

# EARLY INTERVENTION

# Cayman Islands Early Intervention Programme



The Cayman Islands are fortunate enough to have trained therapists, teachers and practitioners to assist in designing and providing intervention for young children who have special needs. These needs can be identified from as early as birth by parents, health professionals and other adults who interact with the child on a regular basis.

Early Intervention will work with the child within the ECCE setting and/or their home. Optimum development hinges on continuing cooperation in all settings to provide for the child's specific needs. Each child within the EI Programme is provided with an Individualized Development Plan (IDP) that can be used by parents and ECCE settings to enhance what they offer for the child.

A child can be referred to the EI Programme at any time between birth and compulsory school age if the child is exhibiting developmental delays in any of the developmental areas (Adaptive, Personal-Social, Language, Motor, Cognitive). The staff of the EI Programme will then begin the process to determine if the child meets criteria for services.



Should a child display signs of developmental delay or displays other concerns, there is a process that ECCE settings should follow to link the family with the necessary services.

## Document Observations

Note any difficulties that the child may be having indoors and outdoors. Write them down with dates and times.

Reflect on your own knowledge of the child and their home setting. Could the behaviour be a response to change? Is the behaviour affecting peers?

## Seek Other Opinions

Share your notes with the ECCE Setting Principal/owner/manager or your line manager and ask them to informally observe the child's behaviour during the times it appears most delayed.

Should the concerns be validated, the ECCE Centre should attempt to provide alternate strategies (differentiation) for the child. The ECCE Unit staff can assist with developing these strategies if needed. Should consistent use of appropriate strategies prove unsuccessful, a referral to the EI Programme may be warranted.

## When a Referral is Necessary

Arrange a parent conference to discuss observations and present how Early Intervention services could benefit the child's development. Provide parents with a referral form and allow them time to consider seeking the assistance for the child.

Parents should deliver the completed and signed form to the Early intervention Centre.

The EI staff will then contact the parents.

# EARLY INTERVENTION REFERRALS

# RESOURCES FOR COMMUNICATION

# LITERACY

A balanced literacy programme that is tailored to the interests and abilities of the children is an everyday part of centre and school life. Integrating literacy into all aspects of your programme ensures that children enjoy maximum exposure to literacy based activities so that they will understand that symbols can be read and used to represent ideas for information and enjoyment.



## Shared Reading

The adult reads the book aloud, usually to the whole class. Repeat readings of stories using larger books (big books) with larger print and illustrations is recommended. One book can provide shared reading experiences for the whole week.

- ✓ The adult models basic book handling skills
- ✓ Children are encouraged to participate
- ✓ The adult highlights features of the book to enrich the experience for the children
- ✓ The adult plans activities linked to the shared book that will engage all learners
- ✓ After reading, the book is available to children to read independently

## Guided Literacy

This is a special point of the learning day because adults work with children in very small groups or individually modeling and encouraging and inspiring children to express themselves using skills such as:

- ✓ Book handling when enjoying books
- ✓ Holding a pencil, crayon or paintbrush when experiencing creative expression
- ✓ Scissor positioning when investigating tools
- ✓ Discussion about their work, for example asking them about their drawing and recording their answer
- ✓ Discussion and activities linked to the shared book or a book they have chosen independently



## Phonological Awareness

To support children to develop phonological awareness, planned games and activities need to be a regular part of your literacy programme. Developing children's talking and listening skills are the first steps in setting the foundations for reading.

- ✓ Listening activities tune a child's ear to the pitch and tone of sounds
- ✓ Shared reading of repetitive stories with a variety of sounds allow children to practice and enjoy making sounds
- ✓ Listening to and discussing the sounds in the environment sharpen a child's ability to decipher and identify familiar sounds
- ✓ Songs and rhymes that children can share and sing together help solidify a child's phonological skills

# PREDICTABLE BOOKS

“Predictable books make use of rhyme, repetition of words, phrases, sentences and refrains, and such patterns as cumulative structure, repeated scenes, familiar cultural sequences, interlocking structure and turn-around plots. These stories invite children to make predictions or guesses about words, phrases, sentences, events and characters that could come next in the story.”

--Mary Jett Simpson, *Reading Resource Book*

Predictable texts are an excellent resource for introducing young children to a variety of literacy, and can be used to teach specific skills within communication.

## Kinds of Predictable Books

Defined by Munroe Public Library

- **Chain or Circular Story**  
*Plot is interlinked so that the ending leads back to the beginning.*
- **Cumulative Story**  
*Each time a new event occurs, all previous events in the story are repeated.*
- **Familiar Sequence**  
*Organized by recognizable theme, such as: Days of Week and Numbers*
- **Pattern Stories**  
Scenes are repeated with some variation.
- **Question and Answer**  
The same or similar questions are repeated throughout the story.
- **Repetition of Phrase**  
Word order in a phrase or sentence is repeated.
- **Rhyme**  
Rhyming words, refrains, or patterns are used throughout the story.
- **Songbooks**  
Familiar songs with predictable elements, such as repetitive phrase.



# SUGGESTED PREDICTABLE TEXT FOR SHARED READING

These books are available for loan at the Cayman Islands Public Library and can be reserved by logging onto [www.ciol.gov.ky](http://www.ciol.gov.ky)

## Chain or Circular Story

Janovitz, Marilyn  
Numeroff, Laura  
Numeroff, Laura

Look out, Bird!  
If You Give a Mouse a Cookie  
If You Give a Moose a Muffin

animals  
animals  
animals

## Cumulative

Capucilli, Alyssa Satin  
Lobel, Arnold  
Waddell, Martin  
West, Colin

Inside a Barn in the Country  
The Rose In My Garden  
The Pig In the Pond  
"I Don't Care!" Said the Bear

English Fantasy  
Humor

flowers, garden, poetry  
farm animals, swimming, summer  
animals

## Familiar Sequence (days of week, months of year, etc.)

Kraus, Robert

Come Out and Play, Little Mouse

days of the week, animal, math

## Familiar Sequence (Numbers)

Carle, Eric

10 Little Rubber Ducks

counting, directions, ordinal numbers

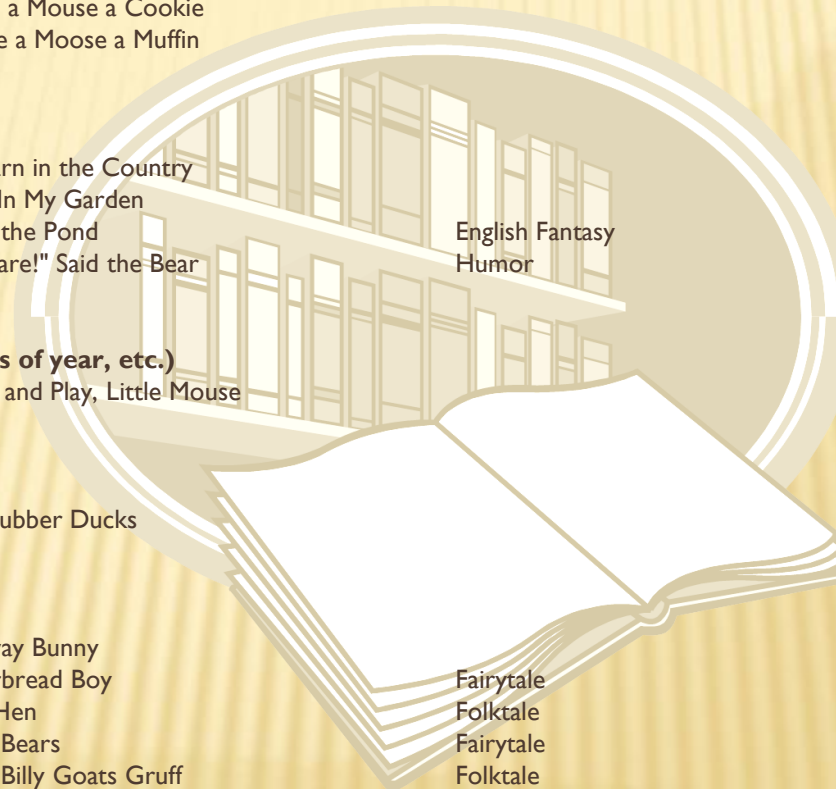
## Pattern Story

Brown, Margaret Wise  
Galdone, Paul  
Galdone, Paul  
Galdone, Paul  
Galdone, Paul

The Runaway Bunny  
The Gingerbread Boy  
Little Red Hen  
The Three Bears  
The Three Billy Goats Gruff

Fairytales  
Folktale  
Fairytales  
Folktale

bunnies  
Christmas, Farm, baking  
animals, helping  
animals, respect  
animals, bridge, troll



# SUGGESTED PREDICTABLE TEXT FOR SHARED READING

These books are available for loan at the Cayman Islands Public Library and can be reserved by logging onto [www.ciol.gov.ky](http://www.ciol.gov.ky)

## Pattern Story continued

Krauss, Ruth	The Carrot Seed		carrots, gardening, patience, perseverance
Maris, Ron	Are You There Bear?	Fantasy	teddy bear
Nodset, Joan L.	Who Took The Farmers Hat?		farm animals, sharing, sequencing, wind

## Question And Answer

Janovitz, Marilyn	Is it Time?		family life, hygiene
Martin, Bill	Brown Bear, Brown Bear	Fantasy	animals, senses, describing words
Martin, Bill	Panda Bear, Panda Bear, What Do You See?	Fantasy	animals, senses, describing words
Martin, Bill	Polar Bear, Polar Bear	Fantasy	animals, senses, describing words

## Repetition of Phrase (and repetitive phrase)

Alborough, Jez	Watch Out! Big Bro's Coming!		jungle animals, exaggeration, siblings, fears
Asch, F.	Moonbear's Books		bears, opposites
Boynton, Sandra	Blue Hat, Green Hat		colours
Brown, Margaret Wise	Goodnight Moon	Classic	moon, nighttime, rabbits
Buckley, Richard	The Greedy Python		Jungle animals, greed, food chain
Butler, Dorothy	A Happy Tale	Adventure	good and bad luck
Campbell, R.	Dear Zoo		Lift the flap, zoo animals,
Carle, E.	The Very Hungry Caterpillar		butterflies, counting, days of the week, food
Carle, E.	The Very Busy Spider		farm animals, perseverance, patterns, dedication
Carle, E.	The Very Quiet Cricket		insects, sounds, shyness
Carle, E.	The Very Lonely Firefly	Fantasy	insects, friendship, loneliness, light
Carle, E.	Rooster's Off to See the World		farm animals, mathematics
Carle, Eric	Have you Seen My Cat?		pets, problem solving
Carlsen, N.	I Like Me		social skills, character

