

# GENERAL INSTRUCTIONS

## GET-ACQUAINTED WEEK

1. The lessons for this week are designed to help the children get acquainted with each other, learn each other's names, begin to know the joy of a preschool experience, and learn what is expected of them in terms of behavior.
2. Some children may be "leaving mother" for the first time and will be apprehensive about it. Some may need mother to stay a few minutes or (in extreme situations) to even stay the whole period. But usually it is best for the mother to tell the child good-bye and assure him that he will be doing lots of fun things and *she will be back* as soon as school is over. Children will usually stop crying as soon as mother is out of sight.
3. If your Joy School group has already been functioning for several months, or if this is your second or third year of Joy School, you will already have used the lesson plans in this manual, but it is wise to start each new school year with this introductory week for several reasons:

Children love repetition.

There may be some new children and mothers in your group who will need this orientation.

The concepts taught in the Joy School lessons are not learned in "one easy lesson" but need to be reinforced over and over, not only in the Joy School group but in the home.

4. If this is to be the first preschool experience for the children in your group, we suggest that the mothers and children get together for an hour or so *before* the first school day and at the home of the mother who is to be the first teacher. Children are much less apprehensive about a new experience if they know a little about where it will be and who will be there...if all the places and faces are not entirely new to them. Show the children where they will play, where they will sit for stories, where the bathroom is, etc. Punch and cookies afterwards would help to make it a pleasant experience.
5. Be sure you have read *completely* the Introductory GUIDELINES. They will be referred to often in this week's lessons.

## GET-ACQUAINTED WEEK - (Module #1)

**A. SUMMARY - OVERVIEW**

- 20 Min. - Free play time
- 5 Min. - Cleanup time
- 10 Min. - Introduce Joy School House, Weather Chart and Date
- 5 Min. - Singing Game - "Look Around the Room With Me"
- 5 Min. - Favorite Things Game
- 10 Min. - Introduce "Joy Boy"
- 10 Min. - Sharing time
- 5 Min. - Choose helpers
- 5 Min. - Snack time
- 5 Min. - Rest time with quiet listening to "Teach Me Joy"
- 10 Min. - Story - *Are You My Mother?* by P.H. Eastman
- 10 Min. - Fingerplays - "Where is Thumbkin," "Pokey Bear"
- 15 Min. - Develop school rules and learn "Rule Song"
- 10 Min. - Creative Art Activity - crayon designs
- 10 Min. - Story - about children in the class
- 5 Min. - Begin to learn "I've Got Joy"
  - Outside play

Materials needed: (in addition to supplement and CD)

1. Joy School House, Weather Chart and Calendar (See "A-3," "A-4" of this manual and III. Charts & Patterns).
2. Name tags, tape or pins.
3. Materials for special interest centers.
4. Reward (raisin or licorice) for "Favorite Things" game.
5. Joy Boy puppet. (Also see "C-11").
6. Story, *Are You My Mother?* by P. H. Eastman or alternative.
7. Materials for Creative Art Activity.
  - \*A piece of paper for each child
  - \*Newspaper
  - \*Shaved crayons (primary colors)

## GET-ACQUAINTED WEEK - (Module #1)

**B. DETAILED LESSON PLAN**

If the children do not already know each other well, or if *you* do not know them well enough to easily call each one by name, tape or pin a name tag on each child as he arrives. Let each child try to identify his own name. Help him if necessary. Tell each child *your* name. You may pin a name tag on yourself, also. The names should be printed in large plain letters with a capital and lower case letters (John). Make them on heavy paper, lightweight cardboard, felt or pellon. The name tags could be saved for each mother-teacher to use for her first week of teaching and then the children could keep them if they like.

20 Min. - *Free play time.* (See “A-1” of the GUIDELINES in this Introductory Manual.) Include (in addition to toys and books ) the following special “interest centers”:

1. Play-dough, with rollers, cookie cutters, popsicle sticks, etc. as tools, if desired. Play-dough has a very calming effect on a child who is apprehensive about a new experience. A good recipe for making play-dough is included in the supplement to this lesson.
2. Paper and either crayons or water-color markers for the children to create their own pictures.

5 Min. - *Cleanup time.* (See “A-2” and “B” of the GUIDELINES in this manual.)

10 Min. - *Introduce Joy School House, Weather Chart & Calendar.* Explain to the children that this little house (display Joy School House - prepared beforehand with pictures behind windows) will be there to greet them every day at Joy School. Tell them that when they come to Joy School they are to open their own window which is a sign to the teacher that they’re ready to smile and cooperate.

If they decide, however, not to follow the school rules they’ll be talking about today, their window will have to be closed for a few minutes until they decide to obey the rules. That way everyone will be happier!

Show enthusiasm and keep your comments upbeat. At the same time let them know that you mean what you say. Then follow through!

Next, introduce the weather chart and calendar and show them how they work. (See Charts & Patterns - sec. III of this manual. Also see explanations under “A-3” and “A-4”.)

