u>	<u>Chart</u>	<u>Contemplation</u>	Imag. Prose	Song	Pictorial																				
<u>Timeline</u>	<u>XXX</u>	<u>Prayer</u>																							

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
<p>Sometimes I get into a mess with something soft and squishy. I know I need to get cleaned up if I get too messy.</p>	<p>Dramatize: "My car is broken: I have to fix it."  I think the oil may need changing. Explain how the car uses oil &amp; where it goes.  I'll take a look.</p>	<p>Use toy car or boxes. Raise hood up.  Check oil. The oil needs to be changed.  Use thin black tempera paint to use as oil.  "Oh, oil is all over everything, even me. What a mess!!"</p>	<p>Changing oil can be messy because to fix things, you get messy.  You can always clean up after.  Name other things on the car that may need to be fixed some-times.</p>	<p>Squishy song.</p>

	INFANT	MINI	PREP	KINDER
S P I R A L	Above	Above	Workshop	Workshop

CURRICULUM PREPARATION:

Car to repair - toy car or boxes to be imaginary car.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 3, WEEK 2, DAY 1  
 AREA Imaginal / Limits/ UR / Red Man / UR Context

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS
RATIONAL OBJECTIVE: To show that there are 6 different UR's in the world.	EXISTENTIAL OBJECTIVE To experience that each UR is unique and unrepeatable.
METHODS	TOOLS
Social Grid Intellectual Workshop Selfhood Meditation Contemplation Prayer Problem Chart Timeline	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Lay cloth on floor or table. Globe in middle. 6 faces cut out in Ur colors. "This is the world" (globe) "In the world are 6 URs" Name each as you lay around globe	Select 6 students. Stand them in front. Sing, "I am the black man..." as you put on each an Ur face from around globe (with masking tape) Re-name them clearly.	Take face off one-- try to put over another. Ask: "Can the red be the tan man?" "NO" Each is unique & unrepeatable." Do several times. Sing: "The red man is unrepeatable,.....etc."	Draw chart with place for each UR. face. Rehearse as you put them up that each has a unique role in history.	*Song: "I am the black man..."

	INFANT	MINI	PREP	KINDER
S I P I R A L	Be each Ur more directly to each child, naming Ur with the "face" on.		Have the children (2-3) put up the faces on chart.	

CURRICULUM PREPARATION: Cloth globe, 6 Ur faces, butcher paper, tape, felt pen

5th City Preschooling Institute

Quarter 1 Month 3 Week 2 Day 2  
 BASIC

TEACHING IMAGE

TIME/SPACE/ASSIGNMENTS

EXISTENTIAL OBJECTIVE

I like to learn new things.

RATIONAL OBJECTIVE

Articulation of new symbols

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Addition + symbol	Blending and rhyming	1st order statements Negative with shapes	Write numerals 1-5
T H E M E	Circles Squares Triangles Rectangles	C and T "cup" "teapot: "coffee" "tick- tock" "coke"	This <u>is</u> , this <u>is not</u> a circle, square, triangle, rectangle	Teacher dictate the numerals. Children write them.

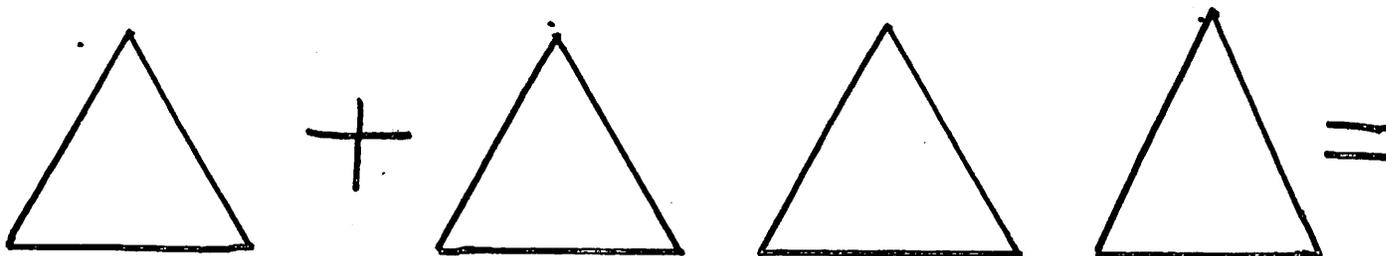
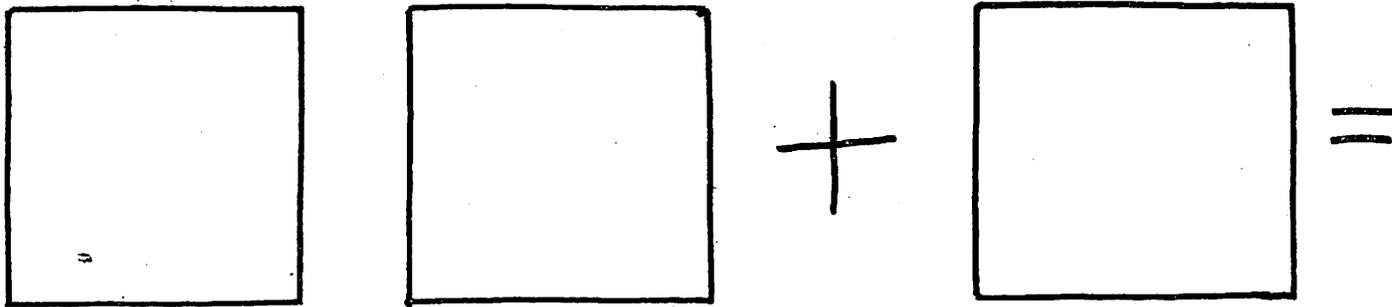
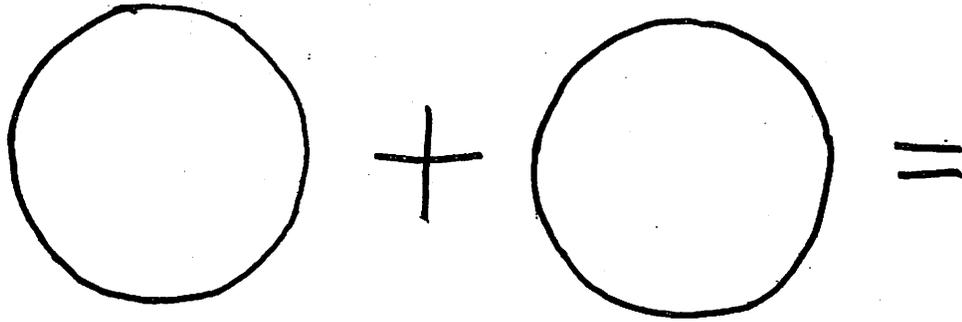
DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Reviews time design. "What time is it now?"	Draw a shape on the board and put two circles plus two circles = 4 circles.  00 + 00 = 0000 2 + 2 = 4  Do with different shapes and different numbers.	Teacher say, "We have two new letters." Put them on the board: C and T. Ask, "Who knows what they are?" Have children list words that begin with the letters. Blend them and sound them out. Pick one or two words and rhyme them.	Play a game with shapes. Hold them up and name them, using complete sentences. "This is a circle, etc." Then hold up a cir- cle and say "This is a square." Help children to say; "No, this is not a square; it is a circle." Do same with other shapes.	Sing Basic song, using "I can, you can, we can learn new letters and new shapes and to rhyme, etc.

	INFANT	MINI	PREP	KINDER
S P I R A L	Using construction paper shapes hold them up one at a time and say: 1+1=2 Glue onto paper & show children: 00 + 00 = 0000 1 + 1 = 2		Same as above	Teacher show an ex- ample of addition on board. Give each child a ditto sheet adding different kinds of shapes. Help them with addition

CURRICULUM PREPARATION

Construction paper and glue (infant and mini)  
 Paper and crayon (prep)  
 ditto sheet and pensils (kinder)



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 3, WEEK 2, DAY 2

AREA Relational / Shelter Production / Rehabilitation

TEACHING IMAGE  Carpenter	TIME/SPACE/ASSIGNMENTS  15-30 min. Calimaginal																								
RATIONAL OBJECTIVE:  To show that old homes can be made good to live in.	EXISTENTIAL OBJECTIVE  Hooray for Rehab! We can do great things.s																								
METHODS	TOOLS																								
<table border="0"> <tr> <td><u>Social</u></td> <td><u>Intellectual</u></td> <td><u>Selfhood</u></td> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Problemmat. Chart</td> <td></td> <td>Contemplation</td> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> <tr> <td>Timeline</td> <td>NYU</td> <td>Prayer</td> <td></td> <td></td> <td></td> </tr> </table>	<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	Relat.- Drama	Instrument	Architecture	Grid	Workshop	Meditation	Psych. Poetry	Dance	Sculpture	Problemmat. Chart		Contemplation	Imag. Prose	Song	Pictorial	Timeline	NYU	Prayer				
<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	Relat.- Drama	Instrument	Architecture																				
Grid	Workshop	Meditation	Psych. Poetry	Dance	Sculpture																				
Problemmat. Chart		Contemplation	Imag. Prose	Song	Pictorial																				
Timeline	NYU	Prayer																							

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Make a story about family wanting to move because home needs repair.	Show front (cardboard) of home. -Windows broken. Paint off. Tell of holes in roof and floors	Plan how to repair.  What needs to be done. How to do it.	Have children paste in plastic windows. Paint walls, etc.	Sing: "Hooray for rehab! We can do great things."

	INFANT	MINI	PREP	KINDER
S P I R A L	Have box looking like home needing repairs. Different teachers could play different roles for repairing house.		Above	Above. (May use whole box for home repair by teams.)

CURRICULUM PREPARATION: box or cardboard flat made to look like house needing repair. plastic for window paint and brushes

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 3, WEEK 2, DAY 2  
 AREA PSychological / Biological / Ego / Anal

TEACHING IMAGE Book	TIME/SPACE/ASSIGNMENTS																					
RATIONAL OBJECTIVE: To cook, you sometimes have to get into a mess & get cleaned up.	EXISTENTIAL OBJECTIVE #I can cook when I learn how & clean up afterwards.																					
METHODS	TOOLS																					
<table border="0"> <tr> <td><u>Social</u></td> <td><u>Intellectual</u></td> <td><u>Selfhood</u></td> </tr> <tr> <td><u>Grid</u></td> <td><u>Workshop</u></td> <td><u>Meditation</u></td> </tr> <tr> <td><u>Problemnat . Chart</u></td> <td></td> <td><u>Contemplation</u></td> </tr> <tr> <td><u>Timeline</u></td> <td><u>NYU</u></td> <td><u>Prayer</u></td> </tr> </table>	<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	<u>Grid</u>	<u>Workshop</u>	<u>Meditation</u>	<u>Problemnat . Chart</u>		<u>Contemplation</u>	<u>Timeline</u>	<u>NYU</u>	<u>Prayer</u>	<table border="0"> <tr> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> </table>	Relat.- Drama	Instrument	Architecture	Psych. Poetry	Dance	Sculpture	Imag. Prose	Song	Pictorial
<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>																				
<u>Grid</u>	<u>Workshop</u>	<u>Meditation</u>																				
<u>Problemnat . Chart</u>		<u>Contemplation</u>																				
<u>Timeline</u>	<u>NYU</u>	<u>Prayer</u>																				
Relat.- Drama	Instrument	Architecture																				
Psych. Poetry	Dance	Sculpture																				
Imag. Prose	Song	Pictorial																				

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Squishy song.	Set up kitchen or bakery  We are going to make bread today.  Tell what is being used to make the daugh.	Make believe oven out of boxes. Put dough in oven. Let cook. Take out read loaf of bread. While bread is booking: Pat a cake Pata cake Baker man, bake me some bread as fast as you can. pat/it a prick it and mark it with A & P, & put it in the oven for infant school and me.	We had to get in a mess to bake our bread and that is good.  But we can always clean up after.	Squishy song.  #(Save dough for tomorrow's event.)

	INFANT	MINI	PREP	KINDER
S P I R A L	No 4 x 4	No 4 x 4	4 x 4	4 x 4

CURRICULUM PREPARATION: flour      loaf of read bread  
 water      pan  
 salt      spoon  
 oil

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 3, WEEK 2, DAY 2

AREA Imaginal / limits / Ur / Red man / Geography

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS
RATIONAL OBJECTIVE: To show that geography helps to create the style of the red man	EXISTENTIAL OBJECTIVE To experience the style of the red man as =came from response to the land (climate).
METHODS	TOOLS
Social Grid Intellectual Workshop Selfhood Meditation Contemplation Timeline	Relat.- Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Children on floor. Build above adobe. Have one wall with paper & sun. As you do this, talk about hot, dry weather. (Sun will dry clay house). Families live together; bottom level house for storage; ladder to climb up into home.	Tchr. put on straw hat & colorful cloth. Become red man. Table= house, under= storage area, above=home. (masking tape the shape of 1-room home on top of table) DRAMA: Get food from storage under table (maize to be ground to flour for pancakes) Pretend climbing ladder up to house (on table top) No door as never rains much. Always hot.	Grind maize to flour, mix pancake, cook on stone. Eat. Sleep on rug.	Wake up early. Climb down ladder to go to work in field. Little water, few things grow. Work hard to get food from land. Sun hot at home: home for siesta. Wave goodbye to the class before midday sleep.	Review hard conditions of climate for red man. Houses that suit that. Daily time design of red man with siesta. Climate directs man.

INFANT

MINI

PREP

KINDER

S P I R A L	Playdough red man house.	Playdough red man house	Have them help build house. Like your house.	Conversation on red man style/5th City style.
----------------------------	--------------------------	-------------------------	--	---

CURRICULUM PREPARATION: tan paper (house) black " (ladders) yellow sun flour "stone" to cook on rug to sleep on

5th City Preschooling Insitute

Quarter -1- Month 111 Week 2 Day 111  
 BASIC

TEACHING IMAGE  
 Block time

TIME/SPACE/ASSIGNMENTS

EXISTENTIAL OBJECTIVE

I LIKE TO LEARN NEW THINGS.

