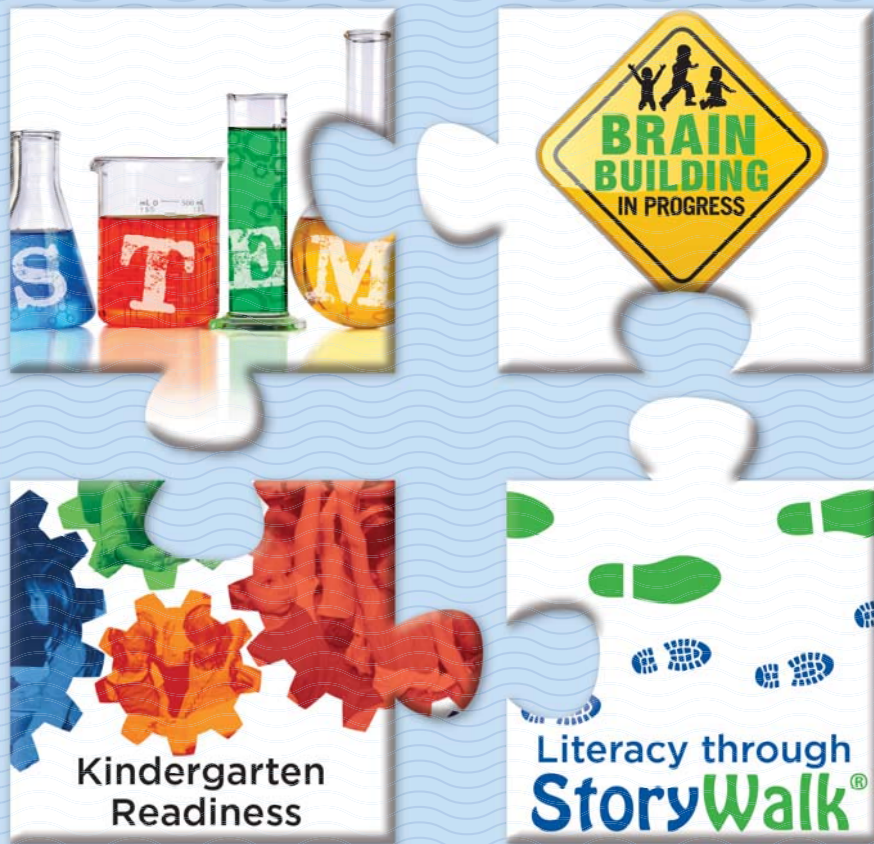


K PASSPORT TO KINDERGARTEN



Educators' Guide



Race to the Top – Early Learning Challenge Grant





Welcome!

Are You Helping Children and Their Families Get Ready for Kindergarten?

The **Passport to Kindergarten Kit** is a product of the Commonwealth of Massachusetts's Race to the Top—Early Learning Challenge grant administered by the Department of Early Education and Care in partnership with Boston Children's Museum. The goal of this program is to support museum and library educators in their unique efforts to engage families in preparing children to enter kindergarten. These resources give museum and library educators a framework for delivering one year's worth of programming content in four areas: STEM, Brain Building in Progress, kindergarten readiness, and literacy.

MEET THE PARTNERS



The mission of the **Massachusetts Department of Early Education and Care (EEC)** is to provide the foundation that supports

all children in their development as lifelong learners and contributing members of the community and to support families in their essential work as parents and caregivers. EEC is responsible for the licensing and regulation of approximately eleven thousand family, group, and school-age child-care providers, as well as nearly seven hundred residential care programs and adoption/foster care placement agencies. EEC also administers financial assistance for over fifty thousand children, enabling them to access high-quality early education and out-of-school-time programs that support their developmental success; provides additional parenting resources and services for families; and supports the professional development of educators in the early education and care field.



**BOSTON
CHILDREN'S
MUSEUM**

Boston Children's Museum (BCM) is a welcoming, imaginative, child-centered learning environment that supports diverse families in nurturing their children's creativity and curiosity. BCM promotes the healthy development of all children so that they will fulfill their potential and contribute to our collective well-being and future prosperity. BCM builds brains every day! For over one hundred years it has been engaging children in joyful discovery experiences that instill an appreciation of our world, develop foundational skills, and spark a lifelong love of learning.

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RACE TO THE TOP EARLY LEARNING CHALLENGE

In December 2011, Massachusetts was one of nine states to win a federal Race to the Top—Early Learning Challenge grant (RTTT-ELCG) to spur innovation in statewide systems of education. The Early Learning Challenge is designed to close the achievement gap for those children with the least access to community assets and educational resources and to ensure that all children enter kindergarten ready to succeed.

Boston Children’s Museum was selected by the Massachusetts Department of Early Education and Care to implement a statewide strategy to bolster the capacity of museums and libraries by offering resources for STEM activities, participation in the state’s Brain Building in Progress campaign, a focus on kindergarten readiness, and more support for early literacy programming.

Fifty-two museums and one hundred and nineteen libraries across the state are active in the Race to the Top—Museums/Libraries Project. Museums participating range from the 101-year-old Boston Children’s Museum to the brand-new Children’s Museum of Greater Fall River. Historical museums range from Historic New England, representing thirty-six historic properties, to the Beverly Historical Society with three houses. Science museums and zoos are participating, including the Museum of Science in Boston, Zoo New England, and the Harvard Museum of Natural History. The Museum of Fine Arts in Boston, the Springfield Museums, the Cape Ann Museum, the Peabody Essex Museum, the Discovery Museums, and the Eric Carle Museum of Picture Book Art are involved in the project as well. The project benefits from the volunteer advisory participation of the Massachusetts Board of Library Commissioners (MBLC) and the Massachusetts Library System (MLS).

In an effort to help Massachusetts museums and libraries sustain their new community relationships and innovative early childhood programming, we have created a framework for four focus areas (STEM, Brain Building in Progress, kindergarten readiness, and literacy) and have provided activities for a full year of programming that can be adapted by any museum or library. The Passport to Kindergarten Kit contains this educators’ guide and a sample “passport” for children and families to use to document their participation.

52

museums &

119

libraries

across the Commonwealth participate
in the Museums/Libraries Project.



PASSPORT TO KINDERGARTEN

WHAT'S IT ALL ABOUT?

In the August 2014 Issue Brief from the Robert Wood Johnson Foundation, “Early Childhood Experiences Shape Health and Well-Being Throughout Life,” the authors explain what museum and library educators know – that while all parents want the best for their children, not all parents have the same resources or access to community assets to help their children grow up healthy and ready to start kindergarten successfully.

We know that not all our youngest citizens are able to attend high-quality early childhood programs. Although the idea of universal preschool is becoming a more mainstream topic in conversation, it is not yet nationally accepted. In the meantime, museums and libraries can serve as community anchors that provide safe and accessible public spaces to promote lifelong learning, cultural enrichment, and civic engagement, especially for underserved and vulnerable families and their children.

“A body of evidence now ties experiences in early childhood directly or indirectly with health and well-being throughout life. Adverse experiences in early childhood can set off a vicious cycle leading from social disadvantage in childhood to health disadvantage in adulthood, and then to more social disadvantage for the next generation starting the cycle again. Despite this, evidence also shows that it is possible to turn potentially vicious cycles into paths toward health by intervening early. Although effects of early childhood interventions appear largest for the most socially disadvantaged children, children in families of all socioeconomic levels benefit from high quality early childhood programs.¹”

Museums and libraries provide background experiences that enable young children and their families to build the skills necessary for school success. Being ready for kindergarten can make all the difference in a child's introduction to formal education. When families and educators work together to prepare children for school, parents know more about what to expect and what they can do to support their children.

¹Braverman, P., S. Egarter, K. Arena, and R. Aslam. “Issue Brief: Early Childhood Experiences Shape Health and Well-being Throughout Life.” Robert Wood Johnson Foundation, August 2014. www.rwjf.org/content/dam/farm/reports/issue_briefs/2014/rwjf414926.

Classroom visits for families and children are a key part of the school readiness strategy, but busy schedules and limited resources make it difficult for many families to visit the classroom. What's needed is a community resource where people can visit and see what quality in early childhood education looks like—a place to participate in the process of getting young students and their families ready for this critical transition. Museums and libraries are ready to provide a positive learning environment, helping close the experience and achievement gaps and give all children a strong start in learning.