# SUGGESTED PREDICTABLE TEXT FOR SHARED READING

These books are available for loan at the Cayman Islands Public Library and can be reserved by logging onto [www.ciol.gov.ky](http://www.ciol.gov.ky)

## Repetition of Phrase (and repetitive phrase) continued

De Regniers, Beatrice Schenk	Going For A Walk	Friendship	
De Regniers, Beatrice Schenk	How Joe The Bear And Sam The Mouse Got Together		problem solving, diversity, friendship
Fox, M.	Shoes From Grandpa		clothing, family, shoes
Fox, M.	Time For Bed		baby animals
Fox, M.	Whoever You Are		culture, diversity, individuality, acceptance
Fox, M.	Hattie and the Fox		farm animals
Flack, M.	Ask Mr. Bear		farm animals, mother and child, birthday
Galdone, P.	The Teeny, Tiny Woman	Fantasy	Halloween, ghost stories
Galdone, P.	The Gingerbread Man		
Galdone, P.	Henny Penny	Fairytale	farm animals
Guarino, Deborah	Is Your Mama A Llama?	Poetry	baby animals
Hutchins, Pat	Little Pink Pig	English	family, farm animals
Hutchins, Pat	The Doorbell Rang		cookies, fractions, division
Hutchins, Pat	Rosie's Walk		animals, positional words
Hutchins, Pat	Titch	Humor	siblings, cooperation, size
Kalan, R.	Jump Frog, Jump		amphibians, mathematics
Kraus, Robert	Come Out And Play, Little Mouse		animals, days of the week
Kraus, R.	The Carrot Seed		gardening, patience, perseverance
Pryor, Ainslie	The Baby Blue Cat Who Said No		family, feelings, following directions
Scieszka, J	The True Story of the Three Little Pigs!	Fairytale	point of view, perspective
Sendak, M.	Pierre		
Serfozo, Mary	Who Said Red?	Poetry	farm, colors, shapes, weather, kites
Tafari, Nancy	Have You Seen My Duckling? <b>Caldecott Honor</b>	Wordless	pond animals
Van Laan, Nancy	Possum Come A-Knockin	Poetry	opossums, family, verbs
Watanbe, Shigeo	How Do I Put It On?	Humor	getting dressed, growing up
West, Colin	I Bought My Love A Tabby Cat	Poetry	animals
Wong, O.	From My Window		
Wood, A.	The Napping House		

# SUGGESTED PREDICTABLE TEXT FOR SHARED READING

These books are available for loan at the Cayman Islands Public Library and can be reserved by logging onto [www.ciol.gov.ky](http://www.ciol.gov.ky)

## Rhyme

Carlstrom, Nancy White	Jesse Bear, What Will You Wear?
Fleming, Denise	Barnyard Banter.
Florian, Douglas	A Beach Day
Gag, Wanda	The ABC Bunny
Guarino, Deborah	Is Your Mama A Llama?
Janovitz, Marilyn	Is it Time?
Leuck, L.	Sun is Falling, Night is Calling
Shaw, Nancy.	Sheep in a Shop
Shaw, Nancy	Sheep on a Ship
Siebert, Diane	Train Song
Stickland, Paul	One Bear, One Dog
Wellington, M	Night House Bright House

## Songbook

Langstaff, John M.	Over In The Meadow
--------------------	--------------------



# SUGGESTED PREDICTABLE TEXT FOR SHARED READING

These authors have books available for loan at the Cayman Islands Public Library and can be reserved by logging onto [www.ciol.gov.ky](http://www.ciol.gov.ky)

- Aliko
- F. Asch
- Kate Banks
- J. Barrett
- Sandra Boynton
- Ruth Brown
- Margeret Wise Brown
- Alyssa Satin Capucilli
- Eric Carle
- Nancy Carlson
- Nancy White Carlstrom
- Deborah Chandra
- Molly Coxe
- Penny Dale
- Joyce Dunbar
- P. Eastman
- Barbara Emberley
- Douglas Florian
- Paul Galdone
- M. Ginsburg
- Sally Grindley
- Ginger Foglesong
- Sarah Hayes
- B. G. Hennesy
- Mary Hoberman
- Pat Hutchins
- Sharon Jennings
- Robert Kalan
- Ezra Jack Keats
- Reeve Linbergh
- Bill Martin
- Richard McGilveray
- Claire Masurel
- C. McNaughton
- Bernard Most
- Jan Ormerod
- H. Oxenbury
- Susan Patron
- Patricia Polacco
- Peggy Rathman
- Eve Rice
- Norma Jean Sawicki
- Maurice Sendak
- George Shannon
- Teri Sloat
- Nancy Van Laan
- Mark Waddell
- Natasha Wing
- Elizabeth Winthrop
- Diane Wolkstein
- Audrey Wood
- Jakki Wood
- Harve Zemach
- Margot Zemach



# SONGS, RHYMES & JINGLES

# WELCOME & GOODBYE SONGS

## WELCOME EVERYONE

*Tune: "Twinkle Twinkle Little Star"*

Welcome, welcome, everyone  
It is time to have some fun,  
First we'll put our bags away  
Then we'll start our busy day.  
Welcome, welcome, everyone  
I'm so glad that you have come!

- Jean Warren

## MARY'S HERE TODAY

*Tune: "The Farmer In The Dell"*

Mary's here today, Mary's here today.  
Let's all clap our hands and say.  
Hip, hip hurray!

*Continue singing about other children as they join the group.*

- Anon



## NOW OUR DAY IS DONE

*Tune: "Mary Had a Little Lamb"*

1. All day long we worked and played,  
Worked and played, worked and played;  
All day long we worked and played  
Now our day is done.

- Jean Warren

2. Wave goodbye to all your friends,  
All your friends, all your friends;  
Wave goodbye to all your friends  
Until we meet again.

# TRANSITION SONGS

## RING, RING, RING YOUR BELL

*Tune: "Row, row, row your boat"*

Ring, ring, ring the bell  
So everyone can hear.  
Time to gather round  
Circle time is here.

*(Sit at circle time area. Give a bell to the first child who joins you. Have them ring the bell while everyone sings the song.)*

- Jean Warren

## IF YOU'RE READY FOR A STORY

*Tune: "If You're Happy and You Know it"*

If you're ready for a story, come sit down,  
If you're ready for a story, come sit down.  
Let's all gather near so everyone can hear,  
If you're ready for a story, come sit down.

- Jean Warren



## IT'S TIME TO CLEAN UP

*Tune: "The Farmer in the Dell"*



1. It's time to clean up now,  
It's time to clean up now,  
Heigh - ho just watch us go  
It's time to clean up now,

2. We'll put our things away,  
Ready for another day;  
Heigh – ho, just watch us go  
We'll put our things away.

- Jean Warren

# FINGER PLAYS, POEMS AND RHYMES

## QUIET TIME

This is my quiet time  
My hands and feet are still.  
My head is down, my eyes are closed  
This is my quiet time.

## GETTING READY TO LISTEN

Let your fingers pound together  
Let your fingers clap.  
Let your fingers pound together  
Put them in your lap.

## CLEAN UP

Clean up! Clean up!  
Everybody do his share,  
Clean up! Clean up!  
Everybody everywhere.

Let me see your wide awake eyes  
Let me see your smiling faces.  
Let me see you sitting tall  
With nothing in your hands at all.

## SCHOOL

School is over, oh what fun!  
Lesson's finished, play begun.  
Who will run, you or I?  
Who will laugh?  
Let is try.

## TRY, TRY AGAIN

Tis a lesson you should heed  
Try, try again;  
If at first you don't succeed,  
Try, try again.

## WEATHER

Good morning Mr. Sun,  
Our day has just begun;  
And in our prayers we say,  
Thank you for bringing day.





# ACTION SONGS



## Who ate the cookie from the cookie jar?

*Keep the beat on knees and a clap*

All: Who ate the cookie from the jar?

All: (child's name) ate the cookie from the cookie jar.

Child: Who me? *Gestures towards self*

All: Yes you. *Gestures towards child*

Child: Couldn't be. *Uses hands to say no*

All: Then who?

*Child chooses another child.*

All: (child's name) ate the cookie from the cookie jar.

Child: Who me?

All: Yes you.

Child: Couldn't be.

All: Then who?

*Child chooses another child.*

*Continue until all the children get a turn (over two or three periods)*





# ACTION SONGS



## OPEN THEM, SHUT THEM

- |   |  |
|---|--|
| Open them, shut them  | - open hands and close hands                         |
| Open them, shut them  | - open hands and close hands                         |
| Give a little clap  | - one clap   |
| Open them, shut them  | - open hands and close hands                         |
| Open them, shut them  | - open hands and close hands                         |
| Lay them in your lap  | - place hands in lap                                 |
| Creep them, creep them<br>right up to your chin                                 | - walk fingers up to the chin                        |
| Open up your little mouth<br>but do not let them in.                            | - open your mouth; put hand quickly behind your back |
| Shake them, shake them,<br>shake them, shake them,<br>shake them just like this | - shake hands in front of body                       |
| Roll them, roll them, roll them, roll them                                      | - roll hands   |
| Blow a little kiss  | - blow a kiss  |

# SONGS & RHYMES ABOUT CARING & SHARING

## IF YOU WANT TO BE A FRIEND

Tune: "If You're Happy And You Know It"

If you want to be a friend, clap your hands.  
If you want to be a friend, clap your hands.  
A friend is someone who,  
Is always kind to you.  
If you want to be a friend, clap your hands.

- Adapted Traditional

## MY FRIENDS AND I LIKE TO SHARE

Tune : "My Bonnie Lies Over The Ocean"

My friends and I like to share.  
It's what we all like to do.  
My friends and I like to share.  
We hope that you do, too!

- Jean Warren



## I WILL BE KIND

I will be kind to my friends every day,  
I will be kind in my own special way.  
I will take turns and share my things, too.  
I will be kind – 'cause that's what friends do.

- Linda Warren

## FRIENDSHIP

If you are a friend to others  
Loyal, kind and true,  
You will find that they will want  
To be a friend to you.