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Addition	C & T	Colors	Write letters C & T
T H E M E	2 Whites = 1 Red 2 whites + 1 White = 1 Green	Thangsgiving Christmas	Colors of the Cuisenaire Rods	Make letters with rods

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Sing: Basic Song	Give child Rods to play with for 5 min. Ask him to match colors you hold up. Name a color. Context: Children must be Quiet.	Ask child how many whites are same as a red? a green? a purple? Do more with the older children	Draw a C and a T on the board. Assign the children to make both letters with rods. Use colored chalk on the board.	Singz Basic Song

	INFANT	MINI	PREP	KINDER
S P I R A L				

CURRICULUM PREPARATION Cuisenaire Rods Chalk

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH III, WEEK 2, DAY 111

AREA Relational / Economic / Production / Shelter - Igloo

TEACHING IMAGE Northern explorer	TIME/SPACE/ASSIGNMENTS 15 - 30 min.																								
RATIONAL OBJECTIVE: People who live in very cold areas build ice houses for shelter	EXISTENTIAL OBJECTIVE I can learn how ice houses are built																								
METHODS	TOOLS																								
<table border="0"> <tr> <td>Social</td> <td>Intellectual</td> <td>Selfhood</td> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Problem mat.</td> <td>Chart</td> <td>Contemplation</td> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> <tr> <td>Timeline</td> <td>UXU</td> <td>Prayer</td> <td></td> <td></td> <td></td> </tr> </table>	Social	Intellectual	Selfhood	Relat.- Drama	Instrument	Architecture	Grid	Workshop	Meditation	Psych. Poetry	Dance	Sculpture	Problem mat.	Chart	Contemplation	Imag. Prose	Song	Pictorial	Timeline	UXU	Prayer				
Social	Intellectual	Selfhood	Relat.- Drama	Instrument	Architecture																				
Grid	Workshop	Meditation	Psych. Poetry	Dance	Sculpture																				
Problem mat.	Chart	Contemplation	Imag. Prose	Song	Pictorial																				
Timeline	UXU	Prayer																							

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Brr- it's cold. Explorers puts on coat, hat, gloves & scarf. Walks around table shivering. On grid Point to Eskimo land.	Show children some ice you have picked up off the land. Allow them to touch it. Is it cold? Are you cold?	Let's build a shelter to protect us from the ice & cold wind. What can we use to build? There's no mud, no sticks, no grass, no tents. Let's use ice.	Teacher builds igloo on bottom side of cereal bowl using sugar, snow from freezer, marshmallows or white play doh.	Does it surprise you that an ice house can give shelter & warm us? Let's sing: "Hooray for igloos"

	INFANT	MINI	PREP	KINDER
SPIRAL	If possible, get a fan & blow cold air on children.	a fan & blow cold	As written	As written

CURRICULUM PREPARATION: cereal bowl material to make igloo out of (see suggestions in Act III)  
map/grid warm outside clothes

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 2, WEEK III, DAY 4

AREA Psychological / Biological / Economic / Anal / Clay

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS																					
RATIONAL OBJECTIVE: Creating with clay makes a mess which then should be cleaned up	EXISTENTIAL OBJECTIVE I can create with clay and then clean up the mess																					
METHODS	TOOLS																					
<table border="0"> <tr> <td><u>Social</u></td> <td><u>Intellectual</u></td> <td><u>Selfhood</u></td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> </tr> <tr> <td>Problemmat . Chart</td> <td></td> <td>Contemplation</td> </tr> <tr> <td>Timeline</td> <td>XXX</td> <td>Prayer</td> </tr> </table>	<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	Grid	Workshop	Meditation	Problemmat . Chart		Contemplation	Timeline	XXX	Prayer	<table border="0"> <tr> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> </table>	Relat.- Drama	Instrument	Architecture	Psych. Poetry	Dance	Sculpture	Imag. Prose	Song	Pictorial
<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>																				
Grid	Workshop	Meditation																				
Problemmat . Chart		Contemplation																				
Timeline	XXX	Prayer																				
Relat.- Drama	Instrument	Architecture																				
Psych. Poetry	Dance	Sculpture																				
Imag. Prose	Song	Pictorial																				

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
<p>Squishy Song</p> <p>Sometimes I get into a mess with things soft and squishy, I know I need to get cleaned up when I get to messy</p> <p>Tune: Pop goes the Weasel</p>	<p>We're going to create with clay pass out clay (Made before)</p> <p>Put drop of food coloring)</p>	<p>As clay is being used Play music or sing Demonstrate possibility Roll into Ball, snake, add on pieces pooke holes, mold bowl etc.</p>	<p>Clean up</p>	<p>Sing Squishy Song</p>

S P I R A L	INFANT	MINI	PREP	KINDER

CURRICULUM PREPARATION:  
Clay, food coloring, water and grags for clean up (or paper towels)

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 111, WEEK 2, DAY 111

AREA Imaginal / Ur / Red man / Life style

TEACHING IMAGE Mardis Gras Carnival			TIME/SPACE/ASSIGNMENTS		
RATIONAL OBJECTIVE: Ground ordering of time Continuous and Discontinuous			EXISTENTIAL OBJECTIVE I decide the use of time		
METHODS			TOOLS		
Social Grid Problem Timeline	Intellectual Workshop Chart UXU	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Song: Universe Man Chant: We are the Red Men, 5th City Red Men	Locate the Red Ur on a world grid. Hold up Azetec Calendar and Artform quickly	Tell story about day to Day life in the Red Ur & Discontinuous Carnival Celebration.	Play red ur music and dance at the Carnival.	Chant: We are the Red Men Sing; Universe Man.

	INFANT	MINI	PREP	KINDER
S P I R A L	Same	Same	Same	Same

CURRICULUM PREPARATION: Invent and dramatize Red Ur story, Record player, Red ur music, world grid, Azetec calendar.

5th City Preschooling Insitute

Quarter 1 Month 3 Week 2 Day 4

BASIC

TEACHING IMAGE  Math magician	TIME/SPACE/ASSIGNMENTS
-------------------------------------	------------------------

EXISTENTIAL OBJECTIVE I like to learn new things	RATIONAL OBJECTIVE Articulation
---	------------------------------------

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L  T H E M E	Addition	Letters C and T	Vocabulary and Classification	Write letters
	Add metal objects Objects Use "t" symbol	"teapot" - "I'm a "can" Little "cup" teapot"	Metal objects	T and C

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Have the class talk about Basic What we learn, etc. Write Basic on the blackboard  Sing Basic Song	Teacher has a toy teapot, metal cups, metal pōates First the teachers explains these are metal objects, pass them around and let the class look at them and discuss what a metal object looks and feels like Show them the difference between wooden and metal objects-pass around to feel. This is a teapot.	But they are all metal objects. What are these? These are metal objects. READ Select a teapot this is a steapot. Class repeats. Play with the letter T make sound. Class makes sound. Put in the word Do same for cup and can. Put letter on.	Blackboard T and C Sing I'm a lettle teapot Math - here is our cup plus water cup is how many? Put on board $1+1=2$ I have 2 metal objects Add one more, How many $2+1=3$	Pass out papers with T and C on them with crayons. Trace  Sing Basic Song

	INFANT	MINI	PREP	KINDER
S P I R A L	@2 teachers  Read Have infant feel your face saying T and C Write Help hold crayon correctly	Same as curr. Read same as infant but with them trying to mimic	Same	Same/Where children can play the role of the teacher - have them do it.

CURRICULUM PREPARATION

1 toy metal teapot, 3 ~~cup~~ or 4 metal cups, 3 or 4 metal cans, or wooden, black a plastic cup, chalk, ditto with T t and C c



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH III, WEEK 2, DAY 4

AREA Psychological / Biological / Ego / Anal / Wall painting

TEACHING IMAGE Worker	TIME/SPACE/ASSIGNMENTS
RATIONAL OBJECTIVE: To paint a room you have to get into a mess and then clean up.	EXISTENTIAL OBJECTIVE I can paint a room when I'm big enough and then clean up.
METHODS	TOOLS
Social Grid Problemmat. Timeline	Intellectual <u>Workshop</u> Chart NYU
Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose
	Instrument Dance Song
	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Squishy Song- (Tune: Pop Goes the Weasel) Sometimes I get into a mess with thind all soft & squishy I know I need to get cleaned up/If I get too messy!	Workshop: What do I need for painting?  -scraper -brush -paint -water for clean-up -newspaper or butcher paper -paint shirt	Act out painting the wall(imaginary paint or tempera on butcher paper  Move furniture out of way Oops!Drips, smudges on self, clothes, papers. Bump against wet paint Sing: "The paint on the brush goes swish, swish, swish, All over the wall"	Act out clean-up. Pretend to get paint on a child. Clean him up.	Squishy Song.

	INFANT	MINI	PREP	KINDER
S P I R A L	Teachers act out drama		Children act out drama	

CURRICULUM PREPARATION:

paint brush(es), container for paint(tempera or imaginary), paint shirt, knife for scraper, butcher paper, water&rags for clean-up

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH III, WEEK 2, DAY 4

AREA Imaginal / Limits / Ur / Red/Symbol

<p>TEACHING IMAGE Watcher of time</p>	<p>TIME/SPACE/ASSIGNMENTS</p>
---	-------------------------------

<p>RATIONAL OBJECTIVE: To show the red man's concept of the successiveness of time - it goes on &amp; on.</p>	<p>EXISTENTIAL OBJECTIVE To experience the otherness of the red man.</p>
---	--

<p>METHODS</p>			<p>TOOLS</p>		
<p><u>Social</u> Grid Problemat. Timeline</p>	<p><u>Intellectual</u> Workshop Chart NYH</p>	<p><u>Selfhood</u> Meditation <u>Contemplation</u> Prayer</p>	<p>Relat.- Drama Psych. Poetry Imag. Prose</p>	<p>Instrument Dance Song</p>	<p>Architecture Sculpture Pictorial</p>

<p>DRAMA</p>				
<p>INTRO.</p>	<p>ACT I</p>	<p>ACT II</p>	<p>ACT III</p>	<p>CONCL.</p>
<p>Chant: (Contemplation) Ticktock Tick tock For the Red Man time goes on &amp; on.</p>	<p>(Contemplation) Let's look at the Red Man's calendar and the calendar we use.</p>	<p>Art form the 2 calendars 1) What do you see? 2) What shapes? Lines? Symbols? 3) What do you like? 4) How make you feel? 5) What story would you tell about them?</p>	<p>With paay dough make the Red Man's calendar.</p>	<p>Tick tock Tick tock For the Red Man time goes on &amp; on</p>

<p>S P I R A L</p>	<p>INFANT</p>	<p>MINI</p>	<p>PREP</p>	<p>KINDER</p>
<p>CURRICULUM PREPARATION: Red Man calendar our calendar Play dough</p>	<p>Contemplation of calendars</p>	<p>Emphasis on using play dough.</p>	<p>Emphasis on paay dough</p>	<p>Emphasize conver- sation.</p>

5th City Preschooling Insitute

Quarter --1--Month III Week 2 Day 5  
 BASIC Articulation

TEACHING IMAGE  Carpenter	TIME/SPACE/ASSIGNMENTS
---------------------------------	------------------------

EXISTENTIAL OBJECTIVE

I like to learn new things

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Sets to 10 with numerals	Blending Rhyming	Vocabulary & classification	Small muscle development
T H E M E	Sets of scissors, tools, paper	"tools" "cut"	"tools" Review wood & metal	cut with scissors

DRAMA

INTRO	ACT I	ACT II	ACT III	CONCL
Review time design. Sing ABC Song.	Teacher bring out bag or box of tools "What is this made of?" Name <u>wood</u> and <u>metal</u> . "What is it used for?" Do this with several tools. "What are all of these called?" <u>Tools</u> Demonstrate their use.	Show scissors. Ask "Is this a tool?" "Yes, this is a tool" "Why?" "Because we can cut with it." Write "tools" & "cut" on board. Rhyme & blend them. Count the set of tools, the set of scissors, & a set of paper.	Context the use of scissors As a tool that must be cared for & used correctly Show how to hold scissors Pass out scissors & paper & let them cut.	Sing Basic Song

	INFANT	MINI	PREP	KINDER
S P I R A L	Act III-Pass tools around & let children play with & handle them.	As written	As written	Act II-Have children write "tools" & "cut" on board. Act III-Have them cut shapes & name them.

CURRICULUM PREPARATION

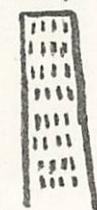
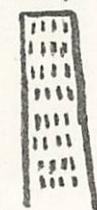
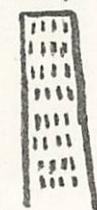
scissors for all paper  
 bag or box of tools made of wood & metal (hammer, screwdriver, scissors, mop squeezer, etc.)

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH III, WEEK 2, DAY 5

AREA Relational / Economic / Production / Shelter Skyscrapers

TEACHING IMAGE "Hard-hat"	TIME/SPACE/ASSIGNMENTS																					
RATIONAL OBJECTIVE: Modern methods allow us to build big buildings	EXISTENTIAL OBJECTIVE I am fascinated at the building of buildings																					
METHODS	TOOLS																					
<table border="0"> <tr> <td><u>Social</u></td> <td><u>Intellectual</u></td> <td><u>Selfhood</u></td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> </tr> <tr> <td>Problemmat. Chart</td> <td></td> <td>Contemplation</td> </tr> <tr> <td>Timeline</td> <td>NYU</td> <td>Prayer</td> </tr> </table>	<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>	Grid	Workshop	Meditation	Problemmat. Chart		Contemplation	Timeline	NYU	Prayer	<table border="0"> <tr> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> </table>	Relat.- Drama	Instrument	Architecture	Psych. Poetry	Dance	Sculpture	Imag. Prose	Song	Pictorial
<u>Social</u>	<u>Intellectual</u>	<u>Selfhood</u>																				
Grid	Workshop	Meditation																				
Problemmat. Chart		Contemplation																				
Timeline	NYU	Prayer																				
Relat.- Drama	Instrument	Architecture																				
Psych. Poetry	Dance	Sculpture																				
Imag. Prose	Song	Pictorial																				

DRAMA										
INTRO.	ACT I	ACT II	ACT III	CONCL.						
How tall is that building (Tchr bends back & looks up to top of building)	"Once there was an <u>old</u> building. It was destroyed. Now there is a <u>new</u> skyscraper. Chart it:	Dramatize the three scenes with blocks.	<p>Have class act out being:</p> <ol style="list-style-type: none"> <li>1) crane driver</li> <li>2) land surveyor</li> <li>3) riveter</li> <li>4) cement pillar maker</li> </ol>	Do we like buildings? ? Tall buildings? ? Short buildings? ?						
	<table border="1"> <tr> <th>Old</th> <th>Destroyed</th> <th>New</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Old	Destroyed	New						
Old	Destroyed	New								
										

	INFANT	MINI	PREP	KINDER
SPIRAL	Build, destroy, construction noises.	Dramatize high speed building.	Children be the building itself.	<del>XXXXXXXX</del> As written

CURRICULUM PREPARATION:  
blocks  
any real buildings you can get into the classroom!

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH iii, WEEK 2, DAY 5

AREA Psychological / Biological / Ego / Anal / Finger painting

TEACHING IMAGE  Artist			TIME/SPACE/ASSIGNMENTS			
RATIONAL OBJECTIVE: Creating with finger paint makes a mess & then should be cleaned up.			EXISTENTIAL OBJECTIVE I can create with finger paint & then clean up.			
METHODS			TOOLS			
<u>Social</u> Grid Problemmat Timeline	<u>Intellectual</u> Workshop Chart UXU	<u>Selfhood</u> Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Sing: "Sometimes I get into a mess with things soft & squishy. I know I can get cleaned up when I get too messy." TUNE: "Pop Goes the Weasel"	"Let's cover the table, because we're going to fingerprint." (Let children help cover table with butcher paper.	Pass out paint, everyone paints. (Music while painting is going on would be helpful.)  Sing song: "The paint in my fingers goes squish, squish, squish.... all over the paper."	Now let's clean up. (Let children help. Post papers as they dry). Short course how we can clean up as we finish.	Sing "Squishy song" again.

	INFANT	MINI	PREP	KINDER
S P I R A L				

CURRICULUM PREPARATION:

Starch, tempera  
Rag, can of water for clean up or paper towel

TEACHING IMAGE	Embodiment the sun.
RATIONAL OBJECTIVE:	To show them that the red man has created a story to hold his ur.
EXISTENTIAL OBJECTIVE	To experience that the red man is a fantastic creation, but not me.
TIME/SPACE/ASSIGNMENTS	TOOLS
METHODS	TOOLS

INTRO. ACT I ACT II ACT III CONCL.