The Institute of Museum and Library Services calls policymakers and practitioners to action:

As our nation commits to early learning as a national priority essential to our economic and civic future, it is time to become more intentional about engaging these vital community resources. Libraries and museums reach millions of parents and children each year. They are trusted, welcoming places where children make discoveries, deepen common interests, expand words and knowledge, and connect their natural curiosity to the wider world. Neuroscientists tell us that the type of learning that occurs in these institutions — self-directed, experiential, content-rich — promotes executive function skills that can shape a child's success in school and life. These experiences are interactions that build brains and fuel a love of learning.²

The Passport to Kindergarten Kit has been designed so that museum, library, and community educators can deliver (either individually or collaboratively) specific activities over one full year, and families with young children can participate in an intentional program that teaches many skills a child needs to be ready for kindergarten.

²Institute of Museum and Library Services. *Growing Young Minds: How Museums and Libraries Create Lifelong Learners*. Mary Lynn Howard, Consultant and Author, June 2013.

PASSPORT TO KINDERGARTEN

HOW DOES THE PROGRAM SUPPORT PARENTS?

Through the Race to the Top—Museums/Libraries Project we encourage organizations to focus on the adults as well as the children—parents are a child’s first teacher. Family members play a vital role in helping children develop a joy for learning and the understanding that learning is a process, something that children and adults do all their lives. Parents in museums and libraries often comment that these visits give them the opportunity to become better observers of their children’s skills and behaviors and that they learn about their children’s development by watching them interact in these public spaces. Doing things together, such as playing in a museum or library as a family, helps build values, traditions, and rituals that keep children connected to their families—exchanges we sometimes refer to as “family engagement.”

Karen Mapp, Ed.D., of the Harvard Graduate School of Education defines family engagement as “any way that adult caregivers support their child’s learning.”³ Family engagement occurs in both museums and libraries and is supported by the Association of Children’s Museums:

“Children’s museums are unique places that bring children, families and communities together for quality interaction. Offering lifelong learning opportunities for audiences as tender as newborns, children’s museums are vital cultural institutions. Serving as beacons amid a frenzied environment, children’s museums celebrate play and creativity; provide activities that nurture family relationships; establish common ground in communities; collaborate with traditional educational and social service organizations and build creative communities that improve the quality of life. Grounded in well-established pedagogy, children’s museums are leading a movement that combines specific learning objectives with play in informal learning environments. As highly desirable meeting places and as proponents of play, children’s museums bring a world of possibilities to families who want the best for their children.”⁴

³ Karen Mapp, Ed.D., Graduate School of Education at Harvard University. <http://www.p12.nysed.gov/accountability/documents/Day4-11.16.12.pdf>

⁴ *The Case for Children’s Museums*, Association of Children’s Museums, 2005. http://idcm.org/images/casefor_museums.pdf

In libraries, an initiative known as **Family Place** introduced a new children’s programming model that encourages libraries to go beyond summer reading programs and story hours to reach their full potential as community hubs. **“The Family Place model is built around the idea that literacy begins at birth and that libraries can foster community growth by nourishing families,”** says Stacey Aldrich, California state librarian. Spaces are designed for parent/caregiver-child interaction, “but also for community interaction. Experts in the community are brought into the space to give presentations and serve as resources for parents.”⁵

Libraries are free! They are community centers where families build long-lasting, trusted, sometimes generational, relationships with library educators. These educators have the unique opportunity to develop relationships based on repeated visits, favorite activities, story times and even a sense of public safety where children and families feel secure and able to ask questions or get help in a variety of ways.

THE ACTIVITIES IN THE PASSPORT TO KINDERGARTEN KIT WILL ENGAGE FAMILIES BY:

- **Enabling parents and caregivers to observe their children at play and to reflect on what their children know and what they love to do**
- **Supporting the connections between caregivers, between caregivers and children, and between caregivers and educators by creating a relaxed and fun atmosphere in which everyone can freely explore the idea of starting school**
- **Encouraging parents and caregivers to interact with their children while doing the activities (be the teacher, be the student, use the STEM props, read stories)**
- **Promoting family fun and supporting the museum-library-home connection by offering parents and caregivers meaningful content to take home to continue their children’s play and learning**

Museums and library educators can help empower parents to work on behalf of their children by giving them opportunities to successfully interact, play, and negotiate. Museums and libraries are safe places for parents to build their capacity for engagement. As a result, parents may feel more confident and comfortable engaging with the public school environment: advocating for their children, participating in school events, and becoming part of the school community. Why is this important? Karen Mapp and others have shown that over the long term, parent engagement in the school community has been shown to increase positive outcomes for children.

⁵http://www.ims.gov/your_friendly_neighborhood_library_an_inviting_space_a_family_place.aspx

PASSPORT TO KINDERGARTEN

HOW DO I USE THE KIT?

Museum and library educators can plan a year's worth of activities using Passport to Kindergarten as a themed program. Forty-eight activities are described in this guide with the full versions located on **Boston Children's Museum's Race to the Top website**. The resources developed through Race to the Top are freely available; formal permission is not required for use. Sample marketing text and a downloadable flyer are also available on the Passport to Kindergarten tab.

Passport to Kindergarten can be organized as a drop-in program or as a program that families sign up for and attend regularly. For example, the program could be presented on the third Friday night of each month, as a weekend program, or every other Saturday. This choice depends on the staffing and resources available in the organization and the needs of the families in your community.

Museums and libraries can recruit families from the community to join the Passport to Kindergarten program. Possible participants may already attend a regular, informal playgroup in the community or a weekly story time at the local library. Massachusetts Coordinated Family and Community Engagement (CFCE) educators may help local efforts to recruit families to join a Passport to Kindergarten group.

Children up to five years old are eligible to participate in the program. It's never too early to invite the babies and toddlers to join the fun! Activities should be adaptable for multiage groups of children. For example, babies might mush Play-Doh

alongside four-year-olds who build with it, adding straws and pipe cleaners to their creations.

Tip sheets for parents and caregivers should be made available to help build awareness of the skills their children will need to be successful when they start kindergarten. You will find these on the Race to the Top website in multiple languages.

The children can be given a passport that has been designed to document their participation in the program. Educators can decide if they want to stamp the passports or give the children stickers to put in their passports when they have finished an activity.

Educators might host a themed celebration at the end of each quarter. For example, at the end of March, there might be a STEM celebration for families at which children receive a "school tool" like a pair of scissors for their participation in the quarter's activities.



Find activities and information at:

www.bostonchildrensmuseum.org/learning-resources/race-to-the-top

Using a quarterly structure, educators can design a program and a schedule that works for their institutions. A schedule of activities might be organized like this:



Q1

STEM

January, February, and March activities could include Sink and Float, Color Mixing, and a nature hike or StoryWalk®.

Q2

BRAIN BUILDING IN PROGRESS

April, May, and June activities could include a Brain Building in Progress Week celebration, a Family Saturday Adventure, and stories that show ways to solve problems.

Q3

KINDERGARTEN READINESS

July, August, and September activities could include learning to cut with scissors, hosting a kindergarten celebration, and playing school.

Q4

LITERACY

October, November, and December activities could include a weekly story time, a celebration of Family Literacy Month, and music and movement.

Q1 QUARTER 1

JANUARY, FEBRUARY, MARCH

STEM Program

There will be many fascinating indoor and outdoor opportunities for STEM programming in the first quarter of the year in New England. As Karen Worth reminds us in “Worms, Shadows and Whirlpools”;

“The exploration of the natural world is the stuff of childhood. Science, when viewed as a process of constructing understanding and developing ideas, is a natural focus in the early childhood program... Children’s inquiry into appropriate phenomena is not only the place to build foundational experiences for later science learning, it is fertile ground for the development of many cognitive skills. It also is a context in which children can develop and practice many basic skills of literacy and mathematics. Finally, science is a collaborative endeavor in which working together and discussing ideas are central to the practice.”

In early childhood education, science activities include exploring water and sand, comparing and contrasting natural materials like rocks and soil, rolling balls across the floor, and looking through a magnifying glass to watch snow or ice melt as it was brought indoors. Technology activities include using computers but also identifying simple machines like gears, wheels, and pulleys. With preschoolers, engineering activities involve working with blocks. Math activities include counting, sorting, and recognizing patterns.

As an educator, you can expand young children’s science learning and lead them toward discovery by encouraging their natural curiosity; noticing what they are doing during play with water, shadow, or sand; and asking the right questions. You can get involved by asking children open-ended questions:

- “Tell me what you are working on now.”
- “What do you notice about how it’s moving?”
- “What else have you seen other kids try?”