5 Min. - *Singing Game* - “Look Around the Room With Me” on CD and in supplement. (See “H-2” of the GUIDELINES for tips on teaching songs.) Teacher and children sit in a circle. The teacher sings the song (found in the supplement to this lesson) and at the end she says, “I can see someone with a shirt and

blue pants and Snoopy on His shoes” (describe one of the children). The children guess who you are describing and that child tells his name.

Repeat until you have described each child. The children can sing with you as they learn the song. Some children may like to take a turn saying what they can see. This game can be used to describe *things* around the room, also, helping the children to be more observant.

- 5 Min. - *Favorite Things Game.* Since this is the children’s first day at Joy School, sit in a circle with them (the floor will do nicely) and ask each child about his/her favorite food and favorite thing to wear. Then ask the other children to remember each other’s favorites. A raisin or small piece of licorice can be offered as a reward for those who can remember. This is a good activity to help the children get to know each other and for you to show them you are interested in them. Try to find a common like or dislike between you and each child and remember to mention it one more time casually before he goes home.
- 10 Min. - Introduce “Joy Boy” (See “C-11” of the GUIDELINES in this manual). Have the children move to a different area. Joy Boy whispers to the teacher, “What nice boys and girls you have here. I would like to count them.” Let the puppet touch each child as you help him count. Then he asks (whispers to you) all the girls to stand and tell him their names, then all the boys to do the same - and he counts how many boys and how many girls. He says he wants to be their friend and he will come to see them often. Then he says, “Good-by” and goes away.
- 10 Min. - *Sharing time* (See “A-7” of the GUIDELINES in this manual). Be sure that all the mothers and children know ahead of time that this day will be sharing day. The things the children bring for sharing time should be placed in the basket or box (or other place you have provided) when they first come to school and then brought out for this activity. (See “E” of GUIDELINES in this manual). Remind the children that they should not bring anything next time or until the next sharing day at the beginning of a new month.
- 5 Min. - *Choose helpers* (See “A-4” of the GUIDELINES in this manual). Have the children stand and stretch or wiggle - then move to a different area (See “B” of the GUIDELINES). Tell the children that each day the teacher will choose helpers to put up the date on the calendar, to show what kind of weather is outside and to help to serve the snack. Show the calendar and the weather chart and what each helper will need to do. Say, “If you need help, I will help you.”

Explain what “snack” means and that the snack helper will need to wash his hands before helping to serve.

Explain that every child will get a turn but all cannot have a turn on the same day, and that you will call on children who are sitting still and quiet. Show the list of the children's names and how you will put a check by their name so everyone will get equal turns. Choose a different child for each job.

Some children may not want to be helpers until they feel more secure in the school situation. Don't force them. Just say, "Maybe you will want a turn next time and I will help you if you need help."

- 5 Min. - *Snack time* (See "A-5" of the GUIDELINES). Tell the children that when snack is passed they should keep their hands in their laps until everyone is served - then they can all eat or drink at the same time. Give instructions as to what to do with the glass, napkin, etc. afterwards, and where to go for the "rest time" that will follow. Send the snack helper to wash his hands and the others to the snack table (or wherever). Encourage the children to use good manners.
- 5 Min. - *Rest time* (See "A-6" of the GUIDELINES). Explain that some days at school the children will have a very short rest - right after snack time. Say, "You don't need to go to sleep, just lie quietly and listen to the music that I will play for you. You must keep your hands to yourself and not bother or talk to anyone. When the music stops, please sit up quietly." (While the children are resting, play "Teach Me Joy" from the introductory CD. Play it several times so the children will become subconsciously familiar with the melody and words.)
- 10 Min. - *Story* - Move the children to a different area and read the story, *Are You My Mother?* by P.H. Eastman. This is a story about a baby bird who sets out to find his mother who was not on the nest when he hatched out of the egg. We have found it to be a favorite of most preschool children (see "H-1" in GUIDELINES). See the supplement for alternative suggestions.
- 10 Min. - *Fingerplays* - "Where is Thumbkin," "Pokey Bear" (songs and actions in supplement). See "H-2" in Introductory GUIDELINES for tips on teaching fingerplays and songs.
- 15 Min. - *Develop school rules and learn "Rule Song"* (see "H-6" of the GUIDELINES). With the help of the rule pictures and the "Rule Song" (in the supplement and on introductory CD) guide the children into setting three rules for their school (other rules will be suggested in the next lesson).
1. "We never hit or kick or push our friends at nursery school." Show the picture and ask, "What is happening here? Does the little girl look happy? Do you like to be hurt? What should you do if someone is mean to you? Should you hit back?" Explain that there are better ways...say, "Please don't do that"...tell the teacher...go away from them...talk about the disagreement, etc.