<p>Recall Geo-graphy of red man: Indians of Nor. Amer. Indians of So. Amer. This is a story from Mexico of how the world came to be.</p>	<p>INTRO. Introduce In the beginning there was the earth monster with many mouths, who swam in the formless waters devouring all she saw. When the gods determined that the earth must acquire form. They changed themselves into animals. One earth monster &amp; broke her in two, while the other held the left hand &amp; right foot. The lower part of the monster rose to form the mountain: with heavens, &amp; the upper part descended to become Let's celebrate the red man by the starry sky, sun, turning him into a tiger and becoming the evil spirit himself the sun. Tezc., however, fought back, singing, "We are red from men in night of night."</p>	<p>ACT I Introduce In the beginning there was the earth monster with many mouths, who swam in the formless waters devouring all she saw. When the gods determined that the earth must acquire form. They changed themselves into animals. One earth monster &amp; broke her in two, while the other held the left hand &amp; right foot. The lower part of the monster rose to form the mountain: with heavens, &amp; the upper part descended to become Let's celebrate the red man by the starry sky, sun, turning him into a tiger and becoming the evil spirit himself the sun. Tezc., however, fought back, singing, "We are red from men in night of night."</p>	<p>ACT II Introduce In the beginning there was the earth monster with many mouths, who swam in the formless waters devouring all she saw. When the gods determined that the earth must acquire form. They changed themselves into animals. One earth monster &amp; broke her in two, while the other held the left hand &amp; right foot. The lower part of the monster rose to form the mountain: with heavens, &amp; the upper part descended to become Let's celebrate the red man by the starry sky, sun, turning him into a tiger and becoming the evil spirit himself the sun. Tezc., however, fought back, singing, "We are red from men in night of night."</p>	<p>ACT III Introduce In the beginning there was the earth monster with many mouths, who swam in the formless waters devouring all she saw. When the gods determined that the earth must acquire form. They changed themselves into animals. One earth monster &amp; broke her in two, while the other held the left hand &amp; right foot. The lower part of the monster rose to form the mountain: with heavens, &amp; the upper part descended to become Let's celebrate the red man by the starry sky, sun, turning him into a tiger and becoming the evil spirit himself the sun. Tezc., however, fought back, singing, "We are red from men in night of night."</p>
--	---	--	---	--

<p>Paint-talk the drama on butcher paper.</p>	<p>Push art-form.</p>	<p>Push reflection on the red man.</p>
---	-----------------------	--

S  
P  
I  
R  
I  
T  
A  
L

INFANT

MINI

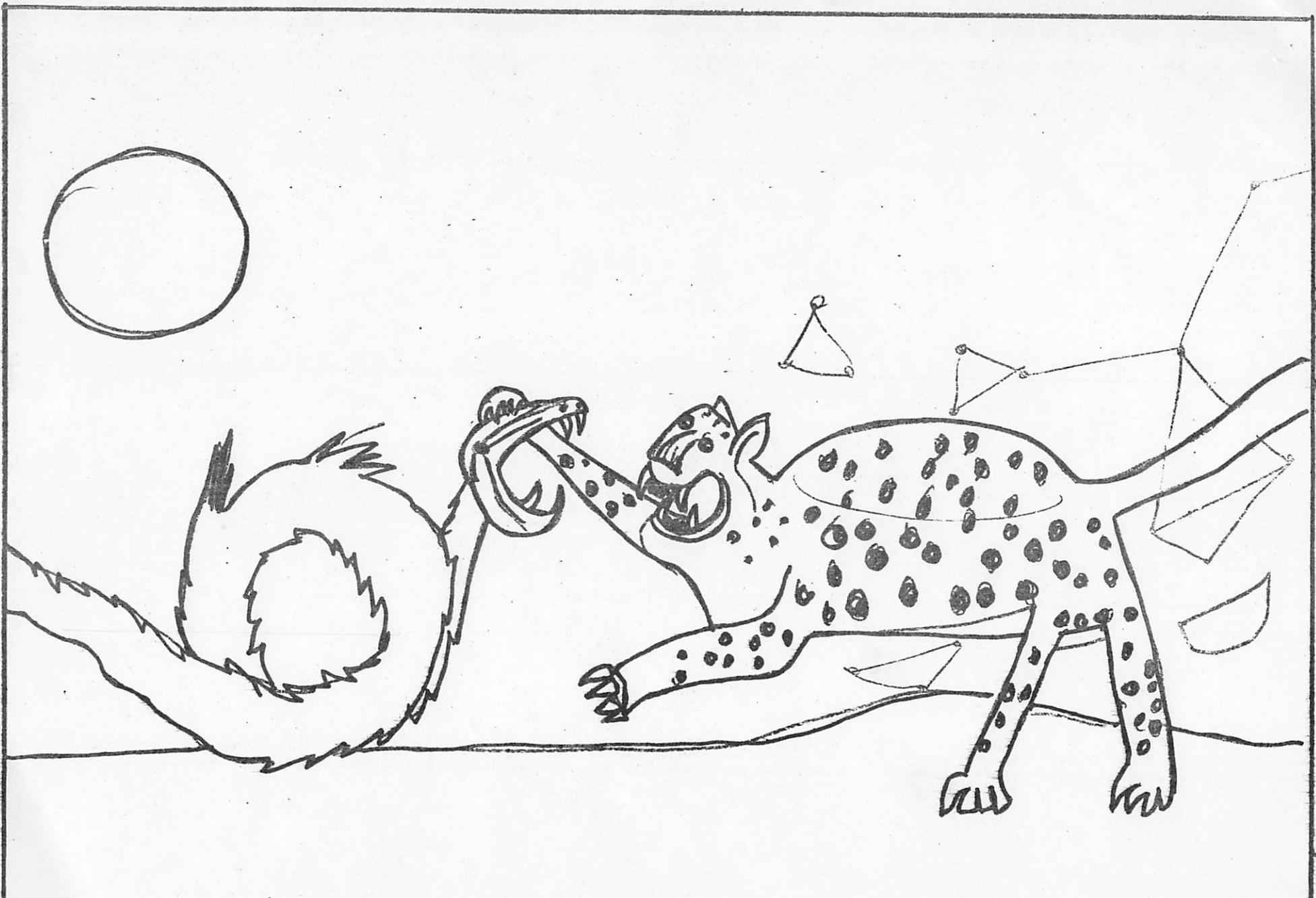
PREP

KINDER

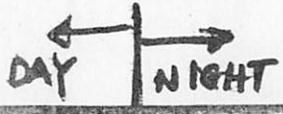
CURRICULUM PREPARATION: Paint OPTIONAL: children can color or

butcher paper.

paint ditto.



QUETZALCOATL



TEZCATLIPOCA

5th City Preschooling Insitute

Quarter 1 Month III Week III Day 1  
 BASIC

TEACHING IMAGE  Lion tamer	TIME/SPACE/ASSIGNMENTS
----------------------------------	------------------------

EXISTENTIAL OBJECTIVE  
 I can learn really hard things.

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Rote counting by 2's	Letters D R	First order statements Negative big - little	Numerals 1-5
T H E M E	Dog parts ears 2 eyes 4 legs 6 8	Mimeo sheet <u>Dog</u> My name is <u>Ralph</u>	Big dog Little dog	1-5 mimeo sheet

DRAMA

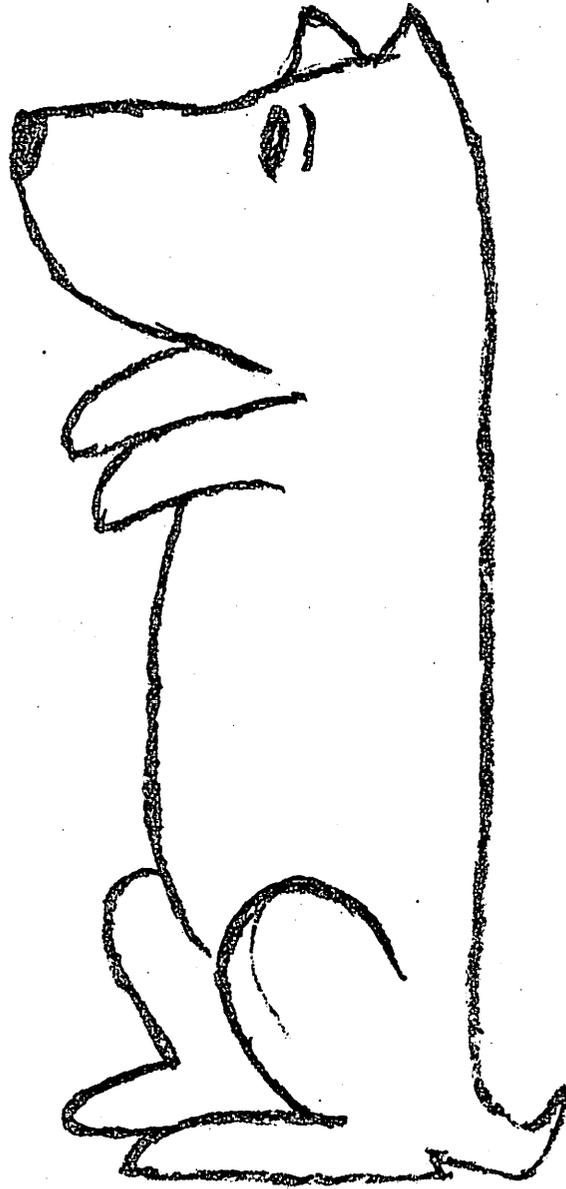
INTRO	ACT I	ACT II	ACT III	CONCL
Review T/L Basic song	Pass out mimeo sheet of dog. Talk about new letters D & R. Blend sounds Get out other words starting with those letters.  Ralph is not a <u>little</u> dog. Ralph is a <u>big</u> dog. Use other examples	If we were to count by 2's, how might we start? Use Ralph as example. Count 2-point to ears, count 1-2 " 4- " " eyes, " 3-4 " 6- " " legs, " 5-6 " 8- " " legs, " 7-8 Use a child as example Point to ears, count 2 " " eyes " 4 " " arms " 6 " " legs " 8  Basic song: "We can count by 2's)	Mimeo sheet Write 1-5	Basic song

	INFANT	MINI	PREP	KINDER
S P I R A L	Act III Teacher help them write number one	same as infant		

CURRICULUM PREPARATION Mimeo sheet of dog  
 (Infant & mini) - blank paper & crayons  
 (Prep & kinder) - mimeo sheet 1-5 pencils

BASIC SUPPLEMENT

Quarter 1 Month 3 Week 3 Day 1



1	
2	
3	
4	
5	

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 3, WEEK 3, DAY 1  
 AREA Relational / Distribution / Shelter /

<p><b>TEACHING IMAGE</b></p> <p>Real Estate Agent</p>	<p><b>TIME/SPACE/ASSIGNMENTS</b></p>
---	--------------------------------------

<p><b>RATIONAL OBJECTIVE:</b>                  People who want to sell their homes or rent them sometimes advertise.</p>	<p><b>EXISTENTIAL OBJECTIVE</b>                  Sometimes I need help in finding homes.</p>
--	--

<p><b>METHODS</b></p>			<p><b>TOOLS</b></p>			
<p><u>Social</u> Grid Problemat. Timeline</p>	<p><u>Intellectual</u> Workshop Chart UXU</p>	<p><u>Selfhood</u> Meditation Contemplation Prayer</p>	<p>Relat.- Psych. Imag.</p>	<p>Drama Poetry Prose</p>	<p>Instrument Dance Song</p>	<p>Architecture Sculpture Pictorial</p>

<p>DRAMA</p>				
<p>INTRO.</p>	<p>ACT I</p>	<p>ACT II</p>	<p>ACT III</p>	<p>CONCL.</p>
<p>This month talked about what houses are made from &amp; how they are made. This week talk about how decide what kind of home to live in.</p>	<p>Read poem:                  "There was an old woman who lived in a shoe. She had so many children she didn't know what to do. She gave them some broth without any bread. Kissed them all soundly and sent them to bed."</p>	<p>Old lady needed a new home for her family. Let's help her find one. Read ads from Sunday paper for homes and apartments. Show class pictures in ads.</p>	<p>Put ads in a 4 x 4 Decide what home would be best for old lady with many children. Talk about what home might look like from description in ad.</p>	<p>Sing song, "Show me the way to find a house"  (See supplement)</p>

	<p>INFANT</p>	<p>MINI</p>	<p>PREP</p>	<p>KINDER</p>
<p>S P I R A L</p>	<p>Act II Show class pictures of different types of homes.</p>	<p>Have class act out poem in Act I</p>	<p>Above</p>	<p>Act III Have class draw floor plan of home they decide is best for old lady and family</p>

**CURRICULUM PREPARATION:**  
 Sunday paper: real estate ads (infant)-pictures of homes.

RELATIONAL SUPPLEMENT

Quarter 1 Week 3 Month 3 Days 1-5

SHOW ME THE WAY TO FIND A HOUSE

(Tune: "Show me the way to go home")

Please won't you help me find a house.  
I'm tired and I want to go to bed,  
I'm cold and I'm hungry and I want to be fed,  
Show me the way to find a house.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 3, WEEK 3, DAY 1  
 AREA Psychological / Biological / Ego / Genital / Male

TEACHING IMAGE Adventurer			TIME/SPACE/ASSIGNMENTS Tables and space nearby for "stage"		
RATIONAL OBJECTIVE: Men play a certain role.,			EXISTENTIAL OBJECTIVE Boys play the role of a male		
METHODS			TOOLS		
Social Grid Problemat. Timeline	Intellectual Workshop Chart	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant: "Boys must be boys, etc. Today we are going to talk about what boys do. Who is a boy? Boys raise hands, stand on chairs.	Who are some men you know? What did they say? " " " " boy? Tell a story or short selection to be read about writings of famous men.	Let's act out what some men have done. Boys only act out scenes as: Pirates Astronauts Deep sea divers Rock & Roll Band	Here are some clothes men wear: shoes, hats, ties, shirts, coats. Let boys only try them on & model for class.	"Hooray for boys" Name each boy in class: "...you are a boy." REPEAT CHANT.

	INFANT	MINI	PREP	KINDER
S P I R A L	Show pictures of famous men as: M.L.King, Ghandi, J.F.K. (act I)	Stress intro. Make sure boys identify selves as boys.	Stress Act II	

CURRICULUM PREPARATION: Male dress-up clothes / Pictures of famous men.  
 Story on the sayings of famous men.

Props for skits (Maybe imaginal): swords for pirates, space hats, instruments for band.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 3, WEEK 3, DAY 1  
 AREA Imaginal / Limits / Ur /

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS
RATIONAL OBJECTIVE: To show that all men show up limited by their Ur.	EXISTENTIAL OBJECTIVE To experience "yes" to all Urs.
METHODS	TOOLS
Social Grid Intellectual Workshop Selfhood Meditation Problem Chart Timeline	Relat. - Drama Psych. Poetry Imag. Prose Instrument Dance Song Architecture Sculpture Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
This week we are talking about limits- Mystery/ Contingency/ Urs.  Sing "Universe Man" song	Point out world grid.  Have children name and count Urs.	Using 6 men of Ur-colored paper, have each paper man act out the gift of his Ur.  -Red - time -Black - vitality -White - rationality -Yellow - harmony -Brown - Unity -Tan - world	Decide upon an Ur and paint your experience of that Ur.	Sing "Universe Man" song.