Writing down their thoughts and ideas is a good way to document their growth to share with their caregivers.

⁷Karen Worth, SEED Papers: Fall 2010. *Science in Early Childhood Classrooms: Content and Process*. <http://ecrp.uiuc.edu/beyond/seed/worth.html>

DEVELOPMENTALLY APPROPRIATE PRACTICE

Keep the following information in mind as you adapt the activities listed below.

Babies & Toddlers: STEM for children under three is very messy and very sensory. Adapt the activities below so that the youngest kids can participate: feel the material, manipulate it, explore it with their hands, smell it, get wet and messy with it!

Preschoolers: STEM for kids three to five years old involves developing the skills listed below. As you choose activities, allow time for your participants to say their first name, learn new vocabulary, take turns talking, and be outdoors!

DEVELOPING SKILLS

- Observing
- Describing
- Categorizing
- Recording
- Experimenting
- Predicting
- Generalizing
- Solving Problems
- Collaborating & communicating
- Using Tools
- Relating to prior or current experience

ACTIVITIES

As you plan your Passport to Kindergarten program, consider using the materials that have been developed by the Race to the Top-Museums/Libraries Project. Here you will find twelve activities – one suggestion for each week of the quarter – **readily available on the BCM Race to the Top website.**

SCIENCE

1. Air and Wind

This activity encourages children's curiosity and observation skills indoors and outdoors as they experiment with how air moves things.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Explore and discuss what air is or does (air takes up space inside bubbles and beach balls; air can move things; air can support things such as parachutes and kites).

2. Bubbles

This activity engages children to observe and experiment while they blow bubbles and watch them pop!

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Explore and discuss what air is or does.

3. Shadow Play

This activity encourages children's curiosity and observation skills as they play indoor and outdoor games to make shadows.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Explore sunlight and shadows, and describe the effects of the sun or sunlight.

TECHNOLOGY

4. Magnets - Push and Pull

This activity teaches children about technology through the exploration of magnets and magnetic properties.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.

5. Magnifying Magic

This activity encourages children to use a magnifying glass to view objects up close and to observe the details of their environment.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Identify and use simple tools appropriately to extend observations.

ACTIVITIES

6. Shape It Up

This activity helps children strengthen their fine motor skills while they practice using a variety of writing tools and scissors.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Identify and use simple tools appropriately to extend observations.

ENGINEERING

7. Construction Zones - Building a Paper Bridge

This activity gives children an opportunity to imagine a bridge, create it, and change their design if it doesn't work.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Experiment with a variety of objects to determine when the objects can stand and ways that objects can be balanced.

8. Recycle Art Build

This activity encourages children to build 3-D sculptures from recycled household objects.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Explore and describe a wide variety of natural and human-made materials through sensory experiences.

9. Build It - Towers

This activity encourages children to be problem solvers and use a variety of materials to design, create, and build things that work.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Explore and identify simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences.

MATH

10. Be a Color and Shape Detective

This activity helps children learn early math skills by investigating colors and shapes just like a detective.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Investigate and identify materials of various shapes, using appropriate language.

11. Fishbowl Math

This activity encourages children to have fun playing with assorted small toys while getting lots of practice sorting, categorizing, and organizing.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Sort, categorize, or classify objects by more than one attribute.

12. Teddy Bear Picnic

This activity allows children to explore the basic concepts of numbers and counting by playing a picnic game.

Learning Guidelines: Use their five senses in their exploration and play to gather information. Example: Listen to and say the names of numbers in meaningful contexts, and use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).



Find these activities at:
www.bostonchildrensmuseum.org/stem-sprouts

FEATURED PROGRAMMING

Here are some Museums/ Libraries Project superstars' STEM activities that you can replicate!



Berkshire Museum Pittsfield, MA

At WeeMuse: Night of Science wacky, mystifying and super fun science experiments take over the museum. Spend the evening walking on water, snacking on liquid nitrogen ice cream, making glow in the dark slime, creating your own hover craft, plus many more family friendly experiments.

For more than two years, the Museum has been developing the WeeMuse program focusing on early learners. We offer on-going opportunities for children from birth to age 7 and their families to learn, grow, and explore the Museum. Programs include WeeMuse Adventures, STEM Education sessions, and four free community events every year, all designed by our Early Childhood Education Specialist.

www.berkshitemuseum.org

Springfield Museums Springfield, MA

Family Science Adventures: Families are invited to explore the Science Museum and look for the Roving Scientist. You never know where she might be and what kind of demonstration she has in store for you! In the Science of Sound, families learn all about sound waves and hearing, while playing with thunder tubes, drums, tuning forks! Afterward, they are invited to make and bring home their own kazoos which allow them to “feel the vibrations” of sound waves!

www.springfieldmuseums.org

The Jonathan Bourne Public Library Bourne, MA

In collaboration with the Bourne Early Childhood Council and with funding from the MA Board of Library Commissioners, the library will offer bi-monthly STEAM programming called Science Saturday! These programs will reach out to families that may otherwise be unable to attend or be unaware of free library programming.

www.bournelibrary.org



Brain Building in Progress

The Brain Building in Progress campaign is a public/private partnership of the Massachusetts Department of Early Education and Care, the United Way of Massachusetts Bay and Merrimack Valley, and a growing community of early education and child-care providers, academic researchers, business leaders, and individuals. The program is based on the latest science and research on early childhood development. The mission is to raise awareness of the critical importance of fostering the cognitive, social, and emotional development of young children by emphasizing its future impact on the economic prosperity of everyone in Massachusetts. Museums and libraries have begun to embrace the campaign by participating in Brain Building in Progress Week, which is typically the second or third week in April. Museums and libraries form a system of informal learning that is equipped to deliver early learning resources to young children and their families, especially those with the least access to other resources. By giving a strong start to our youngest citizens, we create a stronger, more prosperous future for all.

In this section, you will find activities from the *Mind in the Making* tip sheets created by Families and Work Institute. The tip sheets, which are free and available to the general public (<http://mindinthemaking.org/firstbook>), are based on *Mind in the Making: The Seven Essential Life Skills Every Child Needs* by Ellen Galinsky, president of Families and Work Institute. *Mind in the Making's* mission is “to promote executive function life skills in adults and through them in children in order to keep the fire for learning burning brightly in all.”

Another helpful resource for the Brain Building in Progress quarter is the Vroom website and mobile app (joinvroom.org). Vroom was developed by a group of dedicated scientists, community leaders and trusted brands, with input from community organizations and families. Their daily dose of brain building moments are providing parents and caregivers with ways to boost early learning.



Find these activities at:
mindinthemaking.org/firstbook

DEVELOPMENTALLY APPROPRIATE PRACTICE

Keep the following information in mind as you adapt activities for the books listed below.

Babies & Toddlers: Early childhood experiences affect the development of the brain from birth. Our early experiences provide the foundation for all future learning, behavior, and health. Just as a weak foundation compromises the quality and strength of a house, adverse experiences early in life can impair brain architecture, with negative effects lasting into adulthood.

When an infant or young child babbles, gestures, or cries and an adult responds appropriately with eye contact, words, or a hug, neural connections are built and strengthened in the child's brain that support the development of communication and social skills. Much like a lively game of tennis, volleyball, or Ping-Pong, this back-and-forth is both fun and capacity-building. We call this "serve and return." When caregivers are sensitive and responsive to a young child's signals and needs, they provide an environment rich in serve-and-return experiences. Reading to babies and toddlers with an expressive

voice and lots of affect sets up serve-and-return interactions. Watch for them as you do the activities below.

Preschoolers: "Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses. Although we aren't born with executive function skills, we are born with the potential to develop them. The process is a slow one that begins in infancy, continues into early adulthood, and is shaped by our experiences. Children build their skills through engagement in meaningful social interactions and enjoyable activities that draw on self-regulatory skills at increasingly demanding levels."⁸

DEVELOPING SKILLS⁹

- Focus & Self-Control
- Making Connections
- Taking on Challenges
- Perspective Taking
- Critical Thinking
- Self-directed, engaged learning
- Communicating

ACTIVITIES

As you plan your Passport to Kindergarten program, consider using the materials that have been suggested here. Mind in the Making has partnered with First Book, a nonprofit social enterprise that provides books and educational materials for educators serving children in need, to curate a groundbreaking 'Mind in the Making' Book Collection' that combines children's books with tips for building Seven Essential Life Skills. Below you will find twelve activities - one suggestion for each week of the quarter - **readily available at Mind in the Making Book Collection.**

1. Focus & Self-Control: *Whistle for Willie* by Ezra Jack Keats

Read *Whistle for Willie*. Ask the children, "What did Peter do to learn how to whistle?" Wait for a response, and ask a question that reflects the child's answer, such as "Did Willie notice Peter when he

couldn't whistle?" Share a story about a time when you had to exercise self-control to work toward a goal that was important to you.