Ask, "Do you think we should have a rule in our school about not hurting anyone?" You may need to explain that a *rule* tells us things we must do or must not do. "Should we say, 'We never hit or kick or push our friends at nursery school'?" The children might add some...bite, scratch, spit, etc. and you can say that the rule means we don't do *anything* that hurts others.

Then sing the first verse of the "Rule Song," including the chorus and the actions. Have the children sing it with you the second time.

2. "*We play with the toys at free play time.*" Show the picture, ask questions about it, "What are these children doing," etc. Explain what "free play time" means and through questions guide the children into deciding that playing with the toys at other times would interfere with the other activities that are planned for that day. Be sure they understand that there will be free play period *each* school day.

Sing the corresponding verse of the "Rule Song."

3. "*We quickly put away our toys when it's cleanup time.*" Again using the picture and questions and the song, help the children to feel that this would be a good rule for their school.

Show each of the three pictures again and ask, "What does this rule say? How will it help us all to be happy?" Briefly discuss the consequences of disobeying each rule (see "H-7" of the GUIDELINES). Three more rules will be developed in the next lesson.

- 10 Min. - *Creative Art Activity - crayon designs.* Say to the children, "Did you know that even crayons have to follow rules? That may sound silly, but it's true. When crayons get very, very hot, they have to melt! They have no choice! Let's try an experiment so that you can see. You are going to put these crayon shavings on a piece of paper in any design you decide and then we'll iron it. Let's see what happens."

Have the child put crayon shavings on one-half of a prefolded piece of plain white paper. Place the folded paper between pieces of newspaper or heavy brown wrapping paper so that the crayon doesn't melt onto the iron or ironing board. Apply a hot iron on top until the crayon has melted. The blended colors will make a beautiful symmetric design. Label each creation with the child's name. You may want to experiment with this ahead of time.

NOTE: Crayons can be shaved with a potato peeler or a little paring knife. You can also use little slices for a different look.

10 Min. - *Story - about the children in your class.* Make up a story about your own child (or another in your class). Tell how he wanted to go to school and mother said he was old enough to go to Joy School. Tell about his happiness (telling his family), his preparations (buying new shoes, etc.), his apprehensions (Will mother stay there with me? How will I get home?), waiting for the first school day, his excitement the night before. Tell about the friends he meets in school (name each child in the class), what a good time he had, saying good-bye to his friends, telling about his day to his family, how anxious he was to go the next time.

If you have some ideas in your mind about the first part of the story, you can probably make up the rest as you go along by thinking over the happenings of the day. Try to include in your story something about each child (what he said or did or how he felt).

5 Min. - *Begin to learn "I've Got Joy."* (Words and music in supplement and on introductory CD.) Take a moment to talk about the word, "Joy." Tell the children that joy is a special kind of happiness and that this is *Joy School*...that they will learn a lot here (and at the other homes) about how to be happy. Then tell them that the song is about what joy and happiness is. Let them listen to the song a couple of times and then start trying to sing along. Don't expect them to learn the whole song in 5 minutes. Doing the actions (in supplement) makes the song more fun and easier to learn.

This song and "Teach Me Joy" will be used during the school year in several units. The objective here is not so much to teach them to the children, but to let them become familiar with them and to help them feel that they are *their* songs with words about the joy or happiness *they* are learning at *their* Joy School.

10 Min. - *Outside play* (see the chart about outside play in "A-1" of the GUIDELINES).

Before the children go out, explain any outside rules you may need for your house (stay in backyard, don't go in the flower beds, etc.).

Have the children get ready to go outside (use the toilet, put on jackets, take off name tags, etc.) If the children have made pictures, bring them out in the "basket" along with the things they brought to share.

## GET-ACQUAINTED WEEK - (Module #1)

**C. ALTERNATIVES, SUGGESTIONS AND SUPPLEMENTS**

(color and decorate as desired)

- *Story* - Many families have the story, *Are You My Mother?*, through belonging to a beginning readers' club. If you cannot obtain it, use any picture book (not too long) that you feel your group would enjoy. It should be on a preschool level or else you should adapt it to a preschool level.
- *Fingerplay songs* can be just spoken if you are unable to learn the melodies, but they will not be as effective.

## PLAY-DOUGH RECIPE

1 Cup flour

1/2 cup salt

1 cup water

1 T. oil

1 tsp. cream of tarter

few drops food coloring

Mix dry ingredients. Mix oil, water and food color. Combine. Cook over medium heat until the dough pulls away from the sides of pan and forms a ball. This takes only about 30 seconds to 1 minute. Remove to counter and knead till smooth. This makes a soft dough that keeps its shape when molded. It will dry out but not enough to make things like jewelry. If kept in a plastic bag or airtight container in the refrigerator, it will keep for many months.

Another play-dough recipe contributed by Elizabeth Jensen:

Mix in a bowl:

1 Cup Flour

1/2 Cup Salt

1 Tbs. Alum

Mix in a pan and bring to a boil:

1 Cup Water

1 Tbs. Oil

1 Tbs. Vanilla

Food Coloring

Pour boiled mixture, while hot, into dry mixture and stir. Keep stirring. Knead for a few minutes. Store in air-tight container at room temperature.