	INFANT	MINI	PREP	KINDER
S P I R A L	Paper man drama	Paper man drama	Painting	painting

CURRICULUM PREPARATION: paper and paint  
 Ur paper men  
 world grid

5th City Preschooling Insitute

Quarter 1 Month 3 Week 3 Day 2  
 BASIC

TEACHING IMAGE Baseball pitcher	TIME/SPACE/ASSIGNMENTS
------------------------------------	------------------------

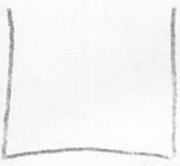
EXISTENTIAL OBJECTIVE I can learn really hard things	RATIONAL OBJECTIVE Articulation
---	------------------------------------

	MATH	READING	LANGUAGE	WRITING
R A T I O N A L	Ground counting.	Blending letters D & R Rhyme	First order statements. Plurals.	Numerals 6 & 7
T H E M E	Count diamonds & rectangles - ditto sheet	Diamond Rectangle Blend & rhyme.	"This is.." "These are diamonds & rectangles."	Count shapes. Write numeral.

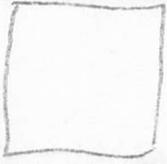
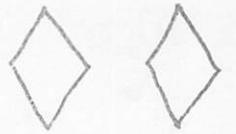
DRAMA				
INTRO	ACT I	ACT II	ACT III	CONCL
Review time design.  Review shapes: ○'s □'s △'s	Introduce rectangles. - "What is this?" This is a rectangle - Has 2 long sides, 2 short sides." Teacher write word on board. Teach "R" Rhyme & blend. Do same with diamond.	Show 1 rectangle. "This is a " " Show more than one- "These are rectangles." Repeat with diamonds. Point out that "This is" refers to one; "These are" refers to more than one.	Count diamonds & rectangles. " Pass out dittoes. Draw same construct on board. Then teacher & children together count shapes & write number in box.	Affirm ability of children to name shapes & count.  Sing Basic song.

	INFANT	MINI	PREP	KINDER
S P I R A L	Act III: Give each child a rectangle and a diamond. Help them to write a 1 on paper and write 2 on paper.--"These are 2 shapes.:		As above.	On back of ditto draw a rectangle and a diamond & write words.

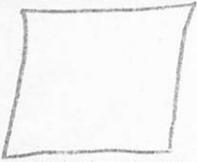
**CURRICULUM PREPARATION**      several rectangles & diamonds  
 ditto sheet -(prep & kinder)  
 pencils  
 rectangle & diamond for each child (infant, mini)



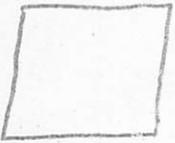
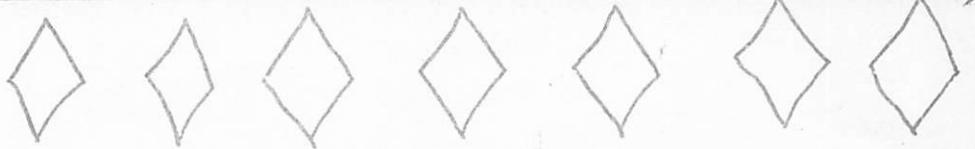
||



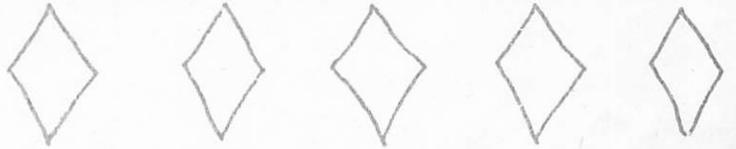
||



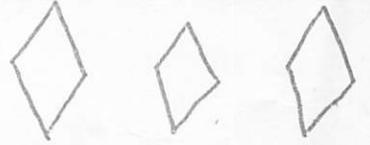
||



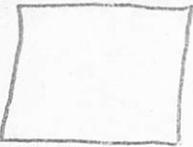
||



||



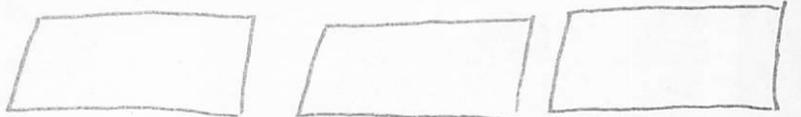
||



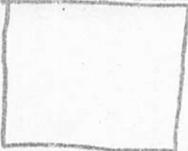
||



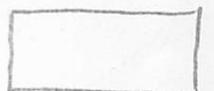
||



||



||



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH \_\_\_\_\_, WEEK \_\_\_\_\_, DAY 2

AREA Relational / Economic / Distribution / Shelter / Trailers & Mobile Homes

TEACHING IMAGE			TIME/SPACE/ASSIGNMENTS			
Like turtles, some people take their houses with them.						
RATIONAL OBJECTIVE:			EXISTENTIAL OBJECTIVE			
Some people like to travel & take their homes with them.			It seems strange to me that some people have moving homes.			
METHODS			TOOLS			
<u>Social</u> Grid Problemat. Timeline	<u>Intellectual</u> Workshop Chart UXU	<u>Selfhood</u> Meditation Contemplation Prayer	Relat.- Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Has anybody ever heard of a family that takes their house with them? Did you know that some people have wheels on their houses & they drive around in it.	Show them a big picture of a trailer & art form picture so they notice the details. What do you see on the trailer? What colors is it? What do you like best about it?	Let's take a vacation in a trailer to see what it is like. Everybody get in. Get on blanket in a corner of room & take off to Texas for a while. Look at scenery outside window - see desert, mountains, cowboys, red men, black man, white man.	Stop for a meal. Give everybody 1/2 graham cracker. Pretend to cook meal on stove in trailer. Time for sleep. Our trailer has a bedroom. Open door & walk into it. Everybody sleeps. Hooray for trailers!	Let's drive back to 5th City by way of the ocean. See all the water? What color is it? Do you see the city? Our trailer has arrived in Chicago.

	INFANT	MINI	PREP	KINDER
S P R A L	Same as above →			← Describe the interior of the mobile home to them - living room, bedroom, kitchen, porch.

CURRICULUM PREPARATION: picture of big trailer, blanket

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 3, WEEK 3, DAY 2

AREA Psychological / Biological / Ego/ Genital / Female

TEACHING IMAGE	TIME/SPACE/ASSIGNMENTS
----------------	------------------------

RATIONAL OBJECTIVE: Women play a certain role.	EXISTENTIAL OBJECTIVE Girls play the role of a female.
---	---

METHODS			TOOLS		
Social Grid Problemmat Timeline	Intellectual Workshop Chart NYH	Selfhood Meditation Contemplation Prayer	Relat.- Drama Psych. Poetry Imag. Prose	Instrument Dance Song	Architecture Sculpture Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Chant: "Boys will be boys, girls will be girls. You can never change it. That's the way it is."	Girls stand- Sheila is a girl- Hooray for Sheila!  Tell a story! Read about famous women (i.e., Harriet Tubman)	Workshop: Girls' roles: mother cook laundry hostess/ entertainer teacher nurse stewardess singer librarian	Girls -  Act out those roles.	Boys will be boys- girls will be girls. <del>etc.</del> etc.

	INFANT	MINI	PREP	KINDER
S P I R A L	Teachers act out.	→		

CURRICULUM PREPARATION:

5th City Preschooling Institute

QUARTER 1 MONTH 4 WEEK 3 DAY 3

Area Relational / Christmas Around the World / Mexico

<u>Teaching Image</u>  Solemn marcher	<u>Time/Space/Assignments</u>  tables to discontinuous space (Mr. Olvera's house)
---	--

<u>Rational Objective:</u>  To see how Christmas is celebrated in Mexico.	<u>Existential Objective:</u>  To experience the awe in Christmas.
---	--

METHODS			TOOLS			
<u>SOCIAL</u>  grid Problemat Timeline	<u>INTELLECTUAL</u>  Workshop Chart 4 x 4	<u>SELFHOOD</u>  Meditation Contemplation Prayer	Relat. Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

INTRO	ACT I	ACT II	ACT III	CONCL.
Today we want to see how Christmas is celebrated in Mexico.	Locate on grid Latin America. Glue star on grid in area of Mexico.	Line up & march slowly & quietly around the table to "Señor Olvera's" house. Teacher carries lighted candle. Knock on door. "You can't come in. There's no room." "Please, there's someone very important here. They need a place for the night." Finally Sr. Olvera lets them in. Place candle on altar.	"Now let's dance! Wild dancing & playing rhythm instruments. Sing "Hooray for Mexico!"	March quietly back to table, blow out candle.

Spiral

INFANT	MINI	PREP	KINDER
Extra - large grid Teacher goes from one infant to another knocking on high chair tray. "Let me in!" Finally at the last chair 2nd tchr plays Sr. Olvera.	----- Teachers role-play Act II.	Have child play role of Señor Olvera	

<u>CURRICULUM PREPARATION:</u>  world grid from Monday cut-out star glue	candle, matches table in discontinuous space to be altar rhythm instruments
--	---

## A Piñata For Pepita

Psychological Supplement M4/N3/D3

It was the morning of Christmas Eve. In the tiny town of Willowville, which is so small that it isn't even a dot on the map, everyone was up early. For days now, the Christmas tree had stood straight and tall in the center of the town. The tinsel and bright balls sparkled in the sunshine, and by night the many lights twinkled like fireflies.

Although Willowville was such a tiny town, it was one of the best possible places to spend Christmas. The reason was that everyone tried to make everyone else happy -- which is a very good way to celebrate Christmas. And instead of having Christmas by themselves, all of the people had it together down around the great tree in the center of the town. So it belonged to everyone, and no one was left out.

But although the tree was finer than usual this year, and the decorations more gay, people were not really happy in Willowville on the morning of Christmas Eve. It was all because of Grandma Ward's granddaughter Pepita. When she had come to stay with her grandmother a few weeks earlier, everyone agreed that she must have a very happy Christmas. Of course, grandchildren weren't unusual in Willowville at Christmastime. But this was an unusual grandchild.

First of all, there wasn't another grandchild named Pepita. It wasn't that she looked so different from other grandchildren, except, perhaps, for her eyes, which were very black, and her hair, which was as black as shiny coal. But the thing that made Pepita really different was that she could speak English like everyone else in town, and she could also speak Spanish, which no one else could speak. Her mother, whom everyone remembered as Emily Ward, had taught her English. But her father, who was Mexican, had taught her to speak Spanish. And because she had always lived in Mexico, she had never had a Christmas in Willowville.

Pepita liked to talk, and people liked to talk to her. Sometimes she spoke English, and sometimes she spoke Spanish. Most people could guess what she meant, and that made them feel as though they could speak Spanish, too. When anyone said "Good morning," Pepita sometimes said "Good morning," but just as often she said "Buenos días," which is Spanish for the same thing. When she went into Mr. Green's grocery store and held out her hand with a penny in it and said, "I would like <sup>some</sup> some <sup>duices</sup> duices," Grocer Green knew that she wanted candy. When she thanked him, she might say "Gracias," or she might say "Thank you."

Everything went along very well, with Pepita speaking first one language, then another, until the day when Grandma Ward asked what she wanted for Christmas. "A piñata," (pee-nyah'-tah) Pepita answered promptly.

"Is that a doll?" asked her grandmother.

"No, it's just a piñata," said Pepita.

When Grandma Ward opened the box, there was a big, bright green and blue parrot. It was made of clay, and was many times larger and ever so much heavier than a real one.

"What is it?" asked Grandma Ward.

"It's a piñata," said Pepita, dancing around the box.

"What do you do with it?" everyone else asked together.

"You break it," answered Pepita.

They shook their heads, and thought that surely she was wrong about that.

But everyone in Willowville was very excited, and when they stopped to talk, they said, "Did you hear?" Pepita has a piñata."

And when Grandma Ward took a better look at the piñata, she found a note tucked under the wing of the parrot. It was from Pepita's mother and daddy in Mexico, and they told Grandma Ward just what to do with a piñata. And that night, when everyone was through with supper, they hurried over to Grandma Ward's house. There was the piñata hanging from a wire strung across the dining room. All the furniture was moved back, and they stood around in a circle.

Grandma Ward tied a scarf around Pepita's eyes, and told her to point to someone. It was a little like playing "Pin the tail on the donkey,"

Pepita pointed straight ahead and right at Grocer Green. Grandma Ward took the blind from Pepita's eyes and tied it around Grocer Green's eyes. Then she handed him a long stick and told him to see if he could hit the piñata. He drew back the stick as though he were going to bat a ball. He struck first to one side and then the other, and then straight ahead. He struck so fast and so hard that the others had to dodge quickly to keep out of his way. He almost hit the window and he did hit the wall with a thud, but never once did he come near the piñata.

Miss Perkins tried next. Grandma Ward was ready to tie the blind around her eyes when Miss Perkins remembered that she had on her best pair of spectacles. She took them off and then had the blind tied on. Just then Mr. PIPPS started to cross the room and Miss Perkins hit him right on the back, but not very hard. Then, because she was afraid of hitting someone else, she hardly tried at all, and, of course she didn't hit the piñata. Mr. PIPPS and Mrs. Dean didn't have any better luck, and neither did any of the others, until Dorothy's turn came. She was last, because she was the youngest, except for Pepita. And Pepita didn't think it was fair for her to try, because it was her piñata.

Dorothy stood near the pinata and didn't move, even when the stick went wishing through the air without striking anything. She waited a minute took a firm hold on the stick with both hands, then struck out as hard as she could. There was the sound of breaking pottery and tearing paper and a shower of many things falling from the pinata. Peanuts and candy hit Mr. Pipp's bald head and bounced off. A tiny bright red automobile struck Gredde's shoulder soon everyone, young and old, was scrambling to pick up the candy and nuts and toys that fell from the pinata. There was laughing and shouting and pushing until the nuts and toys and every last piece of candy had been picked up. Dorothy snatched the blind from her eyes just in time to catch two little dolls.

And when they pulled back the chairs and the sofa and sat down, they all looked at Grandma Ward, and all burst into shouts of laughter. For there, perched high in the knot of hair on top of her head was a tiny toy monkey with very bright eyes. She took it out carefully, and gave it to Pepita.

After they had eaten all of the good things from the pinata, and the big chocolate cake that Grandma Ward brought out, they got ready to go home. To some of them Pepita said "Buena Noches," and to some she said "Good night," but it all meant the same thing.

And that night Pepita was happy, and Willowville was happy, because there had been a pinata for Pepita.

--- by Delta Goetz

5th City Preschooling Institute  
 QUARTER 1 MONTH 4 WEEK 3 DAY 3

Area Imaginal / Christmas Around the World / Mexico

<u>Teaching Image</u> excited party-goer			<u>Time/Space/Assignments</u> all classes together in each bldg			
<u>Rational Objective:</u> To see the red man's gift of discontinuous celebration			<u>Existential Objective:</u> To experience the otherness of a Mexican Christmas.			
METHODS			TOOLS			
<u>SOCIAL</u> grid Problemat Timeline	<u>INTELLECTUAL</u> Workshop Chart 4 x 4	<u>SELFHOOD</u> Meditation Contemplation Prayer	Relat. Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial
INTRO	ACT I	ACT II	ACT III	CONCL.		
Let's sing Universe Man as we march together to our celebration.	Classes gather in room with pinata. All take turns trying to break it with stick. Others sing songs like "If Your'e Great and You Know It..." while one person, blindfolded, is trying to hit pinata. When it breaks, scramble for prizes!			People all over the world celebrate Christmas in many different ways. Sing Universe Man.		
Spiral						
INFANT	MINI	PREP	KINDER			
Teachers take turn trying to break pinata.	As infant					
<u>CURRICULUM PREPARATION:</u> pinata (one per building) stick blindfold						

# THURSDAY

MORNINGS

MAKE CHRISTMAS CARDS FOR CHILDREN TO  
TAKE HOME TO FAMILY + PRACTICE  
SINGING FOR CELEBRATION

AFTER NOON

2:45 - 3:45 - CELEBRATION

KINDER SCHOOL

Quarter 1 Month 4 Week 3 Day 5

BASIC

Teaching Image

Dancer in wooden shoes

Time/Space/Assignments

Existential Objective

to experience learning as celebration.