- Anon

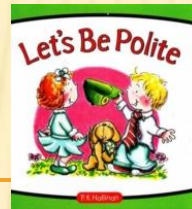
# RHYMES ABOUT GOOD MANNERS

## POLITENESS

1. I think it would be lots of fun  
To be polite to everyone.  
A boy would doff his little hat  
A girl would bow, just that.

2. And both would use such words as these  
“Excuse me Sir” and “If you please”.  
Not only just at home you know  
But everywhere that they would go.

- Anon



## BE POLITE

Politeness is a precious jewel  
And respect a radiant pearl,  
Good morning, Thanks, Excuse me, Please  
Means a whole lot in this world.

- Anon

## EXCUSE ME

When you need to pass  
And someone blocks your way,  
“Hello there, please excuse me”  
Are the magic words you say.

- Anon



# BODY RHYMES



## LET'S MEASURE

Let's measure from our head  
 Right down to our toes.  
 Let's measure our arms,  
 Let's measure our nose.  
 Let's measure our legs,  
 Our waist, and all.  
 Let's measure to see  
 If we have grown tall.



- Adapted Traditional

## I HAVE A LITTLE BODY

I have a little body *(Point to self)*  
 That belongs to me.  
 I have two ears to hear with *(Point to ears)*  
 And two eyes to see. *(Point to eyes)*  
 I have a nose for smelling. *(Point to nose)*  
 I have a mouth to eat. *(Point to mouth)*  
 I have two hands to wave  
 At everyone I meet! *(Wave Hands)*

- Jean Warren





# BODY RHYMES



## MY BODY

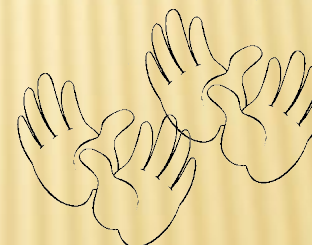
1. Here are my ears. *(Child points to ears)*  
 Here is my nose. *(Child points to nose)*  
 Here are my hands. *(Child holds up hands)*  
 Here are my toes. *(Child points to toes)*
  
2. Here are my eyes. *(Child points to eyes)*  
 Both opened wide. *(Child opens eyes wide)*  
 Here is my mouth. *(Child opens mouth)*  
 With white teeth inside. *(Child smiles showing teeth)*

- Adapted Traditional

## I WIGGLE MY FINGERS

I wiggle my fingers.  
 I wiggle my toes.  
 I wiggle my hands.  
 I wiggle my nose.  
 Now the wiggles are out of me.  
 And I'm as still as I can be!

- Adapted Traditional





# BODY SONGS



## PUT YOUR FINGER ON YOUR KNEE

Tune: "If You're Happy And You Know It"

Put your finger on your knee, on your knee.  
Put your finger on your knee, on your knee.  
Then turn yourself around,  
Stamp your feet upon the ground,  
And put your little finger on your knee.

*(Continue singing and pointing to additional body parts.)*

- Elizabeth McKinnon

## MY THUMBS ARE STARTING TO WIGGLE

Tune: "The Bear Went Over The Mountain"

1. My thumbs are starting to wiggle  
My thumbs are starting to wiggle,  
My thumbs are starting to wiggle  
Around and around and around.
2. My hands are starting to wiggle  
My hands are starting to wiggle,  
My hands are starting to wiggle  
Around and around and around.

- Adapted Traditional



# BODY SONGS



## HEAD AND SHOULDERS

*(Point to body parts as the song indicates.)*

Head and shoulders, knees and toes,

knees and toes,

Head and shoulders, knees and toes,

knees and toes;

Eyes and ears, and mouth and nose,

Head and shoulders, knees and toes,

knees and toes.

- Traditional



## SCRUBBING SONG

*Tune: "Here We Go 'Round The Mulberry Bush"*

1. This is the way we scrub our arms, scrub our arms,  
scrub our arms.  
This is the way we scrub our arms, when we take a bath.
2. This is the way we scrub our legs, scrub our legs, scrub  
our legs.  
This is the way we scrub our legs, when we take a bath.
3. This is the way we scrub our stomachs, scrub our  
stomachs, scrub our stomachs,  
This is the way we scrub our stomachs, when we take a  
bath.

*(Continue singing about scrubbing additional body parts.)*

- Jean Warren



# FRUIT SONGS & RHYMES

## LEMONS AND LIMES

*Tune: "Three Blind Mice"*

Lemons and limes,

Lemons and limes.

Squeeze out their juice,

Squeeze out their juice.

Pour it in a great big cup.

Add sugar and water and stir it up.

Drink until you've had enough.

Lemons and Limes.



- Jean Warren

## WATERMELON

Watermelon, watermelon

Rolling down the street.

Watermelon, watermelon

Stopped at my feet.

I put him in my wagon

And took him home.

I hoped he liked it

And wouldn't try to roam.

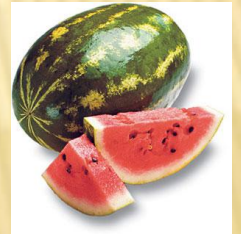
My mother was delighted

My father was too.

He was the guest of honor

At our family barbecue!

- Jean Warren



# FRUIT SONGS & RHYMES

## FIVE RED APPLES

*(Continue rhyme until all the apples have fallen from the tree.)*

Five red apples high in a tree,  
One looked down and winked at me.  
I shook that tree as hard as I could,  
One fell down....mmmm it was good!



- Adapted Traditional

## BIG GREEN BANANAS

I walked through the jungle  
And what did I see?  
Big green bananas  
Hanging on a tree.  
I chopped down a bunch  
And set them in the sun.  
When they turned yellow,  
I ate every one!



## I'M A JUICY ORANGE

*Tune: "I'm A Little Teapot"*

I'm a juicy orange, round as can be.  
A big juicy orange hanging on a tree.  
If you want some juice, just pick me,  
Cut me open and squeeze, squeeze, squeeze!





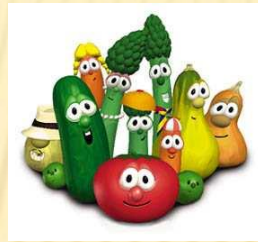
# VEGETABLE SONGS & RHYMES



## HEALTHY VEGETABLES - A color rhyme

*(Cut a tomato shape out of red felt, a zucchini shape out of green felt and a corn cob shape out of yellow felt. Place the shapes on a flannel board as you read the following rhyme.)*

I ate a red tomato,  
 The biggest I have seen.  
 I ate a long zucchini,  
 It was the color green  
 I ate some yellow corn  
 That was sweet as sweet could be.  
 When I eat my colors,  
 I know I'm healthy!



- Jean Warren

## WE ARE GREEN BEANS

*Tune: "Mary Had A Little Lamb"*

We are string beans, green and fine,  
 Green and fine, green and fine.  
 We are green beans, green and fine.  
 Growing on a leafy vine.

- Jean Warren

*(Continue with other vegetable verses such as:  
 We are onions, round and white....  
 we make soup taste just right.  
 We are carrots, orange and long...  
 we can make you big and strong. etc.)*





# VEGETABLE SONGS & RHYMES

## MAKING STONE SOUP

*Tune: "The Farmer In the Dell"*

*(Have your children act out the song,  
Pretending to toss the ingredients into a big pot as they sing.)*

Let's make stone soup, let's make stone soup,  
Put some water in a pot. Stir, it's getting hot.

First we add a stone, then we add a bone,  
Stir the soup in the pot, the soup is getting hot.

Then we add some broth, then we add some corn.  
Stir the soup in the pot, the soup is getting hot.

Next, we add some carrots, then we add some peas.  
Stir the soup in the pot, the soup is getting hot.

Last, we add potatoes, celery and zucchini.  
Stir the soup, oh what fun, The soup is now done!

- Jean Warren



# WEATHER SONGS & RHYMES

## THE RAINBOW

*Tune: "Jingle Bells"*

The sun is shinning, the sun is shinning,  
Shinning all around.  
Can you see the shadows it makes upon the ground?

Rain is falling, rain is falling,  
From the clouds up high.  
Can you see the rainbow it makes up in the sky?

- Jean Warren

## A THUNDERSTORM

Boom, bang, boom, bang!  
Rumpety, lumpety, bump!  
Zoom, zam, zoom, zam!  
Clippity, clappity, clump!  
Rustles and bustles  
And swishes and zings!  
What wonderful sounds  
A thunderstorm brings.

- Adapted Traditional



## MY UMBRELLA

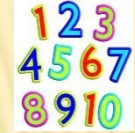
Here is my umbrella  
It will keep me dry.  
When I'm walking in the rain  
I hold it up so high.

- Adapted Traditional





# NUMBER RHYMES & FINGER PLAYS



## FIVE LITTLE SEASHELLS

*(Hold up 5 fingers)*

Five little sea shells lying on the shore,  
Swish went the waves and then there were four.

*(Hold up 4 fingers, bend down 1 finger)*

Four little seashells cozy as could be,  
Swish went the waves and then there were three.

*(Hold up 3 fingers, bend down 1 finger)*

Three little seashells pearly new,  
Swish went the waves and then there were two.

*(Hold up 2 fingers, bend down 1 finger)*

Two little seashells sleeping in the sun,  
Swish went the waves and then there was one.

*(Bend down 1 finger)*

One little seashell left all alone,  
I heard it whisper “Shhhhhh” as I took it home.

*(Bend down last finger)*

- Anon



## THREE LITTLE MONKEYS

*(Dangle 3 fingers)*

Three little monkeys swinging in a tree,  
*(Other hand comes from behind in a chomping motion)*

Along came a crocodile, hungry as can be!  
*(Dangle 1 finger)*

The first said, “You can’t catch me” .....SNAP!  
*(The 1 hand chomps on the finger)*

...Same for the second little monkey

...Same for the third little monkey

...Except for Crocodile musses

...SNAP....”Missed me!” *(finger remains dangling)*

-Anon





# NUMBER RHYMES & FINGER PLAYS



## FIVE SUGAR COOKIES

*(Hold up 5 fingers)*

Five sugar cookies with frosting galore  
Mother ate one then there were \_\_\_\_\_.

*(Hold up 4 fingers)*

Four sugar cookies, two and two, you see.  
Father ate one then there were \_\_\_\_\_.