# Teach Me Joy

Words and Music by  
RICHARD, LINDA AND RUTH EYRE

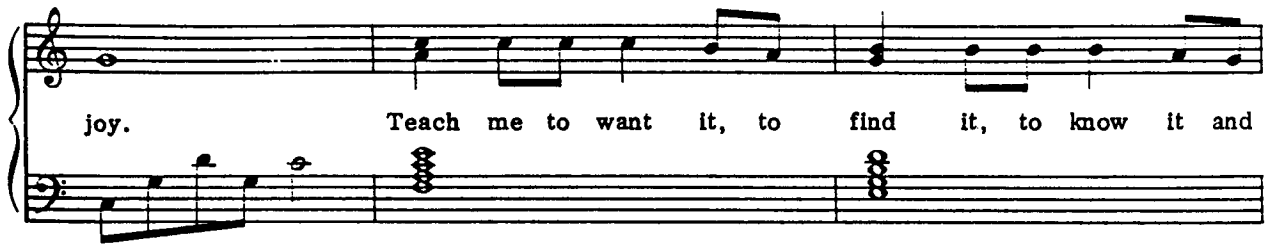
Joy is lik - ing my-self and my neigh - bors. Joy is

grow - ing in bo - dy and mind. Joy is fac - ing the prob-blems of

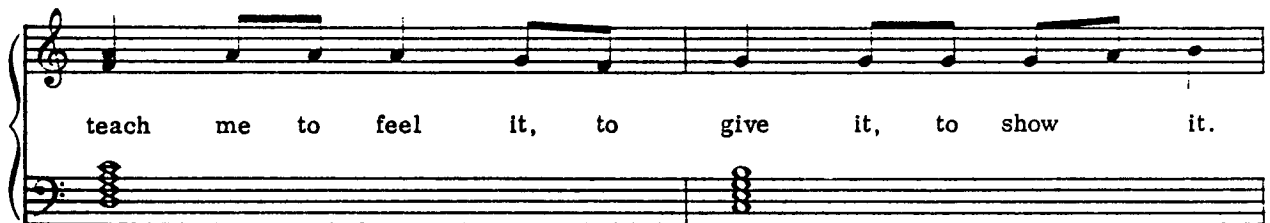
each new day, And shar - ing the love that I can find. Teach me

joy. Teach me joy. While I'm young, Teach me

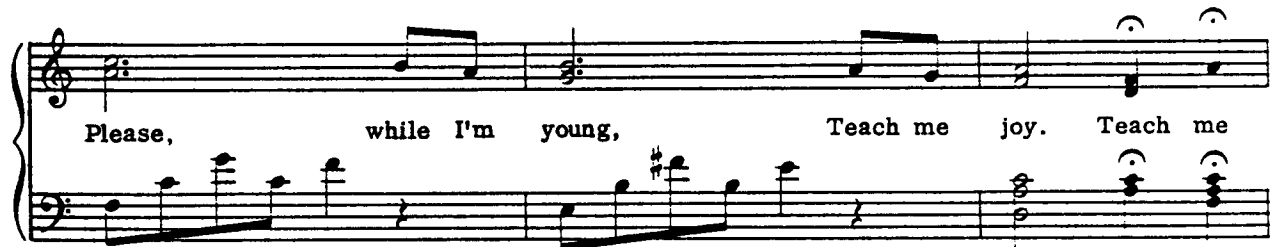
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joy. Teach me to want it, to find it, to know it and



teach me to feel it, to give it, to show it.



Please, while I'm young, Teach me joy. Teach me



joy!

**WHERE IS THUMBKIN?**

Where is thumb - kin?      Where is thumb - kin?      Here I am.      Here I am.

How are you      to-day sir?      Ver-y well,      I thank      you.      Run a-way.      Run a-way.

- Actions:**
- Where is thumbkin?  
Where is thumbkin?      - Both hands behind back.
  - Here I am.  
Here I am.      - Bring out one hand with thumb pointed up,  
then the other hand with thumb pointed up.
  - How are you today sir?  
Very well, I thank you.      - Wiggle one thumb,  
then wiggle the other one.
  - Run away.  
Run away.      - Put one hand behind back,  
then put the other hand behind back.

Repeat, singing:

- |                    |                  |
|--------------------|------------------|
| Where is pointer?  | (pointer finger) |
| Where is tall man? | (middle finger)  |
| Where is lazy man? | (ring finger)    |
| Where is pinky?    | (little finger)  |
| Where are all men? | (all fingers)    |

**POKEY BEAR**

Po - key      Bear,      Po -key Bear,      why are      you      so      slow?