Learning Guidelines: Practice independence and self-help skills.

⁹ Galinsky, Ellen. *Mind in the Making: The Seven Essential Life Skills Every Child Needs* (HarperCollins, 2010)

ACTIVITIES

2. Focus and Self-Control: *The Carrot Seed* by Ruth Krauss

Read *The Carrot Seed*. Talk with the children about how the little boy in the story took steps to care for the carrot seed. You can ask, “What did the little boy do to help the seed grow?” Wait for the response. Then ask, “How do you think the little boy felt when nothing came up?” Share a story about a time when you had to exercise self-control to work toward a goal that was important to you.

Learning Guidelines: Talk about ways to solve or prevent problems, and discuss situations that illustrate that actions have consequences.

3. Perspective Taking: *Actual Size* by Steve Jenkins

Read *Actual Size*, and ask the children what they noticed about the differences in sizes between the animals. “Which animal has the biggest hands? Which has the biggest eyes?” Talk about why the animals might be different: Which animal depends on its tail, and which on its hands? Encourage the children to think about how we are different from a cat or turtle.

Learning Guidelines: Investigate, describe, and compare the characteristics that differentiate living from nonliving things.

4. Perspective Taking: *Five Little Ducks* by Raffi

Read *Five Little Ducks*. For younger children, introduce perspective taking by simply asking them how they think Mother Duck might be feeling and thinking. With older children, you can fine-tune their thinking with questions such as “How do you think Mother Duck felt when not all of her little ducks came back? How do you know?” With all ages, you can encourage the children to look at the characters’ faces and body language to learn to “read” the feelings and thoughts of others.

Learning Guidelines: Recognize and describe or represent emotions such as happiness, surprise, anger, fear, and sadness.

5. *The Storyteller’s Candle* by Lucia Gonzalez (Bilingual English/Spanish)

Read the *Storyteller’s Candle*. Talk with the children about how communicating involves more than words. Ask them, “If you and a friend spoke different languages, could you find ways to communicate besides using words?” Try using facial expressions or hand gestures together to communicate without words. You can also look for examples of how they did this in the book.

Learning Guidelines: Create characters through physical movement, gesture, sound, speech, and facial expressions.

6. Communicating: *The Cow That Went OINK* by Bernard Most

Read *The Cow That Went OINK*. Communicating includes listening very carefully to how words sound. Ask the children to say the different animal sounds aloud along with you while you read. Imitating the animals laughing and learning how to speak is also a fun way to show that learning can involve making mistakes before getting things right.

Learning Guidelines: Listen to and use formal and informal language.

7. Making Connections: *On the Same Day in March: A Tour of the World’s Weather* by Marilyn Singer

Read *On the Same Day in March*. Help the children make connections between the weather in other parts of the world and at home. What is different? What is the same? Ask comparison questions based on the pictures, such as “Have you ever built a snow fort like the one in this picture in Canada?”

Learning Guidelines: Identify the characteristics of local weather based on firsthand observations.

8. Making Connections: *Ten Little Fingers and Ten Little Toes* by Mem Fox and Helen Oxenbury

Read *Ten Little Fingers and Ten Little Toes*. Young children will learn to make connections when you show them pictures in a book, use language to describe the picture, and then do the action with them. You can count or touch

a child's toes and then do the same with the character in the book. Families can continue making connections when they repeat the counting game with their children during everyday activities, such as dressing.

Learning Guidelines: Listen to, recite, sing, and dramatize a variety of age-appropriate literature.

9. Critical Thinking: *Are You My Mother?* by P. D. Eastman (English and Spanish editions)

Read *Are You My Mother?* Ask the children questions that help them make predictions or solve problems, such as “What do you think will happen if the baby bird leaves the nest without its mother?” Do the children think each new character is the mother? Why or why not? Ask if they have ever lost something, and what steps they took to find it.

Learning guidelines: Observe and describe ways in which many plants and animals closely resemble their parents in observed appearance.

10. Critical Thinking: *If You Give a Mouse a Cookie* by Laura Numeroff

Read *If You Give a Mouse a Cookie*. Have the children predict what will happen each time the mouse asks for something new. You can also have fun together by asking the children what they think the mouse will ask for next, before turning the page. Once the children know the story, you can ask what comes next when you reread the book.

Learning Guidelines: Identify and describe cause and effect as they relate to personal experiences and age-appropriate stories.

11. Taking on Challenges: *Llama Llama Red Pajama* by Anna Dewdney

Read *Llama Llama Red Pajama*. Ask the child to describe the things that Baby Llama does while waiting for his mama. You can point out that Baby Llama has a comfort toy to help soothe himself, and ask the children if they have something special that they like to hold onto as well. You can also talk about the range of emotions portrayed in the story and ask, “What do you do when you are scared or doing something difficult?” Make sure you respond and ask another question that shows you've been listening.

Learning Guidelines: Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.

12. Self-Directed, Engaged Learning: *Lemonade in Winter* by Emily Jenkins

Read *Lemonade in Winter*. Talk about goals with the children, and see if they have any examples of when they've had a goal and how they've worked toward it. It can be something as simple as learning to put your dirty clothes in a basket for the laundry. What do the children think about the different ways the characters try to meet their goals? Was there anything they could have done differently?

Learning Guidelines: Practice independence and self-help skills.

FEATURED PROGRAMMING

Here are some Museums/Libraries' Project superstars' Brain Building activities that you can replicate!

Boston Children's Museum Boston, MA

Brain Building in Progress Week. Join us for a weeklong celebration of your brain! Meet Lucky the Leprechaun, the Boston Celtics mascot, and see how he uses physical activity to build his brain. Earn your “I Am a Brain Builder!” button and lots more!

www.bostonchildrensmuseum.org

Attleboro Public Library Attleboro, MA

The Attleboro Public Library invites you to join them in recognizing the importance of early child development during “Brain Building in Progress Week.” The library has displays and special activities for families and their children.

www.attleborolibrary.org

Imagine That Lawrence, MA

Local restaurateur Sal Lupoli is excited about Brain Building in Progress and is promoting Brain Building in Progress Week by giving out free Brain Building activity kits (pipe cleaners, crayons) along with children's menus in his Sal's Pizza restaurants across Mass Bay and Merrimack Valley. Sal is working with his staff and the staff of Imagine That on how to interact with children to stimulate brain building.

www.imajinethat.org

Kindergarten Readiness

Kindergarten is a big step, even for children who have already spent time in preschool or in a group early education and care setting. It usually means learning new names and faces, a new building, a new classroom, and a new kind of schedule.

As an educator, you can provide a kindergarten classroom experience by using the materials provided in the *Let's Get Ready for Kindergarten! Kit* and creating a "let's play school" setting in your space. You can invite your visitors to hear a Circle Time story with a puppet, play a new game, or practice their writing skills. The opportunity for children and families to experience a classroom setting, meet a "teacher," read a story about going to kindergarten, and ask questions is valuable for your visitors—and it's valuable for your community!



DEVELOPMENTALLY APPROPRIATE PRACTICE

Keep the following information in mind as you adapt the activities listed below.

Babies & Toddlers: Kindergarten readiness skills for babies and toddlers start with messy sensory activities, looking at and reading books with an adult, verbalizing things (“nahnah,” “dadada,” or “mamama”), and moving their bodies around to build the muscles required to crawl, walk, and run. Adapt the activities below so that babies and toddlers can find things to play with, can watch older kids play, or can participate in a fun, safe way.

Preschoolers: Kindergarten readiness skills are listed below. Plan your activities intentionally so that kids three and older can gain background knowledge and practice the skills they are learning.

DEVELOPING SKILLS

- Separating from Adult Caregivers
- Sitting in a Circle
- Taking Turns and Sharing
- Raising Hands
- Listening
- Following Two- and Three-Step Directions
- Using Language to Communicate Ideas, Feelings, and Needs
- Using Scribbling, Writing, and Drawing to Represent and Interpret Ideas
- Using Imagination to Play and Create Ideas and Objects
- Using School Tools (Puzzles, Scissors, Pencils, Markers)
- Taking Care of Physical Needs (Toileting, Dressing, Eating)
- Moving Body, Legs, and Arms with Coordination

ACTIVITIES

As you plan your Passport to Kindergarten program, consider using the materials that have already been developed by the Race to the Top-Museums/Libraries Project. Here you will find twelve activities – one suggestion for each week of the quarter – **readily available on the BCM Race to the Top website.**

1. Let's Play School: Circle Time

This activity allows children to practice important school readiness skills, such as taking turns, listening, and raising their hands as they participate in a kindergarten Circle Time.