*(Hold up 3 fingers)*

Three sugar cookies and before I knew  
Sister ate one then there were \_\_\_\_\_.

*(Hold up 2 fingers)*

Two sugar cookies, Oh what fun.  
Brother ate one then there was \_\_\_\_\_.

*(Hold up 1 finger)*

One sugar cookie, I'll grab it and run.  
When I eat it, there will be none!

- Jean Warren



## WANTED

“I’m looking for a house,” said the little mouse,  
“With one room for breakfast,  
One room for tea,  
One room for supper; that makes three.  
One room for dining, when I give a ball,  
A kitchen and a bedroom  
Six rooms in all”.

- Beatrice Bryant





# NUMBER FINGER PLAYS

## TURTLES



One little turtle feeling so blue,

*(hold up 1 finger)*

Along came another, now there are two.

*(hold up 2 fingers)*



Two little turtles on their way to tea,

Along came another, now there are three.

*(hold up 3 fingers)*



Three little turtles going to the store,

Along came another, now there are four.

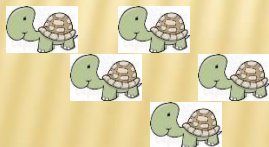
*(hold up 4 fingers)*



Four little turtles going for a dive,

Along came another, now there are five.

*(hold up 5 fingers)*



- Beatrice Bryant

## FOUR LITTLE BUGS

*(Have a small group of children act out the poem.)*

One little bug went out to play

On a spider's web one day.

He had so much fun

He called for another bug to come.

Two little bugs went out to play

On a spider's web one day.

They had so much fun

They called another bug to come.

Three little bugs went out to play

On a spider's web one day.

They had so much fun

They called another bug to come.

Four little bugs went out to play

On a spider's web one day.

Soon they made, quite a bunch

Then along came a spider,

Just in time for lunch!



- Jean Warren



# NUMBER SONGS & RHYMES



## FIVE LITTLE PUMPKINS

*(Have a small group of children act out the poem.)*

Five little pumpkins sitting on a gate  
The first one said, "Oh my it's getting late".

The second one said, "There are witches in the air".

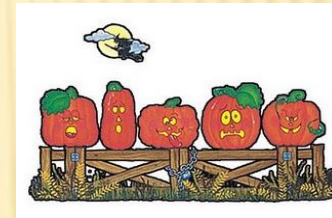
The third one said, "But we don't care".

The fourth one said, "Let's run, run, run".

The fifth one said, "I'm ready for some fun".

Oo-oo went the wind, and out went the light;  
And the five little pumpkins rolled out of sight.

- Anon



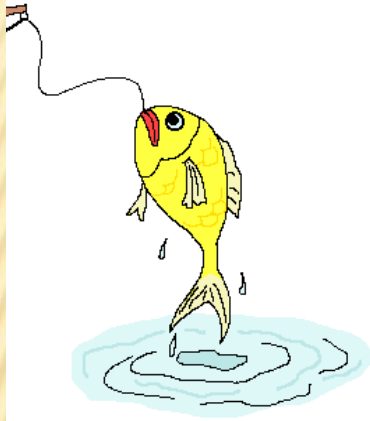
Five Little Pumpkins

Five Little pumpkins sitting on a gate the first one said, "Oh, my it's getting late the  
second one said, "There are witches in the air." The third one said, "But we don't care!" The  
fourth one said, "Let's run and run and run!" The fifth one said, "I'm ready for some fun! Oooo  
Ooh!" went the wind, and out went the light, and the five little pumpkins rolled out of sight!



# NUMBER SONGS & RHYMES

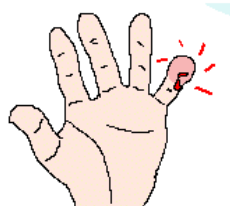
## One, Two, Three, Four, Five



One, two, three, four, five,  
Once I caught a fish alive,  
Six, seven, eight, nine, ten,  
Then I let it go again.  
Why did you let it go?



Because it bit my finger so.  
Which finger did it bite?  
This little finger on the right.

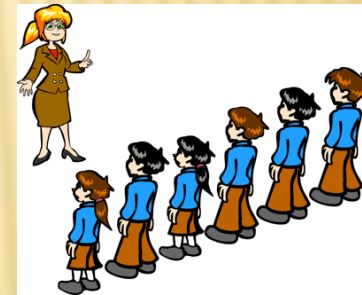


- Anon

## DON'T BE LATE

One, two, three, four  
Teacher's waiting at the door.  
Five, six, seven, eight,  
Run to school and don't be late!

- Anon





# NUMBER RHYMES



## SPACE SHIP

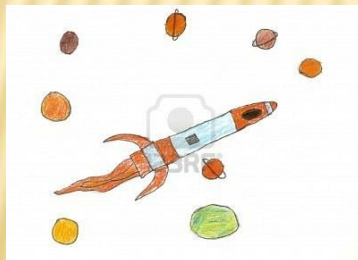
Count down (*hold fingers up, both hands*)  
10, 9, 8, 7, 6, 5, 4, 3, 2, 1...blast off  
(*push hands upwards*)

In my capsule warm and safe  
Flying around in outer space.  
(*Close up fingers and move hands around*)

The rescue patrol will be standing by  
(*Hold up left hand with fingers standing straight and tall*)

When I come shooting out of the sky.  
(*Right hand swoops down*)

- Anon



## LOLLIPOPS

(*Hold up all 10 fingers, straight and tall*)  
Ten little lollipops fixed upon a stick,  
Shall we have a taste of one? Lick, lick, lick.

Nine little lollipops fixed upon a stick,  
Shall we have a taste of one? Lick, lick, lick.

Eight little lollipops fixed upon a stick,  
Shall we have a taste of one? Lick, lick, lick.

Seven little lollipops...

Six...

Five...

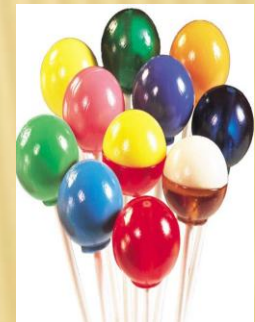
Four...

Three...

Two...

One...

- Anon



# COLOUR SONGS & RHYMES

## I LOVE RED

Tune: "Three Blind Mice"

I love red, I love red.

That's what I said, that's what I said.

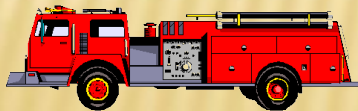
Fire trucks, wagons and strawberries piled high.

Stop signs, hearts and pizza pies.

Roses, tomatoes and apples, oh my.

I love red, I love red.

- Jean Warren



## WE LOVE BLUE

Tune: "Three Blind Mice"

We love blue, we love blue.

Yes, we do; yes, we do.

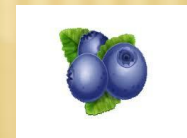
We love the ocean and sky so blue.

We love blue ribbons and blue jeans, too.

We love blueberries, so good for you.

We love blue, yes we do.

- Liz Ryerson



# COLOUR SONGS & RHYMES

## THERE'S A COLOR WE ALL KNOW

Tune: "OLD MAC DONALD HAD A FARM"

There's a color we all know,

G-R-E-E-N.

It's the color that means "Go!"

G-R-E-E-N.

Oh, grass is green and lettuce is green,

Leaves and spinach and peas are green.

There's a color we all know,

G-R-E-E-N.

- Elizabeth Scofield



## IF YOU SEE SOMETHING YELLOW

Tune: "If You're Happy and You Know It"

If you see something yellow, wiggle, jiggle.

If you see something yellow, wiggle, jiggle.

If you see something yellow

Wiggle, jiggle just like Jell-O.

If you see something yellow, wiggle, jiggle.

*(At the end of song, have children name the yellow things they see.)*

- Liz Ryerson



# COLOUR SONGS & RHYMES

## MAKING ORANGE PAINT

*Tune: "Down By The Station"*

Down at the paint store  
Early in the morning.  
See the little paint cans  
Standing in a row.  
See the paint worker  
Mix yellow paint, in red.  
Stir, stir, stir, stir  
Now it's orange paint - instead!

- Jean Warren



## WE LOVE PURPLE

*Tune: "Three Blind Mice"*

We love purple, we love purple.  
Yes, we do. Yes, we do.  
Purple grapes and eggplant,  
Purple plums and grape juice,  
Just for me, just for you.

- Heather McPhail



# COLOUR SONGS & RHYMES

## I'M A LITTLE PIGGY

Tune: "I'm a Little Teapot"

I'm a little piggy

With a round pig nose.

I'm all pink

From my head to my toes.

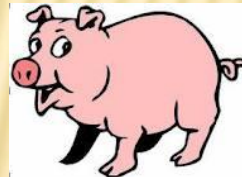
Here's my piggy tail,

As you can see,

It's pink and curly

As it can be.

- Elizabeth Scofield



## ROUND, ROUND WE GO FOR BROWN

Tune: "The Farmer in the Dell"

Oh, toast is colored brown.

Oh, toast is colored brown.

Round, round we go for brown.

Oh toast is colored brown.

Oh, seeds are colored brown.

Oh, seeds are colored brown.

Round, round we go for brown.

Oh, seeds are colored brown.



(Hold hands with your children and circle round while singing.)

Continue with more verses about other brown items.)

- Liz Ryerson

# COLOUR SONGS & RHYMES

## TWO LITTLE CHING CHINGS

Two little ching chings sitting on a fence

*(Hold up two hands, fingers spread)*

One named James, one named Spence.

*(Flap fingers on one hand; do the same on the other hand)*

Fly away James,

*(Flap fingers on first hand and bring behind back)*

Fly away Spence,

*(Flap fingers on other hand and bring behind back)*

Come back James, come back Spence.

*(James flies back out; Spence flies back)*

Two little ching chings sitting on a fence

*(Hold up two hands, fingers spread)*

One named James, one named Spence.

*(Flap fingers on one hand; do the same on the other hand)*

- Adapted Traditional



## SING FOR WHITE

*Tune: "Jingle Bells"*

Sing for white, sing for white,

Let's all sing for white.

Sing for eggs and sing for clouds,

Sing for teeth so bright.

Sing for milk, sing for chalk,

Sing for cotton, too.

And sing for little white doves,

That live down at the zoo.