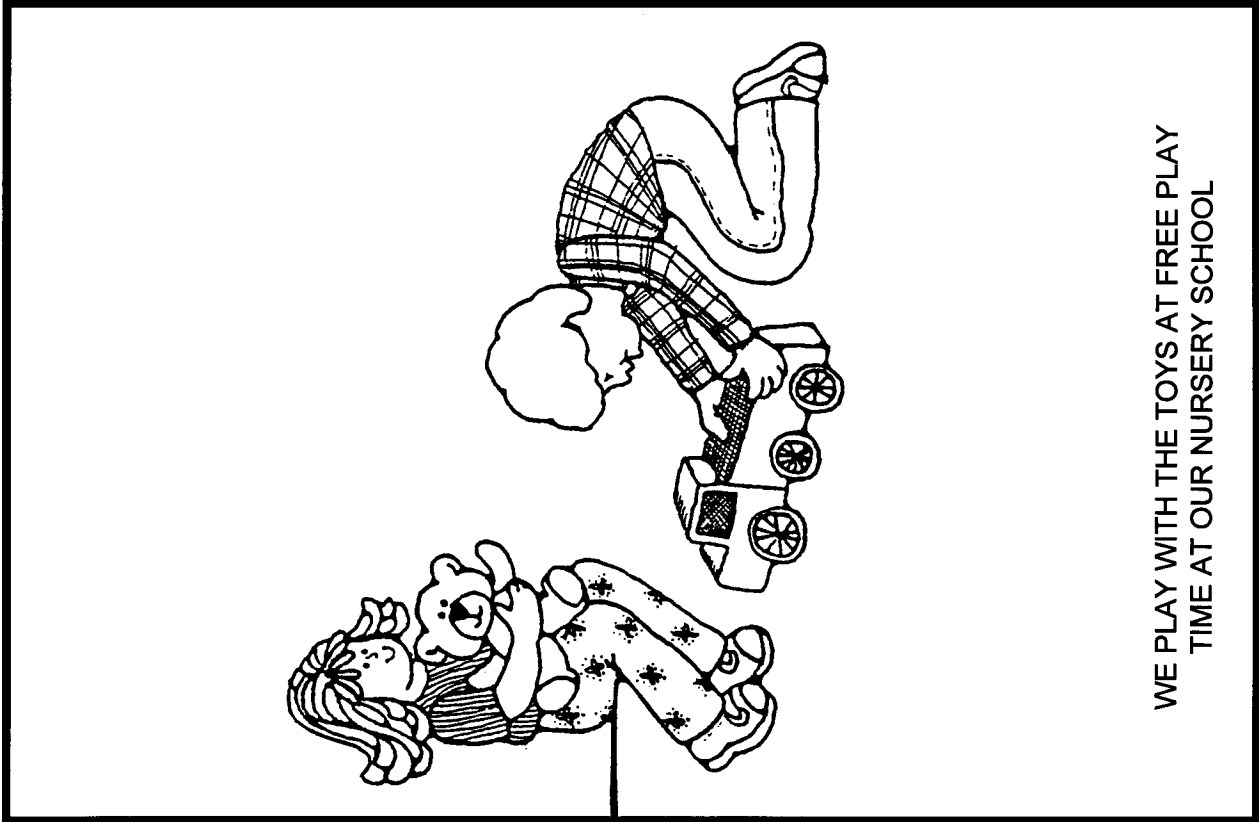
I      don't know.      I      don't know.      I ...      I ...      I      don't know.

Try'      to run      Try      to      run.      It      is      lots      of      fun.