Learning Guidelines: Observe and use appropriate ways of interacting in a group (taking turns talking; listening to peers; waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways).

2. Veterinarian Play Day

This activity gives children a dramatic play opportunity to explore being a veterinarian by caring for animals.

Learning Guidelines: Observe and discuss the various kinds of work people do outside and inside their homes.

3. Post Office Play Day

This activity allows children to explore many aspects of communication and early literacy through dramatic play.

Learning Guidelines: Use emergent writing skills to make letters in many settings and for many purposes.

ACTIVITIES

4. I Can Do It Myself!

This activity allows children to practice important self-help skills that they will need to get ready for kindergarten.

Learning Guidelines: Practice independence and self-help skills.

5. All About Me: My Body

This activity gives children an opportunity to learn about their bodies through music, movement, and play.

Learning Guidelines: Listen to and use appropriate language describing the names and functions of parts of the human body.

6. What Are You Feeling Today?

This activity allows children to learn how to identify, talk about, and understand their feelings.

Learning Guidelines: Recognize and describe or represent emotions such as happiness, surprise, anger, fear, sadness.

7. Beanbag Feelings Toss

This activity gives children an opportunity to learn to express their feelings in a safe, physical, yet nonaggressive way.

Learning Guidelines: Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences.

8. What's for Lunch?

This activity lets children learn about and pick out healthy foods for lunch and set them out on their plates.

Learning Guidelines: Discuss nutritious meals and snacks and the difference between junk food and healthy food.

9. All About Me: My Family

This activity allows children to explore different aspects of families and relationships.

Learning guidelines: Describe members of their family and discuss what parents do for their children to keep them safe and healthy.

10. Shaving Cream Fun

This activity gives children an opportunity to experience sensory stimulation and explore open-ended, imaginative play.

Learning Guidelines: Listen to, recognize, and use a broad vocabulary of sensory words.

11. Stop and Go!

This activity allows children to have fun playing a game while practicing physical movement and listening skills.

Learning Guidelines: Build body awareness, strength, and coordination through locomotion activities.



Find these activities at:

www.bostonchildrensmuseum.org/lets-get-ready-kindergarten

FEATURED PROGRAMMING

**Here are some Museums/
Libraries Project
superstars' Kindergarten
activities
that you can
replicate!**



Hamilton-Wenham Public Library South Hamilton, MA

Countdown to Kindergarten. Join us at the library to meet your fellow kindergartners and watch a performance of D.W. Counts Down to Kindergarten, featuring Arthur and his little sister, D.W. Enjoy playing a variety of “kindergarten readiness” activities, and get your library card! Free and open to the public.

www.hwlibrary.org

Ecotarium Worcester, MA

Countdown to Kindergarten. Worcester’s EcoTarium was named a 2014 Promising Practice Award Reimagined recipient by the MetLife Foundation and the Association of Children’s Museums (ACM). The award supports the museum’s innovative approach in adapting Countdown to Kindergarten, a one-day celebration for incoming kindergarten students in Worcester Public Schools, to better accommodate children who have experienced physical or mental disabilities or learning or social difficulties.

www.ecotarium.org

Nevins Library Methuen, MA

Countdown to Kindergarten. Calling all children in Methuen who are entering kindergarten in September! D.W. Counts Down to Kindergarten! is a traveling play based on the popular WGBH TV show Arthur. Following the program, families are invited to go to the park on the library grounds for a special presentation of interactive tales by storyteller Nicolette Nordin Heavey. This program was sponsored by the Nevins Memorial Library, the Methuen Public Schools, and the Michael B. Christensen Community and Family Support Center, a part of the Greater Lawrence Community Action Council, Inc.

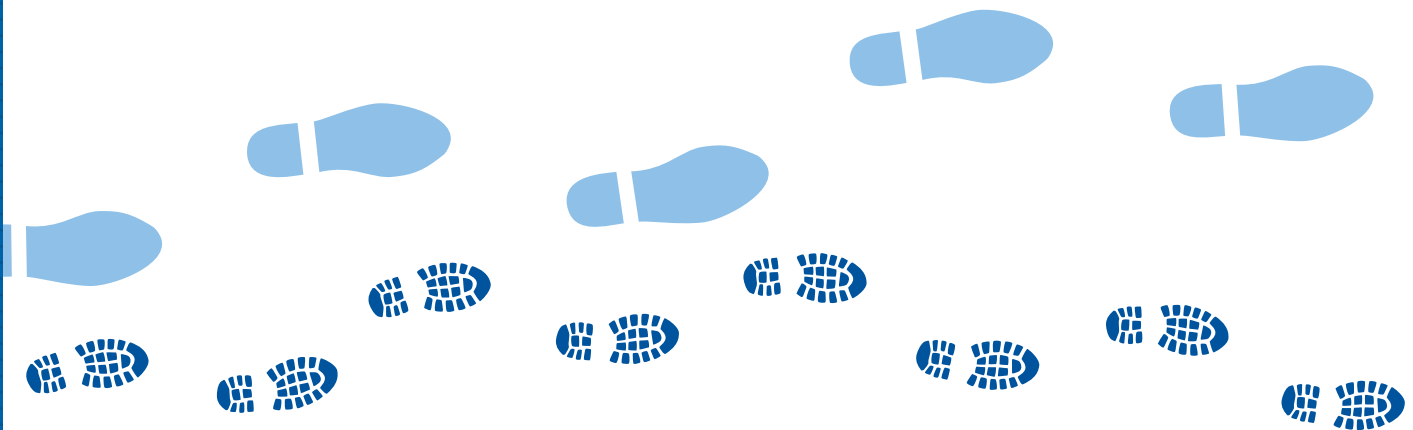
www.nevinslibrary.org

Literacy

Recent research supports the idea that learning spoken and written language skills is an interactive and experiential process that begins in early infancy. We now know that children gain significant knowledge of language, reading, and writing long before they enter school. Children learn to talk, read, and write through social literacy experiences with adults or older children who interact with them using books and other literacy materials, including magazines, markers, and paper. Simply put, research on early literacy has found that:

- Language, reading, and writing skills develop at the same time and are intimately linked.
- Early literacy development is a continuous developmental process that begins in the first years of life.
- Early literacy skills develop in real-life settings through positive interactions with literacy materials and other people.

One of the four focus areas for the Museum/Libraries Project was literacy. The collateral developed for this area was StoryWalks®. Massachusetts now has a statewide collection of StoryWalk materials held by the four Early Childhood Resource Center libraries that are funded by the Massachusetts Department of Early Education and Care. The libraries are located in Cambridge, Norfolk, Falmouth, and Springfield, and the StoryWalk materials are available to museums and other libraries to borrow and use in their local communities. Learn more about the StoryWalk Project and where to get materials by visiting www.bostonchildrensmuseum.org/storywalk.



DEVELOPMENTALLY APPROPRIATE PRACTICE

Keep the following information in mind as you adapt activities for the books listed below.

Babies & Toddlers: Early language and literacy (reading and writing) development begins in the first three years of life and is closely linked to a child's earliest experiences with books and stories. The interactions that young children have with literacy materials such as books, paper, and crayons and with the adults in their lives are the building blocks for language, reading, and writing development. This relatively new understanding of early literacy development complements the current research supporting the critical role of early experiences in shaping brain

development. Adapt the activities below by bringing babies and toddlers along on a StoryWalk, reading to them, or letting them scribble on a piece of paper.

Preschoolers: Talking to children about what is happening in a story and asking them to respond with new words, ideas, and their imagination will help them develop an enjoyment of language, books, and writing. Vocabulary development has been shown to have an impact on reading comprehension and academic success as preschoolers start school.