- Elizabeth Scofield



# ANIMAL SONGS & RHYMES

## OH, HAVE YOU SEEN THE ANIMALS?

Tune: "The Muffin Man"

[Teacher asks]

Oh, have you seen the animals,  
The animals, the animals.  
Oh, have you seen the animals,  
That live down at the zoo?

[Children respond]

Yes, we've seen the animals,  
The animals, the animals.  
Yes, we've seen the animals,  
That live down at the zoo.

[Let children take turns and name an animal to sing about – such as]

I have seen an elephant,  
An elephant, an elephant.  
I have seen an elephant,  
That lives down at the zoo.

- Jean Warren

I have seen a tiger, a tiger, a tiger,  
I have seen an tiger,  
That lives down at the zoo.

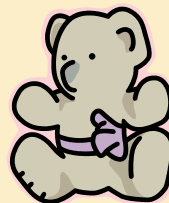
I have seen a bear, a bear, a bear,  
I have seen a bear,  
That lives down at the zoo.


I have seen a monkey, a monkey, a monkey,  
I have seen a monkey,  
That lives down at the zoo.





# PHONOLOGICAL AWARENESS ACTIVITIES

Activity	Procedure	Curriculum Connection
Listening Walks	<p>Make sure the children know the rules of good listening (i.e. being quiet, ears and eyes ready). Take the children on a walk through a safe place. Encourage them to listen to the things they hear. Ask them to make a list of sounds they hear. This can be done in picture or written form. The class could have special “listening ears” headbands in the shape of mouse ears or similar which they could wear on the walks to remind them to listen closely. When they return to the classroom, ask them to make a representation of at least one thing they heard. Have playdough, and other material available for the children to use.</p>	<ul style="list-style-type: none"> <li>- <i>Independent and guided opportunities along with descriptive vocabulary, like hard, soft, rough, cold, sticky, are planned to utilize multiple senses during interactions with their indoor and outdoor environment (Exploration: Sensory)</i></li> <li>- <i>Children have opportunities to explore their natural environment through planned and spontaneous activities (Respect: Environment)</i></li> <li>- <i>Children can enjoy a range of listening experiences such as stories, poetries, nursery rhymes and music, in groups and independently (Communication: Listening)</i></li> <li>- <i>Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers (Communication: Listening)</i></li> </ul>
Teddy in the Jungle	<p>One child (the rescuer) is taken aside while a teddy bear is hidden somewhere in the room. Tell the other children they are going to guide the rescuer to the teddy by singing louder as the rescuer gets closer to, or quieter as the rescuer moves further away from the teddy. Alternatively, lead the children in singing a familiar song, rhyme or jingle, speeding up and slowing down to guide the rescuer.</p>	<ul style="list-style-type: none"> <li>- <i>Children participate in group activities taking turns and sharing fairly (Respect: Others)</i></li> <li>- <i>Children are engaged in communication for a variety of purposes with adults and peers where the foundations of conversation are established (Communication: Verbal and Non Verbal)</i></li> <li>- <i>Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers (Communication: Listening)</i></li> <li>- <i>Children can develop their phonemic awareness and phonics knowledge and skills at their own pace through a variety of shared literacy experiences (Communication: Literacy)</i></li> <li>- <i>Children’s speaking and listening skills will be fostered as valuable in their own right and essential to them developing phonemic awareness and learning phonic knowledge and skills (Communication: Literacy)</i></li> <li>- <i>Children have opportunities to work as part of a group, taking turns and sharing fairly (Well Being: Social)</i></li> </ul>



Activity	Procedure	Curriculum Connection
I Have a Box	<p>Turn a box on its side with the opening facing away from the children. One by one, place between four and six familiar noisy items (e.g. a set of keys, squeaky toys, blocks to bang together) into the box, pausing to name them and demonstrate the sound each one makes. (Sing to the tune of "Old MacDonald Had A Farm) – Mrs. _____ has a box ee i ee i o And in that box she has a ... Stop. Gesture and ask the children to listen. Make a noise using one of the objects in the box. The children can take turns to guess which object is making the sound. Continue the song by imitating the sound using your voice. Allow the children to take a turn at making a noise from inside the box and use their names as you sing.</p> 	<ul style="list-style-type: none"> <li>- Children participate in group activities taking turns and sharing fairly (Respect: Others)</li> <li>- Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers (Communication: Listening)</li> <li>- Children have opportunities to work as part of a group, taking turns and sharing fairly (Well Being: Social)</li> <li>- Independent and guided opportunities along with descriptive vocabulary, like hard, soft, rough, cold, sticky, are planned to utilize multiple senses during interactions with their indoor and outdoor environment (Exploration: Sensory)</li> <li>- Toys, equipment and resources are provided that stimulate and engage or require the use of multiple senses (Exploration: Sensory)</li> <li>- Children can categorize objects according to their properties with increasing intent (Exploration: Scientific)</li> </ul>
Describe and Find It	<p>Set up a model farmyard. Describe one of the animals but do not tell the children its name. Say, for example, "This animal has horns, four legs and a tail". Ask them to say which animal it is. Ask them to make the noise the animal might make. When they are familiar with the game, let individual children take the part of the adult and describe the animal for the others to name. This activity can be repeated with other sets of objects such as zoo animals, transport toys, musical instruments.</p>	<ul style="list-style-type: none"> <li>- Children's speaking and listening skills will be fostered as valuable in their own right and essential to them developing phonemic awareness and learning phonic knowledge and skills (Communication: Literacy)</li> <li>- Children have opportunities to work as part of a group, taking turns and sharing fairly (Well-Being: Social)</li> </ul>
Shakers	<p>Partially fill opaque plastic bottles with noisy materials (e.g. rice, peas, shells, beans). Ask the children to shake the bottles and identify what is inside from the sound the items make. From the sound of the noisy materials, encourage the children to talk about them.</p>	<ul style="list-style-type: none"> <li>- Toys, equipment and resources are provided that stimulate and engage or require the use of multiple senses (Exploration: Sensory)</li> <li>- Children can categorize objects according to their properties with increasing intent (Exploration: Scientific)</li> <li>- Children's speaking and listening skills will be fostered as valuable in their own right and essential to them developing phonemic awareness and learning phonic knowledge and skills (Communication: Literacy)</li> </ul>

Activity	Procedure	Curriculum Connection
Adjust the Volume	Two children sit opposite each other with identical instruments. Ask them to copy each other making loud sounds and quiet sounds. It may be necessary to demonstrate with two adults copying each other first. Use cards giving picture or symbol cues to represent loud or quiet (e.g. megaphone for “loud”, finger on lips for “quiet”).	<ul style="list-style-type: none"> <li>- Children are supported through modeling to develop behaviours that indicate that they are listening (Communication: Listening)</li> <li>- Children’s speaking and listening skills will be fostered as valuable in their own right and essential to them developing phonemic awareness and learning phonic knowledge and skills (Communication: Literacy)</li> <li>- Children have opportunities to work as part of a group, taking turns and sharing fairly (Well-Being: Social)</li> </ul>
Grandmother’s Footsteps	 <p>“Grandmother” has a range of instruments and the children decide what movement goes with which sound (e.g. shakers for running on tip-toe, triangle for fairy steps). First, an adult will need to model being Grandmother. Then a child can take the role. Grandmother stands with her back to the others and plays an instrument. The other children move towards Grandmother in the manner of the instrument while it is playing. They stop when it stops. The first person to reach Grandmother takes over that role and the game starts again.</p>	<ul style="list-style-type: none"> <li>- Children’s speaking and listening skills will be fostered as valuable in their own right and essential to them developing phonemic awareness and learning phonic knowledge and skills (Communication: Literacy)</li> <li>- Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers (Communication: Listening)</li> <li>- Children can enjoy a range of listening experiences such as stories, poetries, nursery rhymes and music, in groups and independently (Communication: Listening)</li> </ul>
Matching Sound Makers	Show pairs of sound makers (e.g. maracas, triangles). Place one set of the sound makers in a feely bag. The children take turns to select a sound maker from the feely bag. Once all the children have selected a sound maker, remind them to listen carefully. Play a matching sound maker. The child with that sound maker should stand up and plays it. This activity can be adapted by playing the sound maker behind a screen so that the children have to identify it by the sound alone.	<ul style="list-style-type: none"> <li>- Independent and guided opportunities along with descriptive vocabulary, like hard, soft, rough, cold, sticky, are planned to utilize multiple senses during interactions with their indoor and outdoor environment (Movement: Sensory)</li> <li>- Toys, equipment and resources are provided that stimulate and engage or require the use of multiple senses (Movement: Sensory)</li> <li>- Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers (Communication: Listening)</li> </ul>

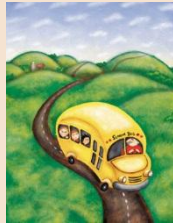
Activity	Procedure	Curriculum Connection
Matching Sounds	<p>Sit children in a circle. Provide a selection of percussion instruments. One child starts the game by playing an instrument. The instrument is then passed round the circle and each child must use it to make the same sound or pattern of sounds as the leader. Start with a single sound to pass round the circle, and then gradually increase the difficulty by having a more complex sequence of sounds or different rhythms.</p> 	<ul style="list-style-type: none"> <li>- <i>Independent and guided opportunities along with descriptive vocabulary, like hard, soft, rough, cold, sticky, are planned to utilize multiple senses during interactions with their indoor and outdoor environment (Movement: Sensory)</i></li> <li>- <i>Toys, equipment and resources are provided that stimulate and engage or require the use of multiple senses (Movement: Sensory)</i></li> <li>- <i>Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers (Communication: Listening)</i></li> <li>- <i>Children's speaking and listening skills will be fostered as valuable in their own right and essential to them developing phonemic awareness and learning phonic knowledge and skills (Communication: Literacy)</i></li> </ul>
Animal Sounds	<p>Provide a variety of animal puppets or toys and a range of instruments. Encourage the children to play with the instruments and the animals. Discuss matching sounds to the animals. Give a choice of two instruments to represent a child's chosen animal and ask the children to choose which sound is the better fit.</p>	<ul style="list-style-type: none"> <li>- <i>Children imagine and recreate roles and experiences through drama and role play using props such as dress ups and real objects in groups and independently (Communication: Creative Expression)</i></li> <li>- <i>Children develop a growing capacity to make choices, accept challenges, take considered risks, manage change and cope with frustration and the unexpected (Well-Being: Emotional)</i></li> </ul>
Follow the Sound	<p>A small group of children sit in a circle. The adult begins by producing a body percussion sound which is then imitated by the child sitting next to them in the circle. Sounds such as clapping hands, stomping feet or clicking tongue in a pattern can be used. Each child around the circle imitates the sound in turn. When the sound gets back to the person who started it, the group is to compare the ending sound with the original sound. Use words such as "faster", "slower", "louder", and "quieter".</p>	<ul style="list-style-type: none"> <li>- <i>Children's speaking and listening skills will be fostered as valuable in their own right and essential to them developing phonemic awareness and learning phonic knowledge and skills (Communication; Literacy)</i></li> <li>- <i>Children develop the inclination and ability to listen attentively and respond appropriately to adults and peers (Communication: Listening)</i></li> <li>- <i>Independent and guided opportunities along with descriptive vocabulary, like hard, soft, rough, cold, sticky, are planned to utilize multiple senses during interactions with their indoor and outdoor environment (Exploration: Sensory)</i></li> </ul>