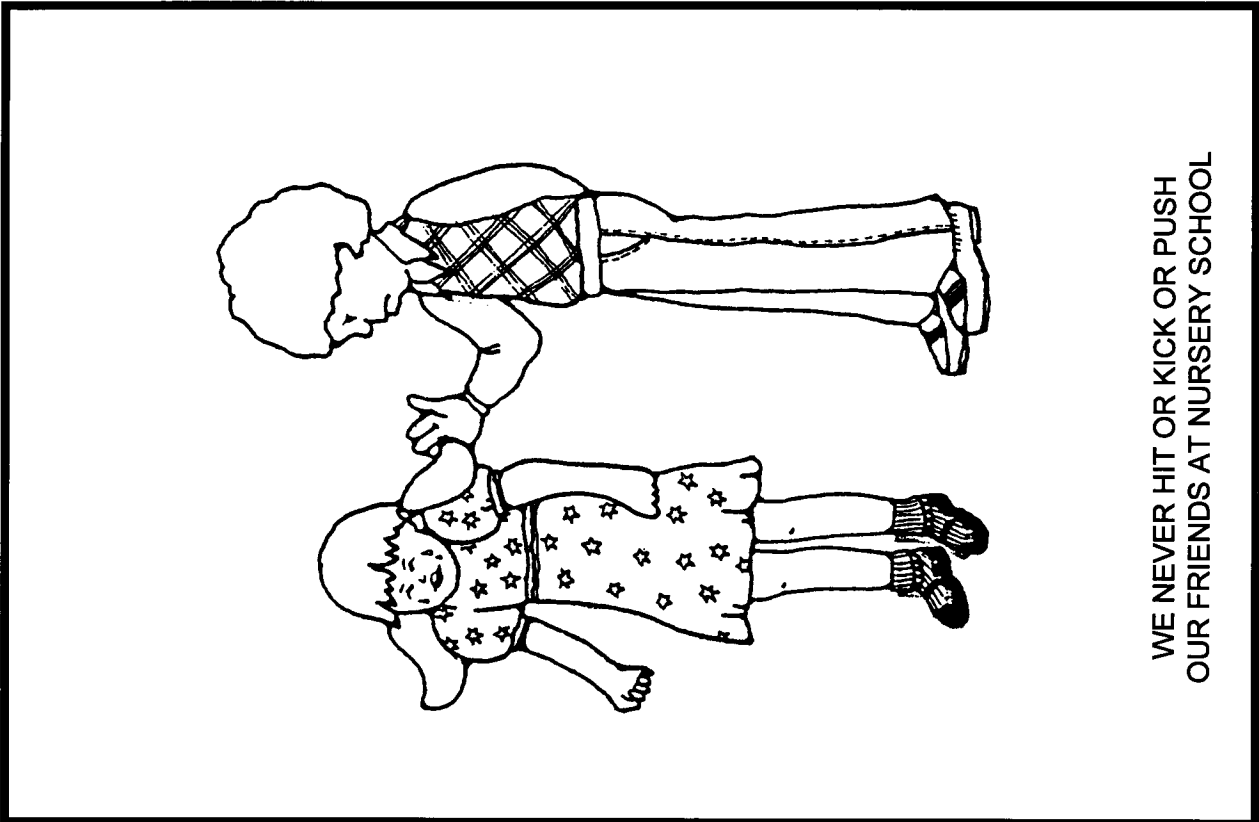
No, no,      no.      No, no,      no.      I      like      to      be      slow.

- Actions:** Throughout the song, do walking action with hands (as if they were bear's paws). Move hands slowly to slow part and fast to fast par. Move in rhythm to music.