DEVELOPING SKILLS

- Vocabulary Development
- Narrative Skills
- Print Awareness
- Letter Knowledge
- Making Connections
- Perspective Taking
- Making Predictions
- Imagination, Storytelling, & Play Opportunities
- Interactive/Dialogic Reading

ACTIVITIES

As you plan your Passport to Kindergarten program, consider using the materials that have already been developed by the Race to the Top-Museums/Libraries Project. Here you will find twelve activities – one suggestion for each week of the quarter – **readily available on the Race to the Top website.**

1. *A Hat for Minerva Louise* by Janet Morgan Stoeke (Spanish Edition Available)

Read *A Hat for Minerva Louise*. Help the children make connections with the book by asking, “What time of year do you think it is? Do you like to be out in the snow like Minerva Louise? What do you like to do in the snow?” Let the children practice understanding picture symbols and expand their vocabulary while you laugh together over Minerva Louise’s search for something warm to wear. “Is this a scarf? No! What is it?” Play a game together where you walk around and take turns making up funny uses for common objects.

Learning Guidelines: Listen to, recite, sing, and dramatize a variety of age-appropriate literature.

2. *Corduroy* by Dan Freeman

Read *Corduroy*. Ask the children about the problem that Corduroy wants to solve. What is it? What happens along the way? How does the problem finally get solved? Talk with the children about problems that they have wanted to solve. See if they can tell you the “story”: what the problem was, the steps they took to address it, the outcome, and even what they might have learned from the experience. You can create a dramatic play opportunity together with the children by making up a problem and having them act out how they would like to solve it. Include stuffed animals or other fun props to make it more realistic.

Learning Guidelines: Generate questions and gather information to answer their questions in various ways.

ACTIVITIES

3. *Curious George Visits the Library* by H. A. Rey

Read *Curious George Visits the Library*. As you read the book, ask the children what they think will happen next. “What do you think will happen when George tries to sit quietly at story time?” See if the children can guess before you turn the page. Talk with them about what they think and why.

Learning Guidelines: Engage actively in read-aloud activities by asking questions, offering ideas, and predicting or retelling important parts of a story or informational book; respond appropriately to teachers’ questions about stories.

4. *Look Out, Kindergarten, Here I Come! / Prepárate, Kindergarten! Allá Voy!* by Nancy Carlson

Read *Look Out, Kindergarten*. Talk with the children about all the things that Henry does in the morning to get ready to go to school. Ask them, “Which of these things do you do?” “Do you have the same breakfast, or something different?” Have the children think about the sequence of events by asking, “Do you do these things in the same order as Henry? What do you do differently?” For a fun activity to do at home, families can role-play getting ready for school or spending a day in school, taking turns being the parent or the teacher. Families can also collect the school items and have the child practice packing, zipping, and unzipping the backpack.

Learning Guidelines: Relate themes and information in books to personal experiences; offer verbal or pictorial evidence from a book to support understanding.



Find these activities at:

www.bostonchildrensmuseum.org/storywalk

5. *Mouse Paint* by Ellen Stoll Walsh

Read *Mouse Paint*. Have the children point out and name the colors as you read. Ask questions about what might happen, such as “What do you think will happen when the red mouse does his little dance in the yellow paint?” Have the children describe how it might feel to be furry and painty. Help them use rich sensory language, such as slippery, slimy, and sticky. Create a dramatic play activity by having the children act out each mouse’s actions as it jumps, mixes, and wiggles. See if they can tell the story without words by acting it out with their movements.

Learning Guidelines: Listen to, recognize, and use a broad vocabulary of sensory words.

6. *Over in the Meadow* illustrated by Ezra Jack Keats

Read *Over in the Meadow*. As you read this book aloud, follow the text with your finger, showing the children how the print goes from left to right and from top to bottom. When you come to the objects that are numbered, count them out loud together. With this book’s strong rhyming words, rhythm, and repetition, the children will be learning a lot about words and word parts. This is a great book to repeat many times, and the children will enjoy “reading” it along with you as they memorize the sequence of words. This is also a great book to use as a base for imagination and play activities as you read. For example, you can pretend that you are the mother “buzzing” and the child can be the bee, buzzing and humming.

Learning Guidelines: Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.

7. *Sheep Take a Hike* by Nancy E. Shaw

Read *Sheep Take a Hike*. Ask the children if they have a favorite walk or hike. Where is it? What do they bring? See if the children can identify the items that the sheep put into their backpacks. Play with the rhyming words; when you read page 21 (“Yuck, Muck, Blub, Glub”), see if the children can add or make up rhyming words of their own. Take the children outside for a walk or hike, or take a “hike” indoors around your space. Have them fill a bag or backpack with items they would like to bring. Together, you can make up a story about where you are going and why. Then take the hike and talk about what you see and discover along the way.

Learning Guidelines: Recognize and supply rhythm and rhyme in poetry.

8. *The Dot* by Peter H. Reynolds

Read *The Dot*. Talk with the children about how Vashti feels at the beginning of the story and how her feelings change throughout the book. Look at her facial expressions and body language to “read” how she feels. Ask the children how they might feel if they were her. Have they ever experienced any of those feelings? What was it that Vashti wanted to do but didn’t think that she could? Have the children tell a story about something that they have dreamed of doing. Play a game where you guess how the other person is feeling through their facial expressions. You can make a simple “feelings” chart by cutting out pictures from magazines and use it as a guide, introducing the children to more complex vocabulary as you go.

Learning Guidelines: Relate themes and information in books to personal experiences; compare events in books to their own experiences.

9. *The Little Old Lady Who Was Not Afraid of Anything* by Linda D. Williams

Read *The Little Old Lady Who Was Not Afraid of Anything*. On the first page, you can have a conversation about being afraid. “Is there anything you are afraid

of?” With a group of children, this is a great opportunity to practice perspective taking by sharing all of the different things that they are afraid of. After you read the book through once, read it again and have the children jump in with any words they remember. You can give them clues, such as saying “Clomp” once, then pointing to the second “Clomp” and letting them say the word. It will add a lot of fun and learning if you act out the actions, such as “wiggle, wiggle,” together.

Learning guidelines: Engage actively in read-aloud activities by asking questions, offering ideas, and predicting or retelling important parts of a story or informational book; retell a familiar book from memory or based on the illustrations.

10. *The Mitten* by Jan Brett

Read *The Mitten*. As you read the story aloud, look at the sidebar on the right and talk about the picture with the children. See if they can guess what animal will climb into the mitten next. With each repetition, the children will be able to predict what will happen next more easily and will feel more “in charge” of the storytelling. You can enhance the children’s learning and make it even more fun by making the animal sounds together; if you don’t know what sound an animal makes, have the children make something up! You can also create a dramatic play opportunity by taking an old hat or mitten and having the child fill it with Beanie Babies or small stuffed or plastic animals, then pull them out in the same order.

Learning Guidelines: Engage actively in read-aloud activities by asking questions, offering ideas, and predicting or retelling important parts of a story or informational book; act out a story through flannel board, puppets, or dramatic play with props.

11. *The Ugly Vegetables* by Grace Lin

Read *The Ugly Vegetables*. Talk with the children about what people grow in their gardens. Do the children have gardens or indoor plants? What do they grow? Look at the pictures in the book together, and talk about what you see. Ask the children to name colors and point out objects that might be familiar or unfamiliar to them. Ask leading questions, such as “Why did the mother draw pictures to put into the garden? What are the clothes doing on the line?” Provide the children with lots of colorful crayons, and have them draw their own or made-up gardens. Encourage them to be as creative as they want with the colors and shapes they create. Then ask them to tell you all about their pictures.

Learning Guidelines: Listen to a wide variety of age-appropriate literature read aloud.

12. *Tracks in the Snow* by Wong Herbert Yee

Read *Tracks in the Snow*. Talk about tracks with the children: what they are, how they are made, and where to find them. If possible, go to an area of sand, snow, or mud, and look for tracks. Make guesses about who might have made any tracks you find. See if you can make your own tracks as well. For an indoor activity, the children can make their own “tracks” by tracing around their hands or feet. They can also draw made-up tracks on paper and tell a story about the pretend creature that made them.

Learning Guidelines: Relate themes and information in books to personal experiences; compare events in books to their own experiences.



Find these activities at:
www.bostonchildrensmuseum.org/storywalk

**Here are some Museums/
Libraries Project
superstars' literacy activities
that you can replicate!**

Arnold Arboretum

Boston, MA

The Arnold Arboretum has offered field trips for local Head Start programs in Boston since 2007. Volunteer guides conduct multi-sensory explorations, allowing children to participate in investigations, gather a collection of plant materials, and make observational drawings. In addition to the seasonal field trips, the Arboretum hosts Head Start Family Day, a fall open house for the families of Head Start students. With bus transportation provided by the Arboretum, families embark together on hikes, make leaf rubbings, examine plant material under microscopes, and enjoy healthy snacks. This year will include two StoryWalks set up along the hiking route.

arboretum.harvard.edu

Western Massachusetts CFCEs and Berkshire Athenaeum-Pittsfield Public Library

The collaboration between the Western Massachusetts CFCEs and the Berkshire Athenaeum has secured over 50 StoryWalks that are now shared among their five communities.