Activity	Procedure	Curriculum Connection
Rhyming Pairs	Put children in pairs. Use pictures of objects with names that rhyme. The children take it in turns to turn two cards over and keep them if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the other person has a turn. Start with a small core set of words that can be extended once the children understand the game and grasp the concept of rhyming.	<ul style="list-style-type: none"> <li>-Children have opportunities to work as part of a group, taking turns and sharing fairly (Well-Being :Social)</li> <li>-Children can develop their phonemic awareness and phonics knowledge and skills at their own pace through a variety of shared literacy experiences (Communication: Literacy)</li> <li>- Children have opportunities to expand their vocabularies through experiences that enable them to explore the meanings and sounds of new words in different contexts (Communication: Verbal and Non Verbal)</li> </ul>

# RESOURCES FOR RESPECT

# SUGGESTED FIELD TRIP IDEAS AND COMMUNITY LINKS

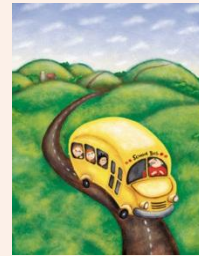
- ❖ Fire Department
- ❖ Police Station
- ❖ Museum
- ❖ Parks
- ❖ Bakery
- ❖ Heritage sites
- ❖ Nature walks
- ❖ Post Office
- ❖ Veterinary
- ❖ Plant Nursery



## Respect:

Others:	Environment:	Culture:
<p>Children will have knowledge of their roles within their communities and how these impact on the lives of others</p>	<p>Children will act responsibly and play their role in the preservation of their natural world</p>	<p>Children will understand and respect their own and other cultures</p>
<p>Children recognize the needs of others and respond with care, empathy and respect</p> <p>Children have opportunities to establish and build relationships with peers, other children and adults</p> <p>Children have opportunities to interact with their community</p> <p>Children participate in group activities taking turns and sharing fairly</p> <p>Children understand their role and the role of others in the community</p>	<p>Children have opportunities to reduce, reuse and recycle</p> <p>Children have opportunities to explore their natural environment through planned and spontaneous activities</p> <p>Children experience how to care for and protect their environment</p> <p>Children gain an awareness of and appreciation for their own environment and environments around the world</p>	<p>Children gain an awareness of and appreciation for their own culture and cultures around the world</p> <p>Children explore their own culture and past traditions</p> <p>Children experience an environment where connecting links with their family, their culture and the wider world are affirmed and extended</p> <p>Children develop a sense of belonging to their own community and place</p> <p>Children actively engage in cultural observances and celebrations</p>

# GRAND CAYMAN

Location	Contact Information	Comments
Fire Services	949-2276	Make contact approximately 2 weeks in advance.
Police Service (Royal Cayman Islands)	<b>Eastern Districts:</b> Martin Bodden Jr. <a href="mailto:martin.boddenjr@gov.ky">martin.boddenjr@gov.ky</a> Deputy, Richard Harford <a href="mailto:richard.harford@gov.ky">richard.harford@gov.ky</a> 947-2220	Make contact at least 1 week in advance.  Police are available to come to the Early Childhood Centre.
	<b>George Town:</b> Frank Owens <a href="mailto:frank.owens@gov.ky">frank.owens@gov.ky</a> 949-4222	In some instances, it may be possible to arrange to allow children to visit the Police Station.
	<b>West Bay:</b> Richard Barrow <a href="mailto:richard.barrow@gov.ky">richard.barrow@gov.ky</a> Deputy – <b>Brad Ebanks</b> <a href="mailto:brad.ebanks@gov.ky">brad.ebanks@gov.ky</a> 949-3999	
	If no one else can be contacted, please contact: Angelique Howell <a href="mailto:angelique.howell@gov.ky">angelique.howell@gov.ky</a> 949-4222	
Post Office	Melissa Martinez-Ebanks 945-6875	
Cayman Islands Museum	Nasarrria Suckoo-Chollette 949-8368	
Pedro St. James	Debbie Bodden <a href="mailto:debbie_bodden@hotmail.com">debbie_bodden@hotmail.com</a> 947-3329	\$1/child 3 adult chaperones per group allowed free Additional adults are \$8/person

# CAYMAN BRAC and LITTLE CAYMAN

Location	Contact Information
Fire Services	CYB: 948-1245 or 948-1293 LC: 948-0011
Police Service (Royal Cayman Islands)	CYB: 948-0331 or 948-0441 LC: 948-0100
Post Office	CYB: 948-1422 LC: 948-0016
Museum	CYB: 948-2622 / 948-2222 / 244-4446
Heritage House	CYB: 948-0563
Cayman Brac Power and Light	CYB: 948-2224 or 948-2679 or 948-2624
Pioneer Bakery	CYB: 948-0519

# RESOURCES FOR WELL BEING



# NUTRITION



*Courtesy of The Cayman Islands' Preschool Curriculum Guide (1998)*

The setting's concern for the children's health and development should be reflected by the meals that are served. They should be pleasing to the eye, meet the highest nutritional standards and served in a hygienic manner. One can maintain high nutritional standards with meals planned around the first four food groups.



**Group 1. Bread and Cereal** (four half slices whole wheat bread or 1 ½ cups whole grain cereal per day). Breads should be whole grain, homemade or enriched.



**Group 2. Proteins** (Two or four tablespoons or 1 1.2 ounces per day.) In addition to meals, poultry and fish, include beans, peas, and cheese. Powdered milk is an excellent source of protein. Children need more protein per kilogram of body weight than the average adult because their bodies are being developed. Serve protein with all carbohydrates. Bread or macaroni should be served with apple butter or cheese. Apples and other fruits should be served with cheese or eggs.



**Group 3. Vegetables and Fruits** (Two or four tablespoons dark green or yellow vegetable for vitamin A, plus four to eight tablespoons of any other fruit or vegetable, plus one-half cup vitamin C source per day.) These needs may be met by serving two or more vegetables and a fruit at one meal, plus a citrus fruit or juice once a day. Vegetables and fruit should, ideally, be raw or cooked lightly.



**Group 4. Milk** (1 ½ cups, plus ½ teaspoon butter or margarine fortified with vitamin A.) Milk may be served as a beverage and used in cooking, either as whole or powdered. Milk enriched with vitamin D will increase the absorption of calcium. If margarine is used, it should be fortified with vitamin A. For some children, milk may be difficult to tolerate, causing constipation, accumulation of mucus or severe stomach pains. The nutritional balance, for these children, may be accomplished by increasing other foods to make up for the proteins and vitamins lost because of the elimination of milk.



**Group 5. Sugar and Fat** These are empty calories with no nutritional value and so the recommended daily serving is zero. Sugar and fats should only be used often if someone needs extra calories. Otherwise, their use should be very limited.





# NUTRITION



*Courtesy of The Cayman Islands' Preschool Curriculum Guide (1998)*

Midmorning or mid-afternoon snacks should be viewed from the standpoint of nutritional benefits. While the traditional snack of juice and crackers is satisfactory, the juice served should be actually juice and not a flavoured drink. Here are suggestions of other foods that can be included:

## Suggestions For Mid-morning Snacks

Apple wedges  
Whole wheat bread with butter  
Cheese cubes / String cheese  
Celery with cream cheese spread

Carrot sticks  
Orange slices  
Bananas  
Wheat crackers

Oyster crackers  
Soda crackers  
Apple juice  
Slice of Swiss cheese

Pineapple juice  
Pretzels  
Pitted dates  
20 raisins

## Suggestions for Mid-afternoon Snacks

Celery Sticks  
Pear Nectar  
Cheese crackers  
String Cheese

Pineapple Juice  
Cheese Cubes  
Olives  
Slice of Swiss Cheese

Popcorn  
Cauliflower  
Grape Juice  
Milk

Pear Wedges  
Apple Juice  
Sliced cucumbers  
Frozen Fruit Popsicles

# SAMPLE 4 WEEK MENU CYCLE

Day of week	Week 1	Week 2	Week 3	Week 4
Monday	Baked Chicken Mashed Potato Mixed Veggies Fruit Salad	BBQ Chicken Rice and Beans Vegetable Medley Honeydew Melon Slices	Baked Chicken Tenders Potato/Veg Salad Apple Slices	Baked Pork Chops Mashed Potato Peas/Carrots Grapes
Tuesday	Spaghetti w/ Meat Balls Garden Salad w/ dressing Grapes	Baked Ham Mashed Potato Green Beans Pineapple Rings	Chicken Curry Rice Steamed Carrots Fruit cup	Beef Stew w/ potatoes, carrots, green beans Lunch Roll Fruit Cocktail
Wednesday	Tuna/Macaroni Bake Steamed Mixed Vegetables Orange Slices	Cayman Style Fish Rice and Beans Cole slaw Cantelope cubes	Spinach Lasagna Garden Salad Sliced Peaches	Baked Chicken Macaroni and Cheese Green Peas Tomato Slices Sliced Pears
Thursday	Stewed Chicken Baked Fries Carrot/Apple/ Raisin Salad	Chili w/Rice Tossed Salad Pear Halves	Roast Beef Rice n Beans Mixed Veggies Fresh Fruit	Chicken Stir Fry Rice Orange Slices
Friday	Choice of Sandwich (Tuna, turkey, ham) Cucumber & Celery Slices w/ dressing Apple Slices	Choice of Sandwich (Tuna, turkey, ham) Broccoli w/ cheese Fruit Cocktail	Choice of Sandwich (Tuna, turkey, ham) Baby Carrots Sliced Pears	Choice of Sandwich (Tuna, turkey, ham) Cucumber & Celery Slices w/ dressing Fruit Cocktail