	MATH	READING	LANGUAGE	WRITING
R A T O	sets 1 - 10 counting by 2's	blending s, sh	complete sentence	coloring within the lines
	shoes	snow Santa Claus stocking, shoe	"I want..."	wooden shoes

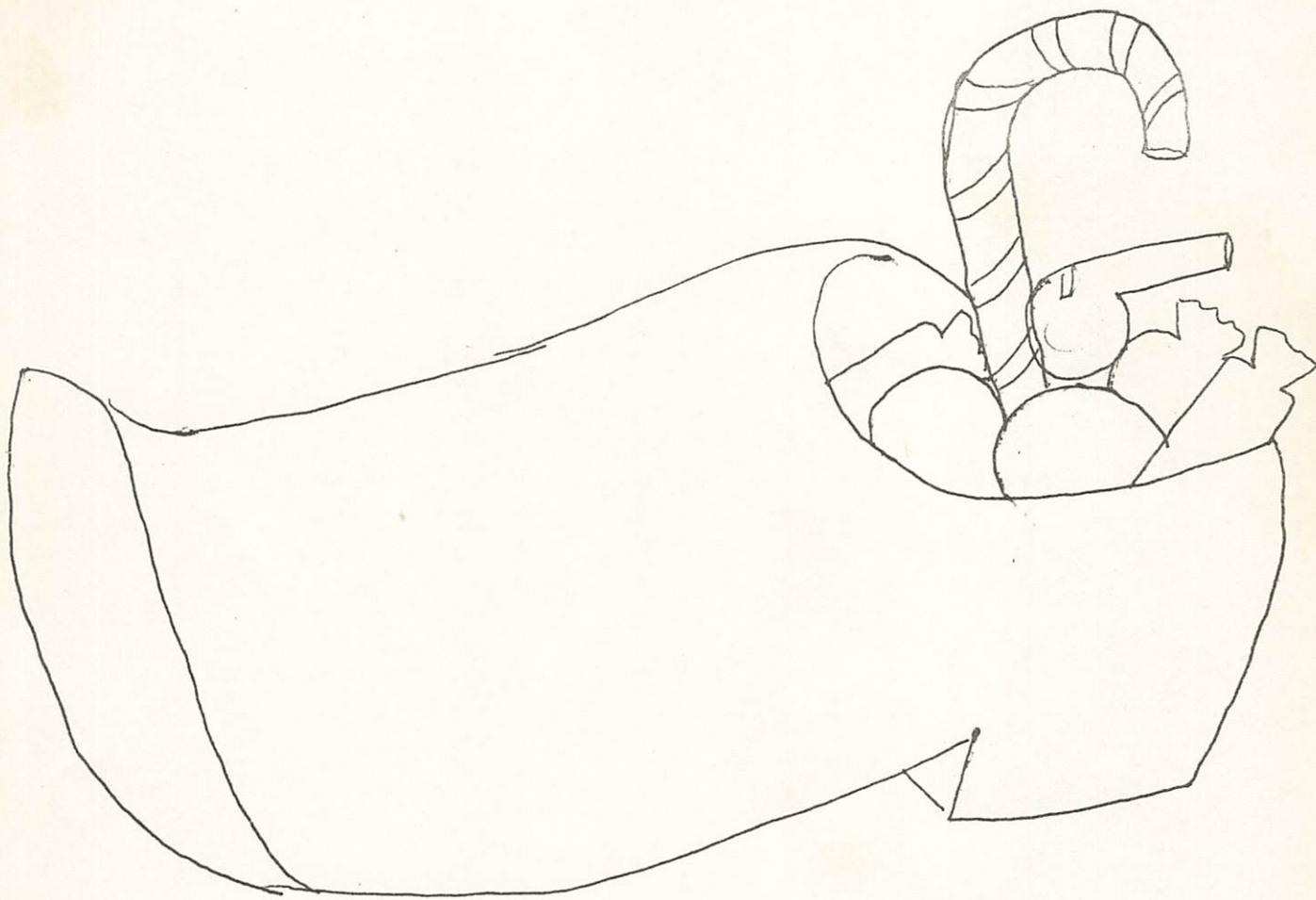
INTRO	T I	ACT II	ACT III	CONCL
Review t/l. Sing Basic Song.	This week we're going to talk about Christmas in other lands. Today we'll look at Holland. In Holland, they don't hang up stockings, they put out shoes with hay for St. Nicholas' horse, he trades it for goodies.	Call "family" of children to front. How many people in this family? How many shoes to fill (count by 2's) In the <u>s</u> now <u>S</u> anta comes to put gifts in your <u>s</u> ock or your <u>s</u> tocking, or if you live in Holland, in your <u>s</u> hoe. What do you want in your stocking?(complete sentence)	Color wooden shoe ditto. Stress importance of staying within the lines.	Sing Basic Song.

SPIRAL

INFANT	MINI	PREP	KINDER

CURRICULUM PREPARATION

wooden shoe ditto



5th City Preschooling Institute

QUARTER ] MONTH 4 WEEK 3 DAY 5

Area Relational / Christmas Around the World / Holland

<u>Teaching Image</u> Good Saint Nicholas	<u>Time/Space/Assignments</u>
--	-------------------------------

<u>Rational Objective:</u> To see how Christmas is celebrated in the Netherlands.	<u>Existential Objective:</u> To experience Christmas in other lands as both strange & familiar.
--	---

METHODS			TOOLS			
<u>SOCIAL</u>	<u>INTELLECTUAL</u>	<u>SELFHOOD</u>	Relat.	Drama	Instrument	Architecture
grid	Workshop	Meditation	Psych.	Poetry	Dance	Sculpture
Problemat	Chart	Contemplation	Imag.	Prose	Song	Pictorial
Timeline	4 x 4	Prayer				

INTRO	ACT I	ACT II	ACT III	CONCL.
Today we want to see how Christmas is celebrated in Holland.	Locate Holland on grid (Europe). Glue star in that location.	Did you know that Santa Claus came from Holland? But there they call him "Sinterklaas" or "St. Nicholas." There, instead of riding in a sleigh with reindeer, he rides a white horse & the children fill their wooden shoes with hay & put them in front of the fireplace. St. Nick takes the hay for his horse & replaces it with goodies for the children.	Give each child two wooden blocks. These are your shoes; march them on the table to hear how the wooden shoes sound. Now put them in front of you & lay your head down. Teacher goes around, puts small piece of cookie on block in front of each child. "Wake up & see what brought!"	Sing "Hoore for Holland"

Spiral			
INFANT	MINI	PREP	KINDER
Teacher act out Act II. Teacher march "wooden shoes" around high chair trays.	Teachers act out Act II. Minis clap blocks together in Act III.	As above	As above

CURRICULUM PREPARATION:

large world grid (to be used all week)  
cutout star

small wooden blocks (2 per child)  
cookie, candy, or other small surprise per child

5th City Preschooling Institute  
 QUARTER 1 MONTH 4 WEEK 3 DAY 5

Area Psychological/ Christmas Around the World / Holland

<u>Teaching Image</u> Giver of gifts	<u>Time/Space/Assignments</u>
---	-------------------------------

<u>Rational Objective:</u> To show that children all over the world celebrate Christmas in many different ways.	<u>Existential Objective:</u> To experience Christmas as a time of exchanging gifts.
--	---

METHODS			TOOLS			
<u>SOCIAL</u> grid Problemat Timeline	<u>INTELLECTUAL</u> Workshop Chart 4 x 4	<u>SELFHOOD</u> Meditation Contemplation Prayer	Relat. Psych. Imag.	Drama Poetry Prose	Instrument Dance Song	Architecture Sculpture Pictorial

Spiral

INTRO	ACT I	ACT II	ACT III	CONCL.
Let's see how they celebrate Christmas in Holland	Talk about similarity to our Christmas: gifts are given; and differ from ours: the gifts are hidden, with rhymes to give hints where they are and who they're for. Often a gift will be wrapped in several boxes or layers of paper, with a different name on each layer, so that it must be passed back&forth from one to another.	Act out family celebration hiding gifts, finding them.	What would you like for Santa to bring you for Christmas? draw pictures of Santa Claus on colored paper.	Hang pictures on wall, singing: to tune of Chicago is a Wonderful Place:  Christmas is a wonderful time, It comes just once a year

INFANT	MINI	PREP	KINDER
Teachers draw & show to infants picture of Santa Claus, & show box wrapped in colored paper.	Teachers show pictures of Santa Claus; pass around a box wrapped in bright colored paper.	As above	as above

CURRICULUM PREPARATION:

Inf/Mini: pictures of Santa Claus, box wrapped in bright colored paper  
 Prep/Kinder: several small packages colored paper, crayons

5th City Preschooling Institute  
 QUARTER 1 MONTH 4 WEEK 3 DAY 5

Area Imaginal / Christmas Around the World / Holland

<u>Teaching Image</u> Affirmer	<u>Time/Space/Assignments</u>
-----------------------------------	-------------------------------

<u>Rational Objective:</u> To hear the origin of the Santa Claus story.	<u>Existential Objective:</u> To experience <del>the</del> Christmas as a time of saying "yes" to being great.
--	---

METHODS			TOOLS			
<u>SOCIAL</u>	<u>INTELLECTUAL</u>	<u>SELFHOOD</u>	Relat.	Drama	Instrument	Architecture
grid	Workshop	Meditation	Psych.	Poetry	Dance	Sculpture
Problemat	Chart	Contemplation	Imag.	Prose	Song	Pictorial
Timeline	4 x 4	Prayer				

INTRO	ACT I	ACT II	ACT III	CONCL.
Sing Universe Man.	Read story from supplement.	Santa Claus always says YES. He always says "You're the greatest"  Sing "If You're Great and You Know It"	Draw a picture of an ordinary day. Teacher paints "Yes" on each one in bright yellow letters. The people of Holland know what we know, that you can say YES to the life you have.	Sing Hooray for Holland Sing Universe Man.

Spiral			
INFANT	MINI	PREP	KINDER

CURRICULUM PREPARATION:

Supplement  
 paper, crayons, yellow paint & 1 brush

Sinterklaas Eve  
(excerpt)

Imaginal Supplement Q1/M4/W3/D.5

Sinterklaas is really Saint Nicholas who lived long in an eastern land far away. He was a very good man. He was a bishop of the church, and he went about doing good, especially for children...

In that eastern land, so long ago, there were three little girls whose mother had died. Their good father worked hard, but he was not very strong. Somehow he never could earn enough money to feed his three daughters.

Little by little the good man sold his belongings to buy food for his children. And at last there came a December day when there was nothing at all left in his hut to sell.

"What shall I do now? We must have food, or we shall all starve to death."...

"There is no way for me but to sell one of my daughters. Some family that needs help in its household will pay me well for her." The poor man was weeping when he went to his bed. He could not sleep for thinking how dreadful it would be to sell one of his children.

The very next morning, on his kitchen floor in front of the fireplace, he found a fat leather purse, filled with gold coins. Oh, he was glad! Now he could buy enough food to last for a long time. He would not have to sell his dear daughter.

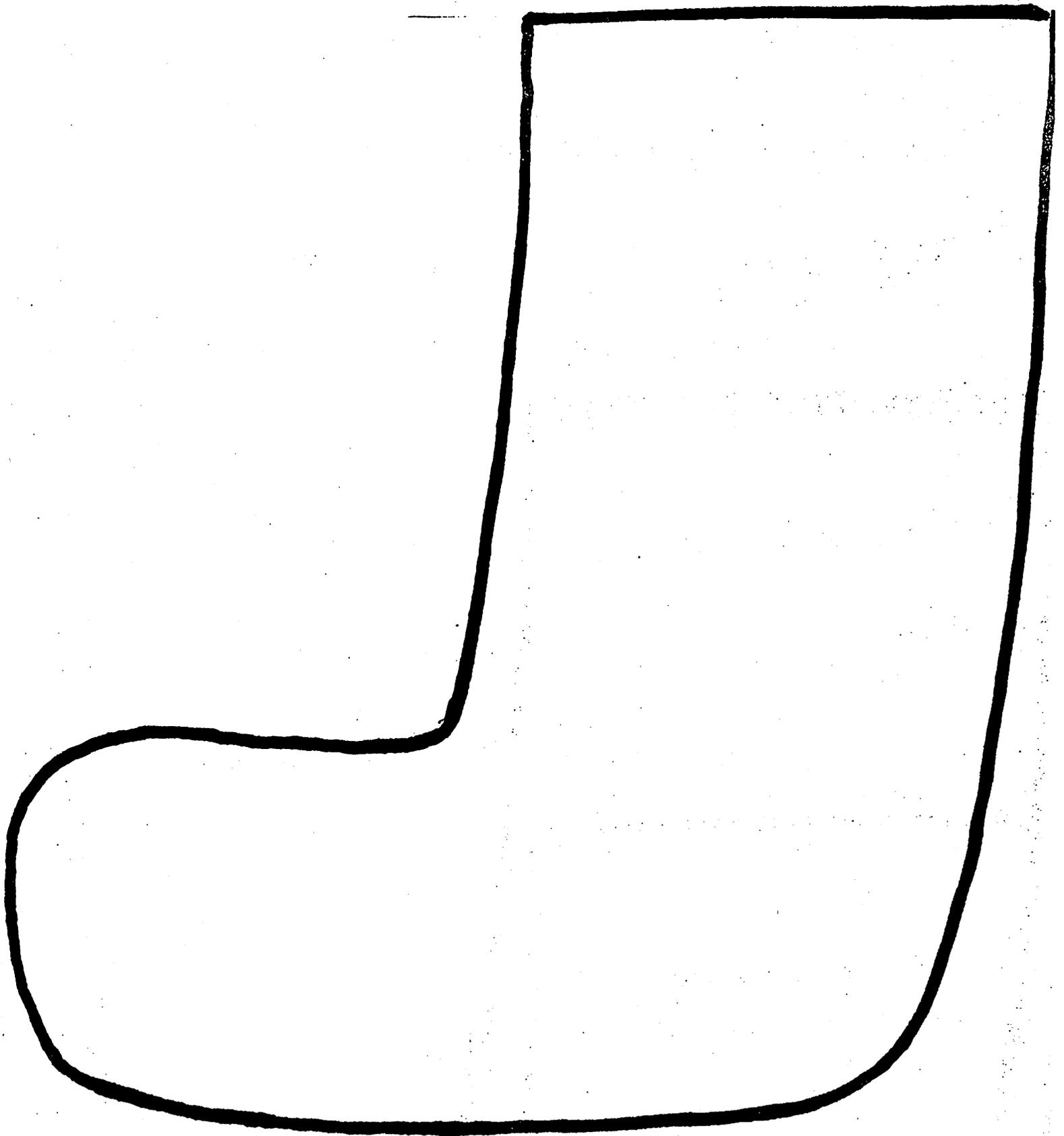
But in time the money was spent. Then once more there was nothing for that man to do but to sell one of his daughters. Again he went to bed weeping. And again in the morning he found a fat leather purse on the floor.