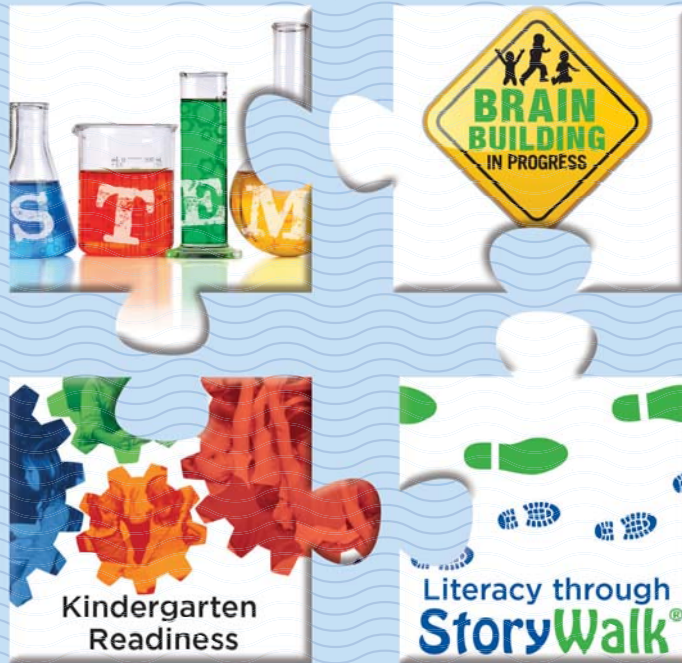
www.pittsfieldlibrary.org

Eric Carle Museum of Picture Book Art

Amherst, MA

The Eric Carle Museum welcomed over 200 visitors for a Countdown to Kindergarten event that highlighted literacy activities including a special storytime with Lita Judge, who read from her new book, Flight School. A Story Walk was presented in the nearby apple orchard. Local CFCEs helped promote the event to make sure Northampton families would attend.

www.carlemuseum.org



MASSACHUSETTS GUIDELINES FOR PRESCHOOL LEARNING EXPERIENCES

From the beginning of our Museums/Libraries Project, we have embraced our state's early learning standards, program standards, and early childhood plans. Our Project's participants have evolved as early childhood leaders with a deeper understanding of how standards help create high quality learning opportunities for children.

The Early Childhood Program Standards and the Guidelines for Preschool Learning Experiences reflect the Massachusetts Department of Education's commitment to quality in order to ensure a solid foundation for learning and school success. As a museum or library educator, keep these guidelines in mind as you design and deliver programming for children from birth to five years of age.

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GUIDING PRESCHOOL LEARNING IN **ENGLISH LANGUAGE ARTS**

Children develop the basis for verbal communication in early childhood, beginning with nonverbal social exchanges. They begin to appreciate literature and the joy of reading by being read to in family and early care/education settings. A solid foundation in language development in the years before a child enters school promotes success in reading and writing in the future.

GUIDING PRESCHOOL LEARNING IN **MATHEMATICS**

Mathematics relates to ideas and concepts about quantity and addresses logical and spatial relationships. At the preschool level, the foundations of mathematical understanding are formed out of children's concrete experiences. Mathematical thinking can be incorporated into block play, dramatic play, sand and water play, and outdoor play.

GUIDING PRESCHOOL LEARNING IN **SCIENCE & TECHNOLOGY/ENGINEERING**

Young children are naturally curious. They wonder what things are called, how they work, and why things happen. The foundations of scientific learning lie in inquiry and exploration—these are the tools of active learning. Fostering young children's sense of curiosity about the natural world around them can promote a lifelong interest in it.

GUIDING PRESCHOOL LEARNING IN **HISTORY & SOCIAL SCIENCE**

At the early childhood level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. Preschoolers can explore beginning concepts of history and social sciences with questions that are important to their lives such as "Who are the members of my family?" "Where do we live? Who are our neighbors?"

GUIDING PRESCHOOL LEARNING IN **HEALTH EDUCATION**

In the preschool years, brain and body development are critically linked. It is through physical activity and body movement that the brain internalizes the foundations of laterality (left, right), directionality (up, down, in, out), and position in space (over, under, behind). These concepts are critical to mathematical thinking as well as to beginning reading and writing.

GUIDING PRESCHOOL LEARNING IN **THE ARTS**

The goal of arts education for young children is to develop and sustain the natural curiosity, expressiveness, and creativity that very young children often display. Arts education begins with a foundation that emphasizes exploration, experimentation, and engagement of the senses, and discussion as paths to understanding.



RESOURCES

Brain Building in Progress and the United Way of Massachusetts Bay and the Merrimack Valley

www.brainbuildinginprogress.org/resource-locator

You are able to find “Brain Building Zones” via a zip code search as well as list any activities you would like to advertise in their calendar.

Family Learning Forum

www.familylearningforum.org

This website features content about family learning in museums and libraries. Most of the current content is about exhibits, but the USS Constitution Museum will be updating in the near future to include research findings about family. Check out the article called *10 Steps to Encourage Family Learning*.

Family Place

www.imls.gov/your_friendly_neighborhood_library_an_inviting_space_a_family_place.aspx

Massachusetts Department of Early Education and Care

www.mass.gov/edu/government/departments-and-boards/department-of-early-education-and-care

Find everything you need to know about the state’s involvement in early education and care.

Mind in the Making (MITM)

www.mindinthemaking.org

Developed by Families and Work Institute (FWI), MITM is an unprecedented effort to share the science of children’s learning with the general public, families, and professionals who work with children and families.

Vroom

joinvroom.org

Vroom is most helpful as a mobile app that serves up a daily brain building moment.

WGBH website

resourcesforearlylearning.org

This site provides exciting, engaging media-rich learning opportunities for educators, parents, and caregivers of children.

Race to the Top—Museums/Libraries Project Kits

STEM Sprouts Kit and STEM Family Workbook

www.bostonchildrensmuseum.org/stem-sprouts

Take a Hike: Building Literacy Skills Through StoryWalk

www.bostonchildrensmuseum.org/storywalk

Let’s Get Ready for Kindergarten!

www.bostonchildrensmuseum.org/lets-get-ready-kindergarten

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Museums and libraries reach millions of children each year. For the past three years, 52 museums and 119 libraries (and counting!) across the Commonwealth have voluntarily given their time, energy, creativity and commitment to learning more and doing more activities and programming for children 0 - 5 years. We want to thank them for their participation in the Race to the Top - Museums/Libraries Project and acknowledge that their efforts are making a difference for children and families that will last a lifetime. Thank you!

Amelia Park Children's Museum

www.ameliaparkmuseum.org
Karen Rubin

Arnold Arboretum of Harvard University

www.arboretum.harvard.edu
Nancy Sableski, Daphne Minner

Beauport (Historic New England)

www.historicnewengland.org
Carl Nold

Beneski Museum of Natural History

www.amherst.edu/museums/naturalhistory
Fred Venne

Berkshire Museum

berkshireremuseum.org
Craig Langlois, Maria Mingalone, Julia Symonds

Beverly Historical Society and Museum

www.beverlyhistory.org
Sue Gogonian

Boston Children's Museum

www.bostonchildrensmuseum.org
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Boston Nature Center & Wildlife Sanctuary

www.massaudubon.org/get-outdoors/wildlife-sanctuaries/boston-nature-center
Jean Dorcus

Broad Meadow Brook Conservation Center and Wildlife Sanctuary

www.massaudubon.org/get-outdoors/wildlife-sanctuaries/broad-meadow-brook
Deborah Carey, Lisa Carlin