# SUGGESTED ONE WEEK MENU

DAYS OF THE WEEK	BREAKFAST	LUNCH	SNACK
Monday	Low Sugar Cereal* with Milk**	Rice, Corn & Carrots, Fish Fillet Stew Or Rice, Chili Beans, & Mixed Vegetables	Fresh fruit or fruit cup (packed in natural juice) Or Graham Crackers
Tuesday	Scrambled egg & Cheese, Whole Wheat Bread, Milo with Milk	Spaghetti w/ Meat Sauce & Broccoli/Cauliflower Or Chicken Soup w/ Butter Sandwich	Fresh fruit or fruit cup (packed in natural juice) Or Fruit Yogurt
Wednesday	Porridge & Milk	Chicken Stew, String Beans, & Mashed Potato Or Chicken Hotdog, Rice, Mixed Vegetables	Fresh fruit or fruit cup (packed in natural juice) Or Goldfish crackers
Thursday	Pancake & Milk	Macaroni & Cheese, Broccoli/Carrots Or Beef Stew w/Vegetables	Fresh fruit or fruit cup (packed in natural juice) Or Tuna Sandwich
Friday	Oatmeal & Milk	Chicken Nuggets, Baked Fries, Salad Or Pizza In A Pocket, Salad	Fresh fruit or fruit cup (packed in natural juice) Or Popcorn (low salt)

Breakfasts served with milk\*\*; milk alternative available for children intolerant of cow's milk (e.g. calcium fortified soy or rice milk)

Lunches served with 4-6 oz. 100% juice

Snacks served with water

# SHEPHERD'S PIE

Meal Components:

Meat/Meat Alternate (1 ½ ounces)

Fruit/Vegetable (½ cup)

Yield: 12 servings

Serving size: 1 piece (3" x 3¼")

12 Servings	Ingredients	Servings
1 ½ lbs.	Lean ground beef	
½ cup (1 med.)	Chopped onion	
6 medium	Potatoes, washed and peeled	
1 (15 oz.) can	Corn, drained	
1 (15 oz.) can	Green beans, drained	
1 (10¾ oz.) can	Undiluted reduced fat cream of mushroom soup*	
1 tsp.	Worcestershire sauce	
½ cup	Skim milk for mashed potatoes	
To taste	Salt and pepper	
½ cup	Grated Parmesan cheese	

1. Brown beef and onion until meat is done. Drain fat. Set aside.
2. Boil potatoes for making mashed potatoes.
3. Mix ground beef, corn, green beans, undiluted mushroom soup and Worcestershire sauce.
4. Put mixture in a lightly greased 9" x 13" pan.
5. Mash potatoes adding milk, salt and pepper to taste.
6. Spoon 12 mounds of mashed potatoes on top of meat/vegetable mixture.
7. Sprinkle the Parmesan cheese over the mashed potatoes.
8. Bake at **375°F** for **25 minutes** until hot and tops of potatoes get slightly brown.

Variations:

- Frozen vegetables may be substituted for canned vegetables.
- Instant mashed potatoes may be used.
- Spread mashed potatoes over meat mixture instead of making mounds.

\*Substitute 1 "can" cream soup mix; recipe on page 3.



# PAN PIZZA

Meal Components:  
 Meat/Meat Alternate (1 ½ ounces)  
 Grains/Breads (½ serving)

Yield: 10 servings  
 Serving size: 2 pieces  
 (Each piece - 2½" x 3")

10 Servings	Ingredients	Servings
1 loaf (1 lb.)	Frozen bread dough, thawed <b>OR</b>	
1 lb.	1 pkg. pizza crust mix	
2 cups	Lean ground beef	
1 cup (4 oz.)	Pizza or spaghetti sauce	
	Shredded Mozzarella cheese	

1. Roll bread out on a 10" x 15" cookie sheet. Let rest **5 minutes**. Bake at **400°F** for **10 minutes** or until lightly browned.
2. If using pizza crust mix, prepare according to package instructions.
3. Brown beef until done. Drain fat. Set aside.
4. Spread pizza sauce on pre-baked crust.
5. Spread cooked beef over sauce.
6. Sprinkle cheese on top.
7. Bake at **400-425°F** for **15-20 minutes**.
8. Cut pizza into 20 equal pieces.



# TUNA-RICE SUPREME

Meal Components:

Meat/Meat Alternate (1½ ounces)

Grains/Breads (½ serving)

Fruit/Vegetable (¼ cup)

Yield: 10 servings

Serving size: ¾ cup

10 Servings	Ingredients	Servings
1 ¼ cups	Instant rice, uncooked	
1 ¼ cups	Cut broccoli, fresh or frozen	
1 ¼ cups	Cubed carrots, raw	
½ cup	Chopped onion	
3 cups	Water	
1 (10¾ oz.) can	Undiluted reduced fat cream of mushroom soup*	
1 tsp.	Garlic salt	
¼ tsp.	Pepper	
3 (6 oz.) cans	Water packed tuna, drained	
½ cup	Lowfat milk	

1. In a large sauce pan, combine rice, broccoli, carrots, onion and water. Cover with lid.
2. Bring to a boil; reduce heat and **simmer** for **15 minutes** or until rice is cooked.
3. Remove from heat. Drain excess liquid.
4. Add mushroom soup, garlic salt, pepper, drained tuna and milk.
5. Put mixture in a greased 2½-quart casserole dish.
6. Bake at **350°F** for **45 minutes**.

Variations:

- Substitute 1½ (16 oz.) cans deboned salmon for tuna.

# RESOURCES FOR EXPLORATION

# SUGGESTED EQUIPMENT LIST

## Books and Storytelling

### Furniture:

Display units should be low so that children can see and select their own books. Shelves could be sloping with a lip to allow books to stand up. Provide cushions and/or soft sofa.

	*U2	*O2
Selection of at least 30 – 50 books:	√	√
•hard & soft covered		
•traditional stories		
•cultural stories		
•nursery rhymes		
•poetry and songs		
•make-believe		
•stories of people in real life situations		
•large books for shared group stories	√	√
Storytelling props:		
•Puppets		
•Magnetic stories and boards		
•Story CDs		

## Manipulatives

### Furniture:

A suitable display unit for puzzles or similar, preferably with sloping shelves with a lip so that children can see the puzzles and choose them.

Note: Cardboard puzzles will not last long, cannot be cleaned effectively and should not be considered permanent equipment. Puzzles should reflect biculturalism and gender equity and be of varying degrees of difficulty.

	*U2	*O2
Knob puzzles	√	√
Picture puzzles	√	√
Shapes		√
Geometric		√
Posting box	√	√
Threading		√
Peg boards		√
3-dimensional		√
Math games: include natural materials such as shells and stones		√
Stacking Equipment	√	√

\*U2 – under 2 years old / \*O2 – over 2 years old

## Creativity - Music

### Furniture (Storage unit):

- shelves    - hooks    - baskets or boxes

	*U2	*O2
CD player/stereo	√	√
Variety of CD's/music albums		
•Children's		
•Caymanian	√	√
•Caribbean		
•Classical		
•Contemporary		
Music and song books	√	√
Variety of musical instruments		
•Rhythm sticks	√	√
•Sandpaper blocks		
•Bells and chimes		
•Keyboards		
Coloured scarves and ribbons	√	√
Sound Toys	√	√

## Creativity Furniture

- Large table

- Storage unit

	U2	O2
Glue pots & Assorted Glue brushes	√	√
Variety of Paper	√	√
Variety of glue - PVA, Polycell		√
Children's scissors	√	√
Left-handed scissors		√
Adult scissors	√	√
Staplers		√
Large roll of sticky tape/masking tape and dispenser	√	√
Ball of string		√
Packet of felt		√
Crayons in bundles of 6	√	√
Packet of markers		√
Packet of children's pencils		√
Ruler		√
Non-toxic colouring in a range of colours	√	√
Glitter and containers	√	√
Hole-Punch		√
Collage materials: material scraps and natural materials (leaves and seeds)	√	√

## Creativity - Painting

	U2	O2
Easels (double sided)	√	√
Aprons	√	√
Non-spill paint pots	√	√
Assorted paint brushes	√	√
Different coloured non-toxic paint	√	√
Paint palette		√
Rollers	√	√
Drying rack	√	√
Newsprint	√	√



## Dough

Interesting designs can be made in dough using everyday items like cotton reels and corrugated cardboard.

### Furniture:

- I table and seating

- Stove

	U2	O2
Cutters	√	√
Rolling pins	√	√
Pounders	√	√
Knives and forks	√	√
Garlic crushers		
A variety of cooking equipment – e.g. pots, pans, patty pans etc.	√	√

## Clay

	U2	O2
Nylon string for cutting clay		√
Water container		√
Sponges		√
A variety of clay tools		√
A variety of natural materials		√
Hessian or canvas		√



## Blocks

### Furniture:

- Extra items like dolls and blankets added to this area can change the play in many ways
- Large storage unit
- Large carpet square or carpet

	U2	O2
Full set of multiple blocks		
A variety of small coloured blocks		
A variety of interlocking blocks		
Plastic or wooden vehicles		
People		
Vehicle station		
Animal Set		
Large Truck		



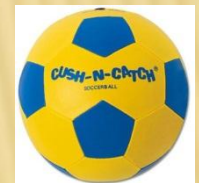
## Active Play

Provided by either a fixed item of equipment or movable equipment such as ladders, planks, tires, cable reels, swings, and slides. Moveable equipment provides greater flexibility and offers greater opportunity for children to be independent and creative. Must have safety surfacing underneath if over 500 mm in height.

	U2	O2
Ladders		
Planks		
Wooden boxes, variety of sizes and heights		
Tires (not steel belted)		
Balls		
Hessian – large sheets		
Ropes – several		
Wheeled vehicles <ul style="list-style-type: none"> <li>• Trikes</li> <li>• Trolleys</li> <li>• Ride-ons</li> <li>• Large trucks</li> <li>• Wheelbarrow</li> </ul>		
Hula hoops		

## Information and communication technologies

	U2	O2
Digital camera		
Video camera		
Digital microscope		
Computers – laptop & desk top		
Software		
Skype		



**Water play****- large water trough**

with other smaller containers for different activities.