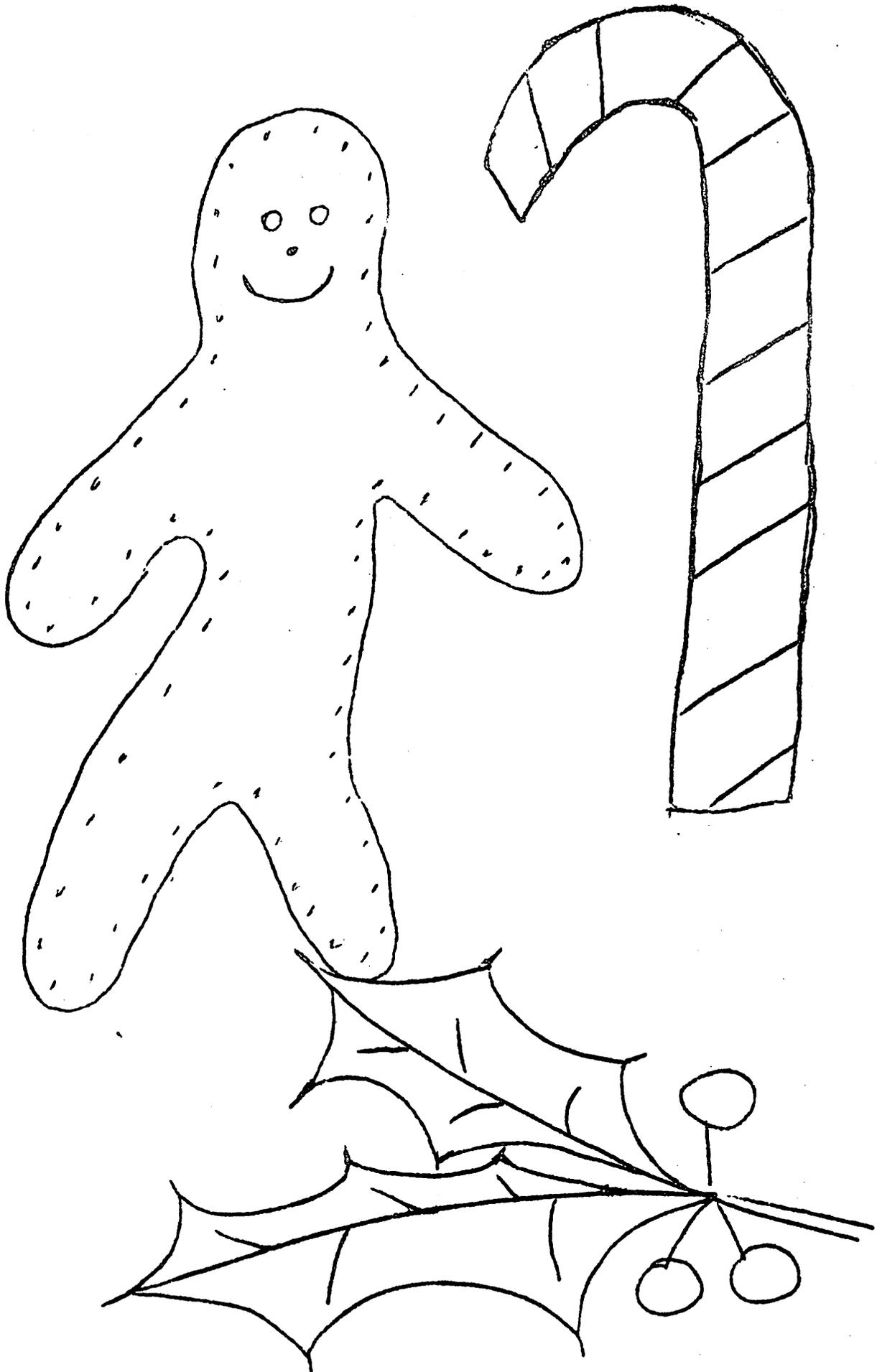
The third time, the poor man decided to watch for the good friend who had brought him gold in his need. He sat, all through the night, wide awake by the fireplace.

When the leather purse fell at his feet, the man ran out of his hut. He was in time to catch hold of his visitor's red gown. He saw his tall red bishop's hat, and his sleigh drawn by a white horse. So he knew right away that this was good Saint Nicholas.

Over & over that man told the tale. The story soon spread all over the world. And ever since then, people say, each December 5th [!] Sinterklaas throws gifts into the kitchens of good people like that poor man.

--- by Frances Carpenter











CHRISTMAS CAROLS

5TH CITY



God Rest Ye Merry Iron Men

God rest ye merry Iron Men  
5th City's come alive,  
And all across the world they  
know the story of City 5.  
Today our model operates  
The structure starts to live  
Oh, tidings of great new human  
Style, Human Style  
Oh, tidings of great new human  
Style.

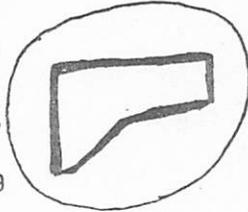
On the First Day of Christmas

On the first day of Christmas  
5th City brought to be  
A model that would change  
history.

2nd - preschool education  
3rd - festival celebrations  
4th - congresses, guilds & stks

5th - 5th City to the world  
6th - 200 Iron Men brooding  
7th - Sand blasted houses  
8th - 100 Pints of blood  
9th - Murals on the walls  
10th - Node for people meeting  
11th - Playground for the  
children

12th - Trips around the world



Deck the streets with signs and symbols

Deck the streets with signs and symbols  
Fa, la, la, la,  
Light the lights and crash the cymbals  
Fa, la, la, la,  
Sing the new worlds birth and voice  
Fa, la, la, la,  
City 5 is now our choice  
Fa, la, la,  
Fa, la, la



We the Iron Men of City 5

We the iron men of City 5  
Dare to make 5th City alive  
We have toiled and we have built  
Structures for which we strive.



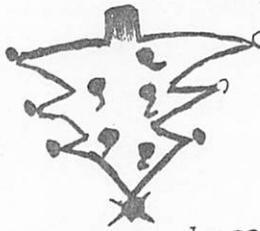
Oh, City of wonder, city of life  
City of blackness, beauty and strife.  
We have birthed you, we now give you  
For the world we spend our life.

Ring Those Bells

Ring those bells  
Ring those bells  
Ring them loud and clear  
Everyday on the Westside  
is a special time of year,

All is good

Past approved  
Everything's received  
Christmas on the Westside  
is the greatest place to be.



CHRISTMAS CAROLS

RING THOSE BELLS

RING THOSE BELLS,  
RING THOSE BELLS,  
IT IS CHRISTMAS TIME,  
TIME TO SING FOR ALL TO HEAR  
SING IT LOUD & CLEAR. OH!

5<sup>TH</sup> CITY  
GLOBALNESS  
HUMANESS YOU SEE  
5<sup>TH</sup> CITY AT CHRISTMAS TIME,  
IS THE PLACE TO BE HEY!

5th City Preschooling Institute  
 Quarter 1 Month 4 Week 3 Day 3

BASIC

<u>Teaching Image</u>	<u>Time/Space/Assignments</u>
Bold adventurer	

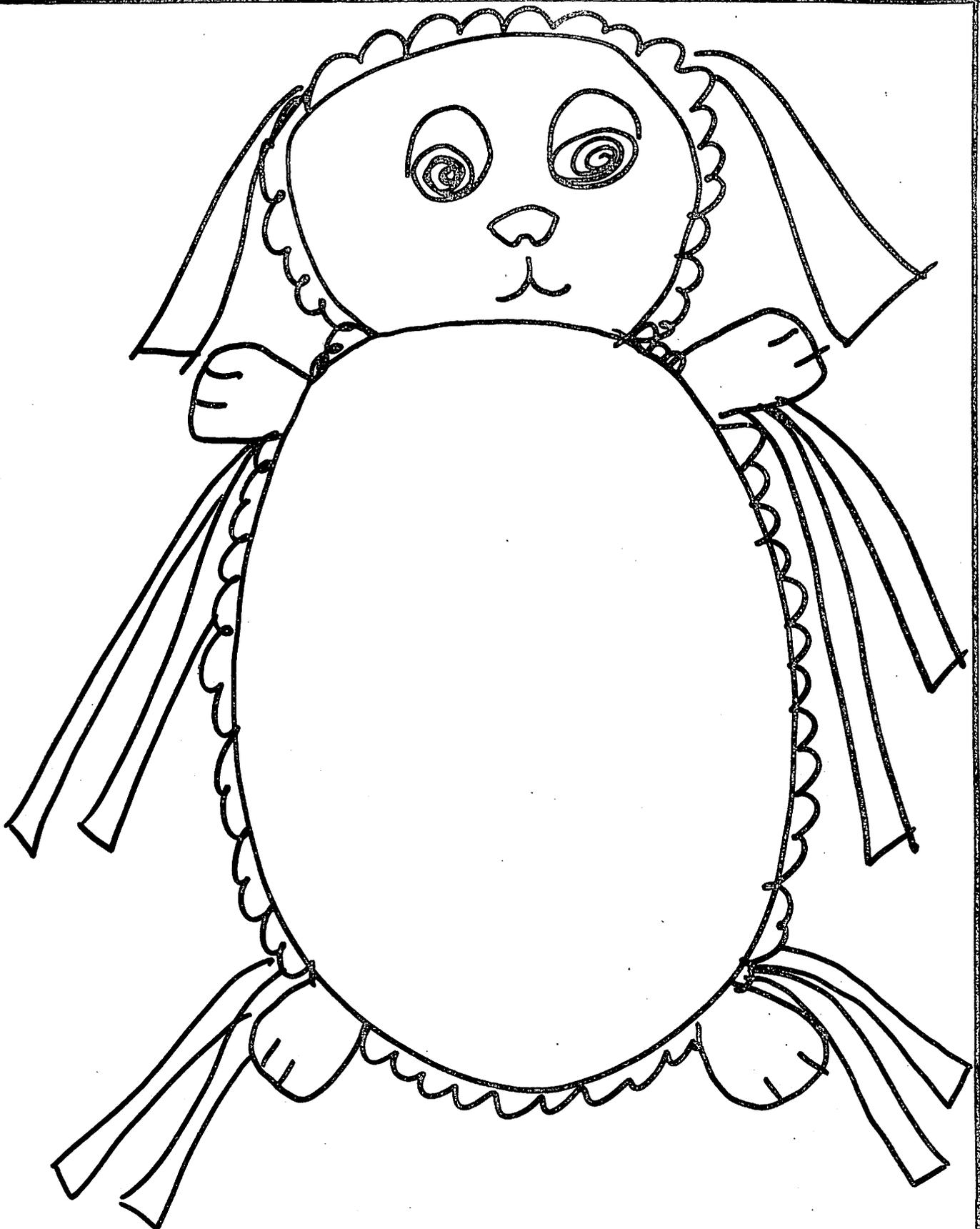
Existential Objective  
 To experience learning as celebration.

	MATH	READING	LANGUAGE	WRITING
RAI O	sets of 9	names of familiar objects	vocabulary -names of objects	drawing within delimited area
	houses for celebrations	list of contents of piñata	piñata contents	piñata contents

INTRO	T I	ACT II	ACT III	CONCL
Review time design. Sing Basic Song.	Do you know n Mexico they celebrate Christmas on 9 different days in 9 different houses? Let's count the houses. Draw 9 houses on board, then 9 trees, 9 candles, etc.	Show piñata ditto. "This is a piñata! It's filled with good things to eat & to play with. What sorts of things do you think are in it?" List on board (toys, dolls, nuts, candy)	Pass out piñata dittos. Draw inside the lines the things you think this piñata has in it.	Sing Basic Song.

SPIRAL			
INFANT	MINI	PREP	KINDER
	A S W R I	T T E N	Push for detail in ActII. What kind of toys? (whistles, small trucks, toy animals, etc.)

CURRICULUM PREPARATION  
 chalk & Chalkboard                      crayons  
 piñata ditto



5th City Preschooling Institute

1 MONTH 4 WEEK 3 DAY /

Area Psychological / Christmas Around the World / Africa

<u>Teaching Image</u>	<u>Time/Space/Assignments</u> continues through Imaginal, no break for snack
-----------------------	---

<u>Rational Objective:</u> Christmas comes at many different times of the year.	<u>Existential Objective:</u> I can celebrate Christmas at any time.
--	---

METHODS			TOOLS			
<u>EMOTIONAL</u>	<u>INTELLECTUAL</u>	<u>SELFHOOD</u>	Relat. Psych.	Drama Poetry	Instrument Dance	Architecture Sculpture
grid Problemat Timeline	Workshop Chart 4 x 4	Meditation Contemplation Prayer	Imag.	Prose	Song	Pictorial

INTRO	ACT I	ACT II	ACT III	CONCL.
Sing Free to Decide	Context: In Africa Christmas is celebrated on the 17th of January instead of the 25th of December. Let's pretend that this is Christmas Eve night. Heads down on tabel. (Have boxes wrapped as gifts, but...)	Teacher: We can't have Christmas today because we're in Africa! Look at calendar. Point to Jan. 18th. We have to wait until then. How does that make you feel? Put heads down again, count to the 18th.	How does it make you feel? Pass out gifts (small gift: piece of candy, cookie, etc.) ... Prepare for procession.	Sing Hooray for Africa, then to Chicago is a Wonderful Place: Christmas is a wonderful time, It comes just once a year It may be different in different places, but it comes only once a year

Spiral			
INFANT	MINI	PREP	KINDER

CURRICULUM PREPARATION:

Calendar small boxes gift-wrapped (aluminum foil)  
see Act III for "gift" suggestions

5th City Preschooling Institute

SEP 1 MONTH 4 WEEK 3 DAY /

Area Imaginal / Christmas Around the World / Africa

<u>Teaching Image</u> Festivity leader			<u>Time/Space/Assignments</u> Continued from Psychological without stopping for snack (see Act III below)			
<u>Rational Objective:</u>			<u>Existential Objective:</u>			
METHODS			TOOLS			
<u>SCAL</u>	<u>INTELLECTUAL</u>	<u>SELFHOOD</u>	Relat.	Drama	Instrument	Architecture
grid	Workshop	Meditation	Psych.	Poetry	Dance	Sculpture
Problemat	Chart	Contemplation	Imag.	Prose	Song	Pictorial
Timeline	4 x 4	Prayer				

INTRO	ACT I	ACT II	ACT III	CONCL.
	Gather all the priests nuns & monks together to prepare for leading the procession. Have some children be lookers with umbrellas on the sidelines. Pick people to carry the Ark.	Start with priests, nuns & monks followed by the Arks. Have festive music playing. People follow to main point or room where the feasting & dance go on.	Have snack at this time. Juice, bread with cinnamon & sugar on it, peanuts. Ritual with very quiet drums in the background.	Hooray for Africa.