Cape Ann Museum

www.capeannmuseum.org
Liza Browning, Courtney Richardson

Cape Cod Children's Museum

capecodchildrensmuseum.org
Barbara Cotton, JoAnn Cabral, Sandi LaCava

Children's Museum at Holyoke

www.childrensmuseumholyoke.org
Susan Kelley

Children's Museum of Greater Fall River

www.cmgrf.org/index.php?lang=en
Jo-Anne Sbrega, Melissa Cardelli

Concord Museum

www.concordmuseum.org
Susan Foster

Cotuit Center for the Arts

www.cotuitcenterforthearts.org
Lenore Lyons

Danforth Art Museum/School

www.danforthart.org
Pat Walker, Amy Briggs, Katherine French

deCordova Sculpture Park and Museum

www.decordova.org
Julie Bernson

EcoTarium

www.ecotarium.org
Pat Crawford, Kathy Kennedy

Essex Shipbuilding Museum

www.essexshipbuildingmuseum.org
Nancy Dudley

Harvard Museum of Natural History

www.hmn.harvard.edu
Arielle Ascrizzi

Heritage Museums and Gardens

heritagemuseumsandgardens.org/#&panel1-2
Melissa Russell

Historic Deerfield

www.historic-deerfield.org
Claire Carlson, Faith Deering

Historic New England

www.historicnewengland.org
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Susan Kelley

ImagineThat

www.imagine-that.com
Jessica Brenes, Becky Will, Yarie Maldonado

Ipswich Museum

www.ipswichmuseum.org
Leah Swinson

Maritime Gloucester

maritimegloucester.org
Tom Balf, Mary Kay Taylor

Mass Audubon/Wachusett Meadow

www.massaudubon.org/get-outdoors/wildlife-sanctuarieswachusett-meadow
Kristin Steinmetz

Mass Audubon/Drumlin Farm

www.massaudubon.org/get-outdoors/wildlife-sanctuaries/drumlin-farm
Gloria Villegas-Cordoza

Mass MoCA

www.massmoca.org
Amanda Tobin

Mead Art Museum at Amherst College

www.amherst.edu/museums/mead
Wendy Somes

Museum of Fine Arts Boston

www.mfa.org
Caitlin Doyle

Museum of Science

www.mos.org
Maria Cabrera, Nora Nagle, Becky Kipling

New Bedford Art Museum/ArtWorks!

www.newbedfordartmuseum.org
Jennifer Lagrotteria

New Bedford Whaling Museum

www.whalingmuseum.org
Sarah Rose

New England Aquarium

rstendahl@neaq.org
Rebecca Stendahl

Our World Children's Discovery Museum

jlaugelle@gmail.com
Julie Laugelle

Peabody Essex Museum

Gavin_andrews@pem.org
Gavin Andrews

Providence Children's Museum - Rhode Island

saunders@childrensmuseum.org
Cathy Saunders

Smith College Museum of Art

jmclean@smith.edu
Julie McLean

South Shore Children's Museum

jshartweg@hotmail.com
Juvelyn Hartweg

Springfield Museums

kguerin@springfieldmuseums.org
Kristina Guerin

Stepping Stones - Connecticut

Hyla@steppingstonesmuseum.org
Hyla Crane

The Children's Museum of Easton

paula@childrensmuseumineaston.org
Paula Peterson

The Clark

mhenry@clarkart.edu
Monica Henry

The Discovery Museums

discoverymuseums.org
Lucas Skorczeski, Neil Gordon

The Eric Carle Museum of Picture Book Art

www.carlemuseum.org
Rosemary Agoglia, Courtney Waring

The Freedom Trail

www.thefreedomtrail.org
Suzanne Taylor

The Trustees of Reservations

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Thornton W. Burgess Society

www.thorntonburgess.org
Mary Beers

Tower Hill Botanic Garden

www.towerhillbg.org
Ann Marie Pilch, Kathy Bell

USS Constitution Museum

www.usconstitutionmuseum.org
Lauren McCormack, Sarah Watkins, Adrianna Maksy

Wenham Museum

www.wenhammuseum.org
Carolyn Nenart

Woods Hole Oceanographic Institution

www.whoi.edu
Kathy Patterson

Worcester Art Museum

www.worcesterart.org
Christopher Whitehead, Corey Shephard

Worcester Historical Museum

www.worcesterhistory.org
Vanessa Bumpus

Zoo New England

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Marley O'Neil, Nancy Romanik

Acton Memorial Library

www.actonmemoriallibrary.org
Marcia Rich, Lee Donahue

Agawam Public Library

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Judi Clini

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Amesbury Public Library

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Athol Public Library

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Jean Shaughnessey

Attleboro Public Library

attleborolibrary.org
Krystal Brown

Beaman Memorial Public Library

www.beamanlibrary.org
Sue Smith, Louise Howland

Berkshire Atheneum

www.pittsfieldlibrary.org
Nan Pearson

Beverly Public Library

www.beverlypubliclibrary.org
Kate Carpine

Billerica Public Library

www.billericalibrary.org
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Blackstone Public Library

www.blackstonepubliclibrary.org
Tressy Collier

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Bridgewater Public Library

www.bridgewaterpubliclibrary.org/
Christine Stefani

Brockton Public Library

www.brocktonpubliclibrary.org
Susan McCormick, Sharon Quint

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www.brooklinelibrary.org
Natalie Layne

Brooks Free Library

www.brooksfreelibrary.org
Ann Carpenter

Cambridge Public Library

www.cambridgema.gov/cpl.aspx
Julie Roach

Chelmsford Public Library

www.chelmsfordlibrary.org
Maureen Foley

Chelsea Public Library

[www.ci.chelsea.ma.us/public_documents/
chelseama_library/index](http://www.ci.chelsea.ma.us/public_documents/chelseama_library/index)
Robert Collins

Chicopee Library

www.chicopeepubliclibrary.org
Erin Daley

Clapp Memorial Library

www.clapplibrary.org
Jennifer Whitehead

Concord Public Library

www.concordlibrary.org
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Dartmouth Library

www.dplma.org
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Helen Olshever

Dennis Public Library

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Zoe McInerney

Dighton Public Library

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www.easthamlibrary.org
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Everett Public Libraries

www.noblenet.org/everett
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David Mello

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www.shirleylibrary.org
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www.holyokelibrary.org
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Honan-Allston Library

www.bpl.org/branches/allston.htm
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Hyannis Public Library

www.hyannislibrary.org
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Kimberly Kusselman

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Sandra Radosh

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kingstonpubliclibrary.org
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www.langleyadamslib.org
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lillylibrary.org
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www.noblenet.org/lynn
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maldenpubliclibrary.org
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marlboroughpubliclibrary.org
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Marstons Mills Public Library

www.mmpl.org
Lindsey Hughes

Mashpee Public Library

mashpee.virtualtownhall.net/Pages/MashpeeMA_Library/index
Janet Burke

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Mark Malcolm

Memorial Hall Library

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New Bedford Free Public Library

www.newbedford-ma.gov/library
Stephen Fulchino

Newburyport Public Library

www.newburyportpl.org
Shannon Schinagl, Diane Oxton

Newton Free Library

www.newtonfreelibrary.net
Jill Grabowski

Norfolk Public Library

library.virtualnorfolk.org/public_documents/index
Connie Jones, Marisa Antosh

North Adams Public Library

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Carol Bender

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www.noblenet.org/salem
Courtney Davis

Salem State University Library

www.salemstate.edu/library
Rukmal Ryder

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www.boxlib.org
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www.sawyerfreelibrary.org
Lisa Ryan, Christy Ross

Sharon Public Library

www.sharonpubliclibrary.org
Barbara Nadler, Danielle Margarida

Shrewsbury Public Library

www.shrewsbury-ma.gov/departments/?fDD=17-0
Sharon Martin

Somerset Public Library

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Chris Matos, Sue Hughey

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Diane Caruso

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Stoneham Library

stonehamlibrary.org
Janice Chase

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Suzanne Duquette

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ventresslibrary.org
Jenn Malagotti

Waltham Public Library

waltham.lib.ma.us
Pam McCuen

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www.westath.org
Pamela Weingart

Westhampton Memorial Library

librarytechnology.org/libraries/library.pl?id=8114
Hilary Nolan

Weymouth Public Libraries

www.weymouth.ma.us/weymouth-public-libraries
Amy Perriello

Whitinsville Public Library

www.northbridgemass.org/whitinsville-social-library
Marcia Nichols

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www.wilmli.org
Barbara Raab

Woburn Public Library

www.woburnpubliclibrary.org
Cynthia Fordham

Woods Memorial Library

www.barrelibrary.org
Stephanie Young

Worcester Public Library

www.worcpubliclib.org
Anne Hrobsky

Yarmouth Town Libraries

www.yarmouth.ma.us/index.aspx?NID=818
Lynn Lesperance, Jayne Chouinard

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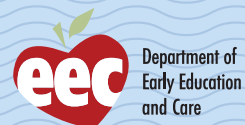
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