	U2	O2
Pouring items – e.g. buckets, jugs, bottles, and watering cans		
Water wheels		
Hoses - various sizes and lengths		
Funnels		
Aprons		
Water pump		
A variety of pipes and plastic guttering		
A variety of items for floating and sinking		

**Nature and science/exploratory****Furniture:**

- Display table
- Storage unit

	U2	O2
Reference books		
Magnifying glasses		
Insect viewers		
Magnets (assorted – e.g. bar, U shaped, strips)		
Range of items to use with magnets		
Mirror (non-breakable)		
Scales		
Plants		
Variety of living things (fish / animal / insect / bird)		
Variety of natural materials e.g. shells, seeds		
Variety of gardening equipment (including spades, trowels, potting mix, plant pots, etc.)		
Digital microscope		

**Sand play****- large well drained shaded sand area**

	U2	O2
Pouring items – e.g. buckets, jugs, bottles, and watering cans		
Spades		
Rakes		
Funnels		
Sieves		
Vehicles		
Variety of natural materials		



# Weekly planner for infants

Centre:

Teacher:

Age Group:

Week Beginning:

Shared Story for the Week:

<b>Communication</b>	<b>Learning Outcomes</b>	<b>Activities</b>	<b>Resources</b>	<b>Respect</b>	<b>Learning Outcomes</b>	<b>Activities</b>	<b>Resources</b>
<b>Exploration</b>	<b>Learning Outcomes</b>	<b>Activities</b>	<b>Resources</b>	<b>Well-Being</b>	<b>Learning Outcomes</b>	<b>Activities</b>	<b>Resources</b>



# Weekly planner for toddlers and young children

Centre: \_\_\_\_\_ Teacher: \_\_\_\_\_ Age Group: \_\_\_\_\_ Week Beginning: \_\_\_\_\_

Shared Story for the Week:

	Learning Outcomes	Activities	Resources		Learning Outcomes	Activities	Resources
Communication				Respect			
Exploration				Well-Being			

<b>Activity</b>	<b>Resources</b>
<b>Assessment Focus</b>	



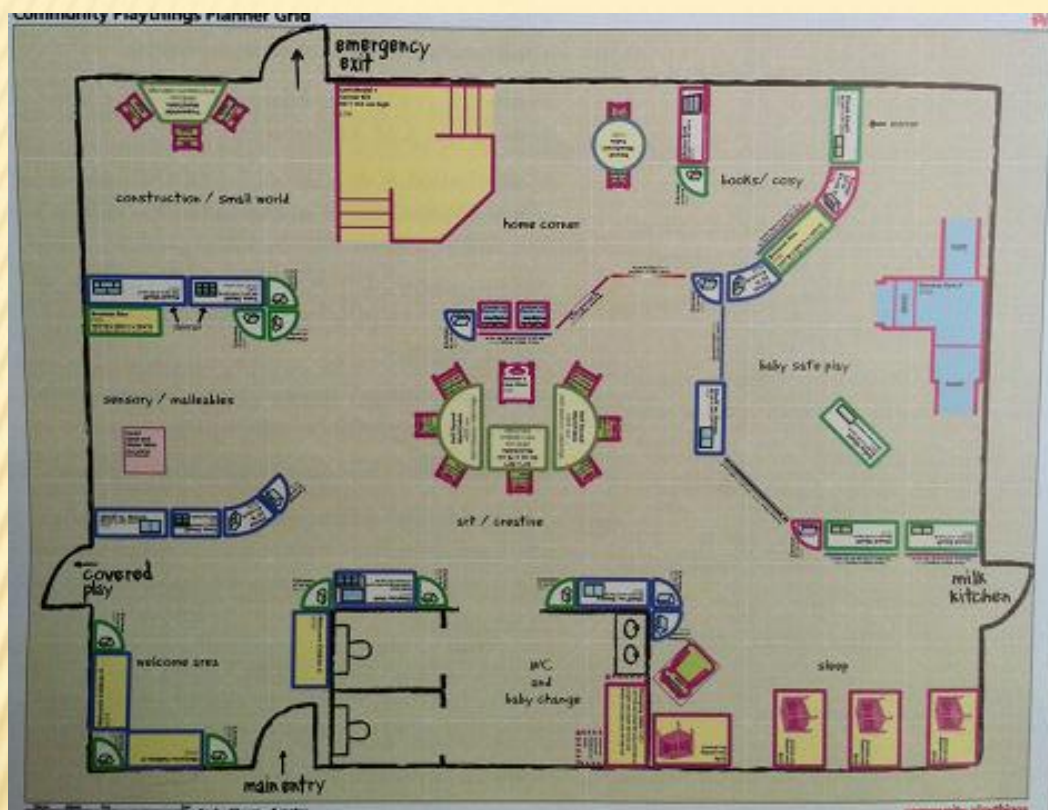
# FULL DAY SCHEDULE



Estimated Time	Activity	A Time For:
	Arrival, Informal Conversation	Completion of task from previous day and/or work with puzzles, games, books.
8:30	Gathering time	Discuss plans and routines for the day, songs and sharing times
9:00	Shared Reading	Teacher to read and discuss familiar or new story with children
9:30	Centre activities	Children to select learning centres where they will work; some will choose follow-up activities related to shared reading concepts or themes.
10:30	Play time	Indoors or Outdoors: large and small muscle development
11:30	Lunch	Transitional Songs and Lunch Routines
12:30	Quiet Time and Rest	Listening to different kinds of music; looking at a variety of books; lying down on mats or blankets
2:00	Prepare for Snack Time	Today's snack
2:30	Centre activities  Music and Movement	Children to work in small groups or individually utilize table games and activities for developing skills in communication arts and mathematics  Rhythms, rhythm band, movement to music or rhythm patterns, vocabulary development, concepts of counting, following directions, listening, skills, spatial relationships
3:30	Sharing time	Evaluating day's activities. Plan for the following day
4:00	Prepare for home-time	Children are collected from EY Center or transition to afternoon activity

# SAMPLE ROOM ARRANGEMENTS





**TODDLERS  
PROPOSED  
CLASSROOM LAYOUT**

**(AERIAL VIEW)**



**TODDLERS  
ACTUAL  
CLASSROOM LAYOUT**



**3-5 YEARS OLD  
PROPOSED  
CLASSROOM LAYOUT**

**(AERIAL VIEW)**



**3-5 YEARS OLD  
ACTUAL  
CLASSROOM LAYOUT**



# GLOSSARY OF TERMS

**Activity centres:** Fully resourced areas set up for children to engage in activities for example listening, block, art and construction centres

**Active listening:** A listener showing their attentiveness through their body language and their support through confirming what they have heard with the speaker

**Adaptations:** Adjusting the environmental conditions or structure of an activity to meet the needs of an individual child

**Assessment:** The process of gathering and interpreting information that shows a child's achievements. Assessment information is used to provide developmentally appropriate learning experiences for a child

**Book activity bags:** A collection of activities, manipulatives and resources that relate to a book used to actively engage children in a shared story

**Child-centred:** An approach that promotes children taking an active part in their learning experiences, enabling them to make choices, communicate, explore and interact freely

**Curriculum:** The sum total of experiences activities and events that occur within an environment designed to foster learning and development

**Disposition:** A child's frame of mind, pattern of thoughts and attitudes to change that influence their approach to experiences

**Early childhood care and education (ECCE) setting:** Sites where care and education are provided for children aged from birth to 8 years outside of the home

**EIP (Education intervention plan):** An individualised plan developed to support a child who has a special needs. The plan outlines adaptations that should be made to maximize the child's experiences within the ECCE setting, usually in conjunction with a specialist from the Early Intervention team

**Guided participation:** Supportive structuring of a child's participation in a learning experience so the child can move towards taking full responsibility for the activity

**Infant:** A child from birth to age 18 months

**Literacy:** In the early years literacy includes a range of modes of communication including music, movement, dance, story telling, visual arts, drama and the shared reading of a variety of books with activities that relate to the story

**Numeracy:** Understandings about number, structure and patterns, measurement, spatial awareness and data gained through manipulating materials. The development of mathematical thinking and reasoning

**Phonemic Awareness:** The ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness or the awareness of individual phonemes in words

**Phonics:** An understanding of the principles underpinning the way the alphabet code is used in reading and writing including using the skills of segmenting and blending

**Scaffolding:** Intentional providing learning experiences in a precise order to develop specific skills

**Toddler:** A child from 18 months to 36 months

**Transitions:** The process of moving between the home and the ECCE setting and on to school

# BIBLIOGRAPHY

---

Beckles, Marjorie (unknown). *An Anthology of Poems & Rhymes (compilation)*.

Caribbean Child Development Centre. (2005). *Learning Outcomes for Early Childhood Development*. West Indies: University of the West Indies.

Charles, L., & Williams, S. (2008). The experience of developing early childhood learning goals and outcomes in the Caribbean and the implications for curriculum development and implementation. *International Journal of Early Years Education*, 16:1, 17-29.

Davis, R. ((2008). *The Jamaica Early Childhood Curriculum*. Kingston, Jamaica: The Dudley Grant Memorial Trust.

Department of Education and Early Childhood Development. (2009). *Victorian Early Years Learning and Development Framework*. Melbourne, Australia: Early Childhood Strategy Division.

Department of Education. (2007). *Practice Guidance for the Early Years Foundation Stage*. London, England: Department of Children, Schools and Families.

Department of Education. (2007). *Letters and Sounds*. London, England: Department of Education.

Lindon, J. & Langston, A. (unknown). *Creating Places for Birth to Threes*. Community Play Things: East Sussex, England.

Ministry of Education. (1996). *Te whāriki early childhood curriculum*. Wellington, New Zealand: Learning Media.

Silberg, J. (2001). *Games to Play with Babies*. Beltsville, Maryland: Gryphon House.

Silberg, J. (2002). *Games to Play with Toddlers*. Beltsville, Maryland: Gryphon House.

Silberg, J. (2002). *Games to Play with Two Year Olds*. Beltsville, Maryland: Gryphon House.

Teachers of Young Children. (1998). *The Cayman Islands' Preschool Curriculum Guide*. Georgetown, Grand Cayman: Cayman Islands Education Department.



*...home land fair Cayman Isle,*

*I cannot thee forget.*