Spiral			
INFANT	MINI	PREP	KINDER

CURRICULUM PREPARATION:

snack: juice, bread with cinnamon & sugar  
peanuss (mead)

Large enough feasting place

# TUESDAY

## MORNING

TRIP TO MUSEUM OF SCIENCE + INDUSTRY  
TO SEE CHRISTMAS  
TREES

## AFTERNOON

PRACTICE CHRISTMAS SONGS FOR  
THURSDAY AND MAKE CHRISTMAS  
DECOR. FOR CLASSROOM.

COLOR EACH SIDE OF  
STOCKING, CUT OUT,  
STAPLE ALL SIDES EXCEPT  
TOP, AND STUFF WITH  
PAPER.



5th City Preschooling Institute

Quarter 1 Month III Week 4 Day 1

BASIC

Teaching Image

Time/Space/Assignments

around tables

Existential Objective

I have hidden skills

	MATH	READING	LANGUAGE	WRITING
R A T I O	Rote counting Numeral recog. Problem solving	I.O.U. Blending Rhyming	Singulars & plurals	Numerals (dictated)
T H E M E	Flash cards	I, O, U	Objects	↓

INTRO	T I	ACT II	ACT III	CONCL
Review timeline Basic Song	Rote counting Use flash cards for number rec- ognition (Use out of sequence)  Solve addition problems by using flash cards OR write problem on board OR use cuisenaire rods	It's raining in pre- school. What shall we do? <u>I</u> have an <u>idea</u> . Let's put an <u>umbrella over</u> <u>Our head</u> . (Pretend or use the real thing.)  Use different objects to dramatize singular & plural.	Rhyme & blend words' starting with I, O, U.  Dictate numbers. Have children write 1 - 5.	Basic Song

SPIRAL

INFANT	MINI	PREP	KINDER
Act I: number recognition, use numbers 1 - 3. Act III: Help children write numeral 1.	Act I: number recognition of 1 - 5. Act III: Help children write numerals 1 & 2.	Number recognition 1 - 10. →	

CURRICULUM PREPARATION

flash cards  
objects singular & plural

paper & pencils or crayons

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 111, WEEK 4, DAY 1

AREA Relational / Economic / Shelter / Review

TEACHING IMAGE Interior Decorator	TIME/SPACE/ASSIGNMENTS Classrooms
RATIONAL OBJECTIVE: By arranging a shelter in different ways, it can be used for many things	EXISTENTIAL OBJECTIVE I can decide how to order my shelter
METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> Grid          Workshop          Meditation Problemmat. Chart          Contemplation Timeline <del>Prayer</del>	Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance          Sculpture Imag. Prose          Song          Pictorial

DRAMA

INTRO.	ACT I	ACT II	ACT III	CONCL.
Review past 111 weeks. This week we will talk about how to use our houses	Art form class-room What notice? How set up? What is it used for?	How arrange room to have a party? Have class move furniture and arrange room for a party.	Have a party <del>Cookies</del> Music Dancing	Reset room. Artform again. Sing Free to Decide.

	INFANT	MINI	PREP	KINDER
S P I R A L	Teachers arrange room	Same	Same	Workshop different room arrangements

CURRICULUM PREPARATION: Cookies, records, record player.

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH III, WEEK 4, DAY 1  
 AREA Psychological Biological / Ego / Death

TEACHING IMAGE "The great Waltzer"	TIME/SPACE/ASSIGNMENTS																								
RATIONAL OBJECTIVE: All things begin and end.	EXISTENTIAL OBJECTIVE I can affirm beginnings and endings.																								
METHODS	TOOLS																								
<table border="0"> <tr> <td>Social</td> <td>Intellectual</td> <td>Selfhood</td> <td>Relat.- Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Grid</td> <td>Workshop</td> <td>Meditation</td> <td>Psych. Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Problemmat. Chart</td> <td></td> <td>Contemplation</td> <td>Imag. Prose</td> <td>Song</td> <td>Pictorial</td> </tr> <tr> <td>Timeline</td> <td>4x4</td> <td>Prayer</td> <td></td> <td></td> <td></td> </tr> </table>	Social	Intellectual	Selfhood	Relat.- Drama	Instrument	Architecture	Grid	Workshop	Meditation	Psych. Poetry	Dance	Sculpture	Problemmat. Chart		Contemplation	Imag. Prose	Song	Pictorial	Timeline	4x4	Prayer				
Social	Intellectual	Selfhood	Relat.- Drama	Instrument	Architecture																				
Grid	Workshop	Meditation	Psych. Poetry	Dance	Sculpture																				
Problemmat. Chart		Contemplation	Imag. Prose	Song	Pictorial																				
Timeline	4x4	Prayer																							

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
<p>Sing: I Can Dance</p>	<p>Where do we see beginnings and endings.</p> <hr/> <p>balloons bubble flower toys school day snack</p>	<p>Act out enjoying a good TV show or a good story. Be disappointed when it is done. Decide that it is OK. The old must end for the new to begin.</p>	<p>Finger paint picture of that experience.</p>	<p>Repeat the song.</p>

	INFANT	MINI	PREP	KINDER
S P I R A L	Teacher role play	Teacher role play	Have children	act out parts

CURRICULUM PREPARATION: Butcher paper, finger paint, (tempera and starch)

5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 11, WEEK 4, DAY 1

AREA Imaginal / Limits / Ur address / Black

TEACHING IMAGE World traveler	TIME/SPACE/ASSIGNMENTS
RATIONAL OBJECTIVE: To show that the people of different urs live in different geosocial continents	EXISTENTIAL OBJECTIVE I am my ur in the midst of a world with 6 urs.
METHODS	TOOLS
<u>Social Grid</u> <u>Problemmat. Chart</u> <u>Timeline</u>	<u>Intellectual Workshop</u> <u>Selfhood Meditation</u> <u>Contemplation</u> <u>Prayer</u>
<u>Relat. - Drama</u> <u>Psych. Poetry</u> <u>Imag. Prose</u>	<u>Instrument Dance</u> <u>Song</u> <u>Architecture Sculpture</u> <u>Pictorial</u>

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Brainstorm what the 6 urs are	Look at a world grid. Have children name the diff. urs.	Talk about geo- soc. continents. Name where diff. show up.	Do collage w/pieces of paper with the color of the different urs.	Sing: Universe Man

	INFANT	MINI	PREP	KINDER
SPIRAL	Same	Same	Same	Kinders draw

CURRICULUM PREPARATION: Butcher with above grid on it, Red, Black, Brown, Tan, Yellow, & White paper. Glue

<u>Teaching Image</u> Tempter/temptress	<u>Time/Space/Assignments</u>
--	-------------------------------

Existential Objective  
 I have hidden skills.

	MATH	READING	LANGUAGE	WRITING
R A T O	Counting to set number Addition	Review I, O, U Blending	Verb "to have"	Staying in lines
	1 - 10	nice ice on ice	owe ounce  ice 	 ice  orange 

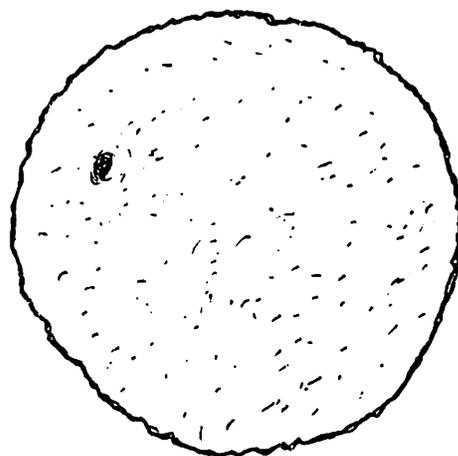
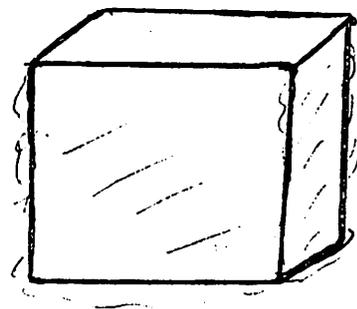
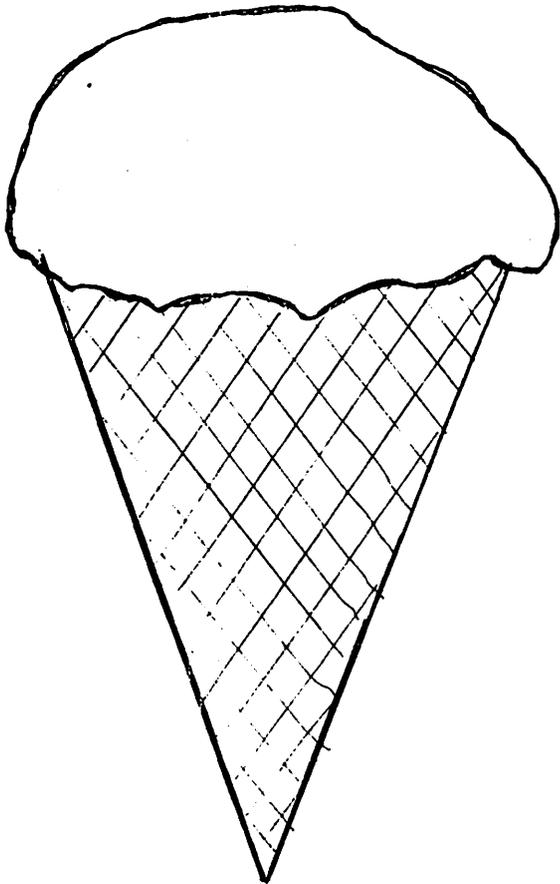
INTRO	T I	ACT II	ACT III	CONCL
Basic Song. Teacher says, "OK, today we are going to count to a certain number." Put "10" on board. Ask class to name number.	Children count to 10 and stop. "What number did we count to?" "10" "OK, let's bang on the table to 10" Repeat to 10. Then snap fingers to 10.	"We are going to review some vowels Who knows what vowels are? Here are some." Put I, O, U on board. Say them together Name some words that start with I, O, & U Have children name some.	Teacher show ditto sheet & draw same pictures on board. Ask if children would like to have some ice cream, ice, oranges. Pass out dittos. Have children color in lines.	Sing "What did you learn in school this morning in City 5" Repeat "I heard the word, I spoke the word, I gave the

SPIRAL			
INFANT	MINI	PREP	KINDER
1 - 3 Teacher run into room, say "I have a surprise in the bag" Pull out and name, then count: spoon, cup, plate, shoe, bottle. Put back in bag and say "Bye bye" to each.	1 - 5 "I have a surprise in the bag" Pull out and name, then count: spoon, cup, plate, shoe, bottle. Put back in bag and say "Bye bye" to each.	As written	1 - 20 Review I, O, U. Act III Play game with "I would like to have" Let them finish sentence. On back of ditto draw 5th City grid.

CURRICULUM PREPARATION

Infant/Mini: bag with 5 familiar objects (spoon, cup, shoe, plate, etc.)  
 Prep & Kinder: ditto of ice cream, ice cube & orange

BASIC SUPPLEMENT  
Str. 1 Mon. 3 Week 4 Day 2



5th CITY PRESCHOOLING INSTITUTE

QUARTER 1, MONTH 111, WEEK 4, DAY 2

AREA Relational / Economic / Shelter / Review

TEACHING IMAGE <u>Efficiency expert</u>	TIME/SPACE/ASSIGNMENTS
RATIONAL OBJECTIVE: Shelter can be used for many things	EXISTENTIAL OBJECTIVE I can decide what to use buildings for.
METHODS	TOOLS
<u>Social</u> <u>Intellectual</u> <u>Selfhood</u> <u>Grid</u> <u>Workshop</u> <u>Meditation</u> <u>Problem</u> . <u>Chart</u> <u>Contemplation</u> <u>Timeline</u> <u>UXU</u> <u>Prayer</u>	Relat.- Drama      Instrument      Architecture Psych. Poetry      Dance            Sculpture Imag. Prose        Song             Pictorial

DRAMA				
INTRO.	ACT I	ACT II	ACT III	CONCL.
Play record with mood music such as most builders have now. Ask what's the biggest building you've ever seen? Recall elders home and how we looked on 5th City	Talk about Hancock bldg. and how its the highest building in Chicago. You can see the place, the highways, people 5th City	Begin workshop on all the things a big building might include: -art gallery -offices -school -apartments -shopping, stores -grocery stores -barbers shops -dentist -doctors	Put up grid of 5th City and dry skyscraper on 5th Ave. Talk about possibility of 5th Citizens planning and building new structures to hold many facilities.	Sing: "We've got to go out and build 5th City"
INFANT	MINI	PREP	KINDER	
S P I R A L	Act out walking up all those stairs to indicate how big building is.	Have children climb up a flight with their hands in the air. Stop Go up another flight. Get out of breath and pant.	As above.	Sing: "We've got to build 5th City."

CURRICULUM PREPARATION:  
 picture of city sky scraper or sky line with all buildings  
 Picture of building with shopping centres, offices, etc...  
 5th City grid.

5th City Preschooling Institute

QUARTER 1 MONTH 3 WEEK 4 DAY 2

Area Psychological / Biological / Ego / Death / Plants

<u>Teaching Image</u> serious horticulturist	<u>Time/Space/Assignments</u>
---	-------------------------------

<u>Rational Objective:</u> All plants pass away.	<u>Existential Objective:</u> I can affirm plant dying.
---	--

METHODS			TOOLS			
<u>SOCIAL</u>	<u>INTELLECTUAL</u>	<u>SELFHOOD</u>	Relat.	Drama	Instrument	Architecture
grid	Workshop	Meditation	Psych.	Poetry	Dance	Sculpture
Problemat	Chart	Contemplation	Imag.	Prose	Song	Pictorial
Timeline	4 x 4	Prayer				

INTRO	ACT I	ACT II	ACT III	CONCL.
Song "I Can Dance"	Workshop  What plants do you know? How many do we kill to eat?	Drama  Old lady caring for her orchids & African violets. Rock breaks her greenhouse. Frost comes. plants die. Old lady is unhappy, then mad, finally says yes to plants dying.	Art form conv:  What sounds? smells? What happened? What decision did she make?	Song "I Can Dance"

Spiral			
INFANT	MINI	PREP	KINDER
Use image <del>by</del> of plant by a window, rather than greenhouse.		As written	As written

CURRICULUM PREPARATION:  
props to act out old lady

5th City Preschooling Institute

QUARTER 1 MONTH        WEEK 4 DAY 2

Area Imaginal / Limits / Urs / Black / ~~SPATIAL~~ Geography

<u>Teaching Image</u> at one with the land	<u>Time/Space/Assignments</u>																								
<u>Rational Objective:</u> To show the hold that geography has over the black man.	<u>Existential Objective:</u> To experience the yes and the mystery of the Black Ur response to the land.																								
METHODS	TOOLS																								
<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>SOCIAL</u></td> <td style="text-align: center;"><u>INTELLECTUAL</u></td> <td style="text-align: center;"><u>SELFHOOD</u></td> </tr> <tr> <td>grid</td> <td>Workshop</td> <td>Meditation</td> </tr> <tr> <td>Problemat</td> <td>Chart</td> <td>Contemplation</td> </tr> <tr> <td>Timeline</td> <td>4 x 4</td> <td>Prayer</td> </tr> </table>	<u>SOCIAL</u>	<u>INTELLECTUAL</u>	<u>SELFHOOD</u>	grid	Workshop	Meditation	Problemat	Chart	Contemplation	Timeline	4 x 4	Prayer	<table border="0" style="width: 100%;"> <tr> <td>Relat.</td> <td>Drama</td> <td>Instrument</td> <td>Architecture</td> </tr> <tr> <td>Psych.</td> <td>Poetry</td> <td>Dance</td> <td>Sculpture</td> </tr> <tr> <td>Imag.</td> <td>Prose</td> <td>Song</td> <td>Pictorial</td> </tr> </table>	Relat.	Drama	Instrument	Architecture	Psych.	Poetry	Dance	Sculpture	Imag.	Prose	Song	Pictorial
<u>SOCIAL</u>	<u>INTELLECTUAL</u>	<u>SELFHOOD</u>																							
grid	Workshop	Meditation																							
Problemat	Chart	Contemplation																							
Timeline	4 x 4	Prayer																							
Relat.	Drama	Instrument	Architecture																						
Psych.	Poetry	Dance	Sculpture																						
Imag.	Prose	Song	Pictorial																						

INTRO	ACT I	ACT II	ACT III	CONCL.
Review where we are in Quarter (Limits) month (Ur), week (Black man), day (geography_)	Draw grid of Africa Over grid make 4 x4 of land features (trees, hills, rivers, desert, etc.)	Tell story: Driving from Addis Ababa to village. Along road no village within many miles, but out of nowhere people appeared & disappeared: leaning against trees, living on hills, etc. Very mysterious.	Paint how you experienced that awesome merging with the earth.	Sing, "We're the great BlackMan in history Black is beauty, Black is mystery. ..."