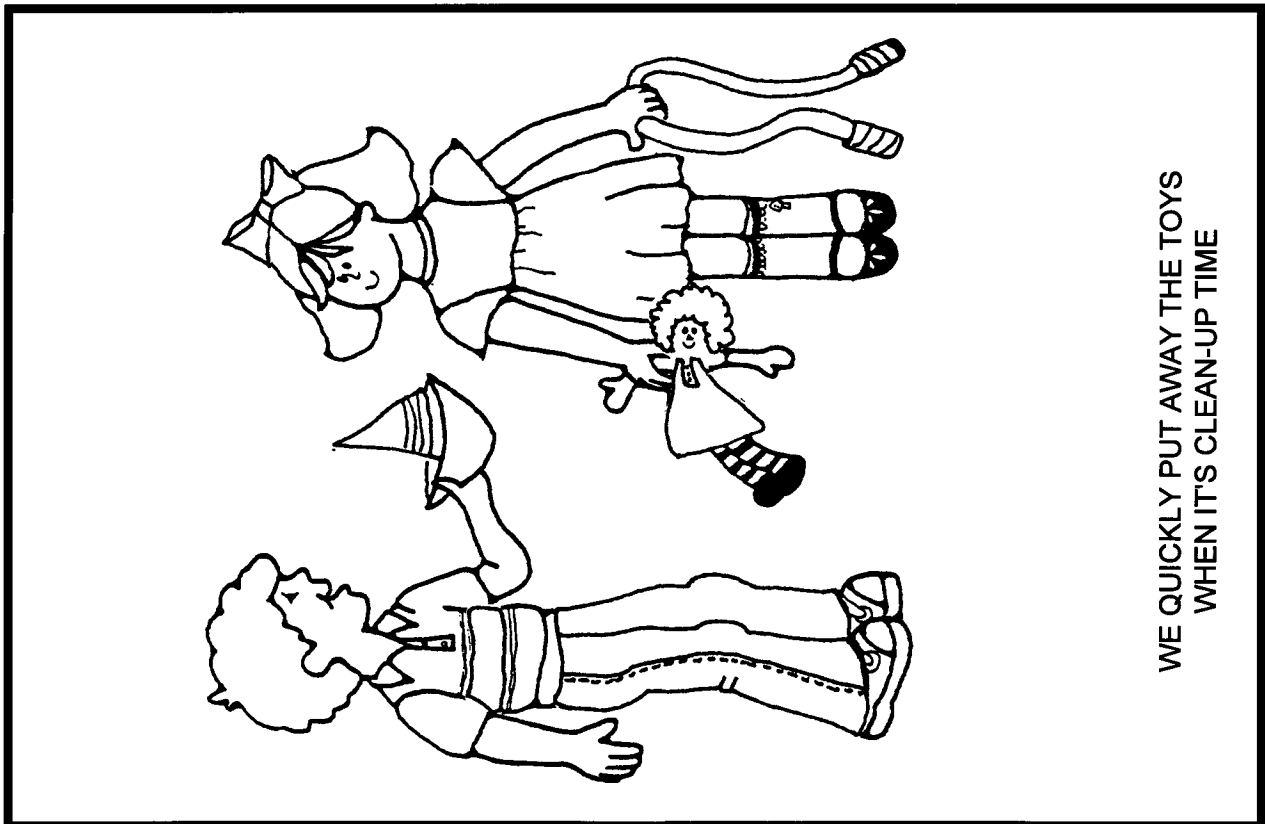
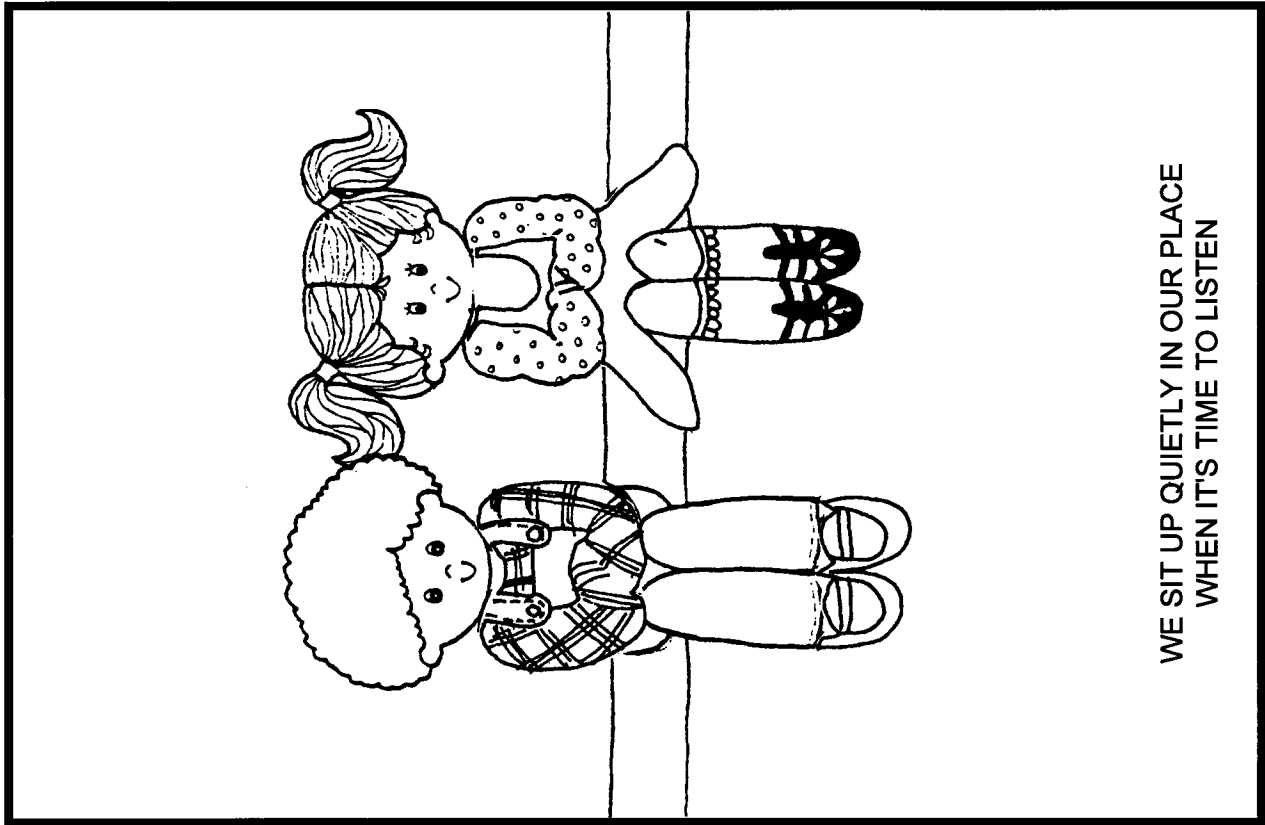