Spiral

INFANT	MINI	PREP	KINDER
Emphasize Act II.		Emphasize Act III.	

CURRICULUM PREPARATION:

paint, paper

Teaching Image

"hot & cold"

Time/Space/Assignments

Existential Objective

I have hidden skills

O PAR	Count objects	Story with key words	READING	Count pictures	Book of teacher's choice	Count pictures	Count pictures
	Numeral recog.	Story with key words on board	READING	Matching sets	Book of teacher's choice	of hot & cold-make sets	of hot & cold-make sets
	Matching sets	Story with key words on board	READING	Matching sets	Book of teacher's choice	of hot & cold-make sets	of hot & cold-make sets
	Count objects	Story with key words on board	READING	Count pictures	Book of teacher's choice	of hot & cold-make sets	of hot & cold-make sets

INTRO	I	ACT II	ACT III	CONCL
-------	---	--------	---------	-------

Review	time	design	Basic Song	Sing ABC	Song
Ask children to	list hot & cold	things. Draw	pictures of	things in chart	Basic Song
Count objects listed	on chart & number	them. Draw 2 sets of	one of the objects,	matching them one	to one.
Read a story of	the teacher's or	"Thimbkin"	children's choice.	Then list key words	on the board.

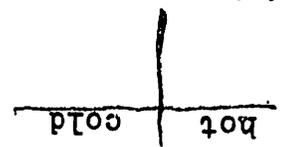
INFANT	MINI	PREP	KINDER
As written	As written	As written	As written
Act I: Dip each child's finger first in very warm water, say "Hot" then in "Cold"			

CURRICULUM PREPARATION

Mini, Prep & Kinder: candle & ice  
 Infant: hot & cold water

chalk  
 story book

SPRAL



Relational / Economic / Shelter / Review

<u>Teaching Image</u>  blueprint maker	<u>Time/Space/Assignments</u>  15 - 30 min./classroom
--	---

<u>National Objective:</u>  Shelter can be simple or complex.	<u>Existential Objective:</u>  I can decide to order my shelter,
---	--

METHODS			TOOLS			
<u>SOCIAL</u>	<u>INTELLECTUAL</u>	<u>SELFHOOD</u>	Relat.	Drama	Instrument	Architecture
grid	Workshop	Meditation	Psych.	Poetry	Dance	Sculpture
Problemnt	Chart	Contemplation	Imag.	Prose	Song	Pictorial
Timeline	4 x 4	Prayer				

INTRO	ACT I	ACT II	ACT III	CONCL.
Class! Today we are going to draw a blueprint of our dream house, then build it!	Explain to children what a blueprint is, and how they are used in building.	Teacher draw a blueprint on large piece of white butcher paper for class.	Have each child draw his own print, then use blocks to build a dream house.	Sing: "I can, you can, we can draw a house, We can draw & make a house."

Spiral

INFANT	MINI	PREP	KINDER
Teacher draws blue print in blue marker on white butcher paper, build house for whole class.		Draw own blueprint (each child) and build a dream house out of blocks.	

CURRICULUM PREPARATION:

white butcher paper      blocks  
blue or purple marker or crayon

5th City Preschooling Institute

QUARTER 1 MONTH        WEEK 4 DAY       

Area Psychological / Biological / Ego / Death / Animals

<u>Teaching Image</u>	<u>Time/Space/Assignments</u>
<u>Rational Objective:</u>  All animals pass away.	<u>Existential Objective:</u>  I can affirm animals' dying.
<u>METHODS</u>	<u>TOOLS</u>
<u>SOCIAL</u>  grid Problemat Timeline	<u>INTELLECTUAL</u>  Workshop Chart 4 x 4
<u>SELFHOOD</u>  Meditation Contemplation Prayer	Relat. Drama Instrument Architecture Psych. Poetry Dance Sculpture Imag. Prose Song Pictorial

INTRO	ACT I	ACT II	ACT III	CONCL.
Song "I Can Dance"	Show pictures of animals (some meat-eaters, some not). "Which are meat-eaters? To eat meat they must kill other animals. That isn't bad, it's just the way it is. We also eat meat. Animals must die for us to do that"	Things that are alive get old & die. Animals live different lengths of time. (Insects a very short time, a turtle or a parrot may be over 100 years.) The old die to make room for the new. That is needed & good.	Sometimes animals get killed by accident.  Drama: Boy with pet dog. Car hits, kills dog. Boy sorrows, & celebrates the life of his pet	Song "I Can Dance"

Spiral

INFANT	MINI	PREP	KINDER
As written	As written	Act II: more examples of lengths of different animals' lives: elephant-60yrs hippo-40yrs monkey-15yrs cat-17yrs horse-20/30yrs dog-13yrs lion-20/25yrs bear-20	sheep-10/15 squirrel-9 tiger-11 dogfish-2yrs sturgeonfish-50yrs turtle-123yrs alligator-56 frog-6 bluejay-4 robin-12 macaw-64 (See World Book Ency. Vol 2-Life)

CURRICULUM PREPARATION:

pictures of animals  
toy animal, car

Area Imaginal / Limits / UR / Black / Gift

Teaching Image

African drummer

Time/Space/Assignments

Rational Objective:

To show that the gift of the black man is vitality.

Existential Objective:

I am or I am not the black man.

METHODS

TOOLS

SOCIAL

INTELLECTUAL

SELFHOOD

grid  
 Problemat  
 Timeline

Workshop  
 Chart  
 4 x 4

Meditation  
 Contemplation  
 Prayer

Relat. Drama Instrument Architecture  
 Psych. Poetry Dance Sculpture  
 Imag. Prose Song Pictorial

INTRO

ACT I

ACT II

ACT III

CONCL.

Review where we are in Imaginal.

Show black ur symbol.  
 Do quick art-form of symbol.

Gift of the black man is vitality:  
 Have children do wild dancing, hitting on tables, chanting, and shouting.

Children crayon to African music or to teacher beating on drum or table.

SONG:  
 "I am the great black man in history"

Spiral

INFANT

MINI

PREP

KINDER

The Dance

Art form →

← Crayoning →

CURRICULUM PREPARATION: Black Ur symbol  
 African music (optional)  
 crayons/ paper

5th City Preschooling Institute  
 Quarter 1 Month 4 Week 3 Day 1

BASIC

Teaching Image  
 Great Noble African

Time/Space/Assignments

Existential Objective  
 To experience learning as celebration.

	MATH	READING	LANGUAGE	WRITING
R A I O				

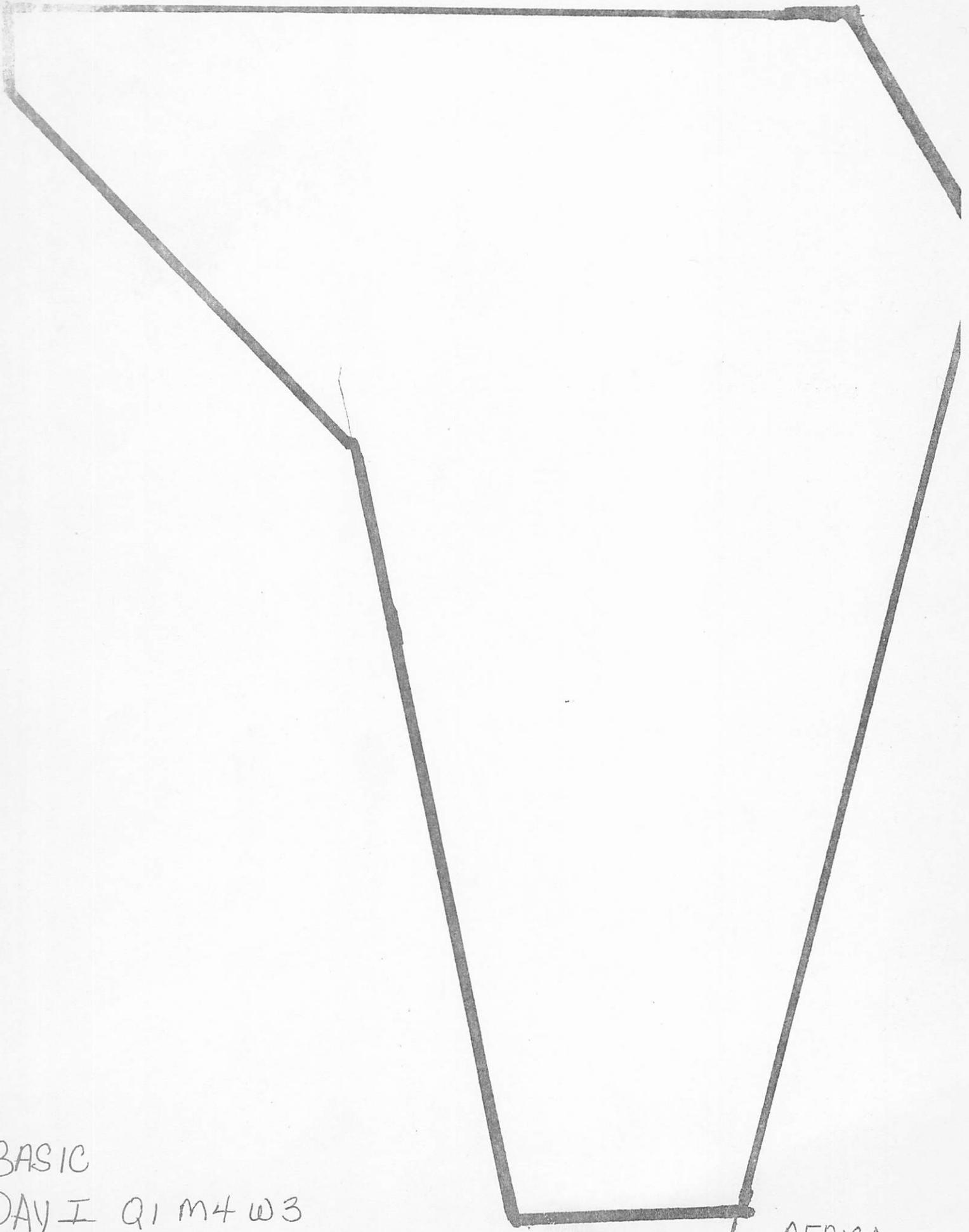
INTRO	T I	ACT II	ACT III	CONCL
Sing Basic Song	Read supplement on Ethiopian Christmas	Put star on world grid in location of Ethiopia	Commission priests, nuns & monks. Dress in that attire...	Sing Hooray for Africa.
Sing Univer Song	Saint faces, some black, some white	Ditto of Africa. Star where Ethiopia is.	Count how many priests are there? How many nuns? etc.	

SPIRAL

INFANT	MINI	PREP	KINDER

CURRICULUM PREPARATION

Ditto of Africa black & white paint  
 sheets for robes, blankets for habits



BASIC  
DAY I Q1 M4 W3

AFRICA

## Christmas in Ethiopia

Basic Supplement Q1/M4/W3/D1

Christmas has been celebrated in Ethiopia, or Abyssinia, as it used to be known, for many hundreds of years, for Christianity was introduced into this country in 330 A.D. The observance is so entirely different from any we know it is probable that if we were to visit Ethiopia at Christmas we would see little to remind us of that day in our own country. Christmas is celebrated there on January the seventh instead of December twenty-fifth.

An Ethiopian Christmas centers round the church. There are many very old churches. Some of them are hewn from rock. Very often the church is built square with a court surrounding it. The sanctuary is always square and stands in the center of the building. The altar, crudely constructed of wood, holds a slab or two of marble or, more often pure gold. The Ark is covered with gold and precious gems.

Lalibela is the "Jerusalem of Ethiopia" and on Christmas the city is crowded with pilgrims from every part of the country. On Christmas Eve the hillsides surrounding the city are literally covered and swarming with people. Most of them remain outdoors all night praying and chanting, and waiting for the dawn of Christmas Day.

On Christmas morning there is a grand procession from the church to the hilltop where the liturgy is celebrated on the Coptic Church's copy of the Ark of the Covenant. The Procession consists of thousands of priests, monks and nuns, all chanting. The robes of the priests are gorgeous in color. The Ark itself is carried by four men, for it is very heavy. The crowds along the way of the Procession are tremendous. Three young men open the way with whips which they lash from left to right. After the religious ceremonies the priests dance. The throngs of people are fed with bread and mead which have been blessed by the priests. The men feast on raw meat, a custom among the Ethiopians which most people would not consider an appetizing fare for Christmas or any other day.

..... (Elizabeth Secrist)

Today we will be in the country of Ethiopia and pretend it is January 7th.

5th City Preschooling Institute

QUARTER 1 MONTH 4 WEEK 3 DAY /

Area: Relational / Christmas Around the World / Africa

<u>Teaching Image</u>	<u>Time/Space/Assignments</u>
-----------------------	-------------------------------

<u>Rational Objective:</u> To see how Christmas is celebrated in Ethiopia.	<u>Existential Objective:</u>
---	-------------------------------

METHODS			TOOLS			
<u>SOCIAL</u>	<u>INTELLECTUAL</u>	<u>SELFHOOD</u>	Relat.	Drama	Instrument	Architecture
grid	Workshop	Meditation	Psych.	Poetry	Dance	Sculpture
Problematic	Chart	Contemplation	Imag.	Prose	Song	Pictorial
Timeline	4 x 4	Prayer				

INTRO	ACT I	ACT II	ACT III	CONCL.
Today we want to see how Christmas is celebrated in Africa, in Ethiopia.	Rehearse story about the Ark being in a procession on Christmas. We must have an ark for our class. (Play music while decorating Ark.) Make 4 x 4 on things that need to go on Ark.	For those who are in parade we must have umbrellas, very decorative. Because Christmas time is the only time they need them & to show how dressed up they can be.	Divide class, some on Ark, others on umbrellas.	sing Hooraa for Africa

Spiral			
INFANT	MINI	PREP	KINDER

CURRICULUM PREPARATION: box (Ark) paint - crepe paper - aluminum foil  
 picture - colorful - monotone effect  
 newspaper to make umbrellas - crayons