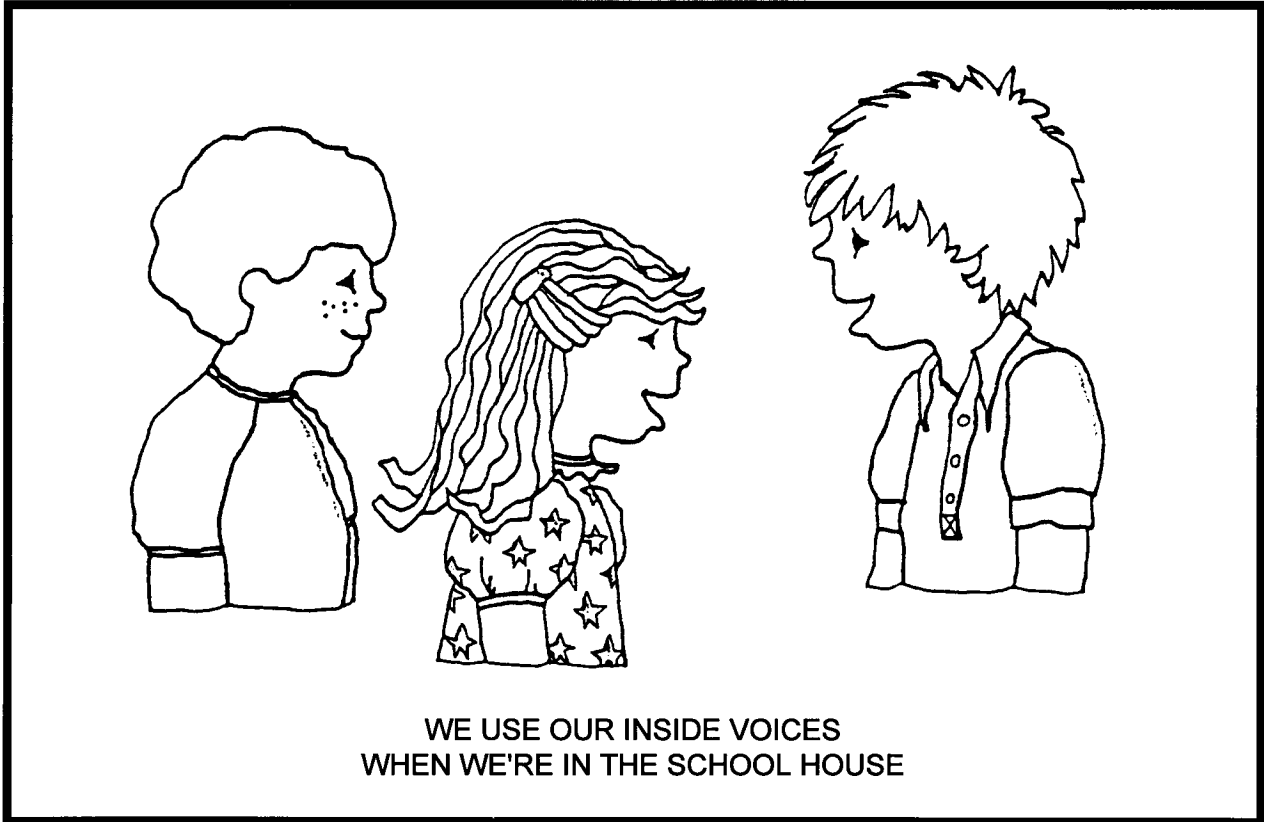
WE PLAY WITH THE TOYS AT FREE PLAY  
TIME AT OUR NURSERY SCHOOL



WE NEVER HIT OR KICK OR PUSH  
OUR FRIENDS AT NURSERY SCHOOL



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# I've Got Joy

Words and Music by  
WENDY MURDOCK

Oh boy, I've got joy, I do, I do do you? It

starts in my heart and spreads to my head in a min-ute or two.

And did you know It can grow on my toe and keep my knees so  
But the best place it shows is be-low my nose. For a mi-le or two I've got a

they don't freeze I feel so neat from my head to my feet, When I've got joy!  
smile for you

I've got joy! I've got joy!

See actions on next page!

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Actions

Oh, boy, I've got joy, I do, I do

(standing--clap hands and sway hips from side to side to the rhythm of the music)

It starts in my heart (hands on heart) and spreads to my head

(point to head) in a minute or two (put up one, then two fingers)

And did you know it can grow on my toe

(touch toes)

and keep my knees so they don't freeze

(hands on knees, jiggle knees)

I feel so neat from my head to my feet

(both hands on head, then on toes)

When I've got Joy.

(give self a big hug)

Oh boy, I've got joy, I do, I do

It starts in my heart and spreads to my head

in a minute or two.

(same actions as above)

But the best place it shows is below my nose

(point to lower lip)

For a mile or two

(place palms together and slowly stretch arms out to sides)

I've got a smile for you

(with index finger draw a big smile on your face)

I feel so neat from my head to my feet

(hands on hips, sway hips side to side)

When I've got joy!

(give self a big hug)

I've got joy, I've got joy.

(one hand out, palm up, then other hand)

At the end, snap fingers, and in a loud whisper, say "Oh Boy."

NOTES TO PARENTS: Clip and send one with each child...either pin or tape them on the children or hand them to the mothers as they pick up the children.

Dear Dad and Mom,

Well . . . we started Joy School today! And I think I'm going to like it. We played games and sang songs and met a guy named Joy Boy (you might want to ask me about him).

We also started making up our school rules. Rules will help us have a *safe, fun* school.

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