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Learning How Children Grow



Child Care Project II

4-H Manual No. 20



Cooperative Extension Service, The University of Arizona

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You like children! You like doing things with them! That is why you have enrolled in another year of child care.

You know that caring for children is a very important job. You are learning about children. The knowledge you gain while you study this project may help you prepare for a career in child development and for parenthood.

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Learning How Children Grow

By

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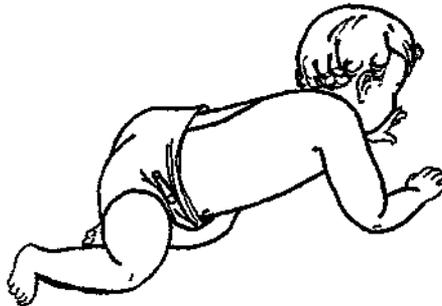
Child Care Project II

4-H Manual No. 20

"Learn, Make, Do" Opportunities

In this project there are learning, making, and doing experiences. You learn:

- More about keeping children occupied and happy through music and stories.
- How children of different ages behave and grow.
- More about handling routines, particularly for infants.



You will learn how children of different ages and you behave.

Do the following things:

1. Prepare an educational exhibit with posters (with other 4-H members) which you put on display in a local store window, post office, or local achievement program. The exhibit should publicize 4-H, and something which can be learned from this Child Care II project. Use objects when possible. Report on the exhibit in your project record.

Exhibit Ideas:

- a. A "balanced diet" of toys for a particular aged child. What does he have? What toys are necessary to meet his needs? Does a child need lots of toys?
- b. Use magazine or sketched pictures to illustrate what children are like — different characteristics of different ages.
- c. What clothes make it easy for a child to dress himself? Have pic-

tures of clothes. Tell why you selected them.

d. Make an exhibit from what you learn from doing requirement No. 2 (below).

e. Use any other idea which you would like to share with others.

2. Choose three books which look different to you. (They may be different in size, color, or kind of illustrations, or size of print.) Write in your project book names and authors, and describe them briefly (what stories are about, color and kind of pictures, and size of print). Use the 3 books with the same children. Find out which story they like best and record why you think the children like it.

3. Give a demonstration or illustrated talk to your club. Choose from this list:

- a. How to read stories to children.
- b. How to teach a fingerplay to a child.
- c. How to bathe a baby.
- d. Any other topic which you believe is important.

4. Keep your records up-to-date on your child-care experience.

Do ONE experience listed below:

1. Continue the scrapbook which you started last year. Make it more meaningful by showing how you have used it.

2. Ask someone you know who runs a nursery (community, church, school) if you can try out some fingerplays, songs, or books on some children. Repeat a similar experience three times, about 1 month apart. How did the children react to you each time? How did they like the ideas you tried with them? (Put notes in project record.)

3. Assume full responsibility for putting a child to bed. (Get toys put away, dress child for bed, take care of toilet procedures, and read a bedtime story.)

4. Provide for some kind of dramatic play when you care for chil-

dren on one occasion. For example: Make a little grocery store from empty tin cans, milk cartons, cake mix boxes, and other things which children could use for pretending. Let the children make the play money from colored paper. You may try other ideas.

5. Make a set of three rhythm instruments which you use with children. Report in your record how you use the instruments and how the children like them.

During the year, try to have experiences with children of several ages between 1 and 8 years. Limit

yourself to *no more than 3* children at a time. You will have to be on your toes to handle 3 well.

Review your first-year manual on safety and responsibilities. Remember: Keeping children safe is your most important job!

Review What You Already Know

You already know several ways to keep children occupied and happy. You have made simple toys and picture books.

During this project, you can use

any of the ideas you worked out earlier. What did children like and dislike? What kinds of discipline problems did you have? What things did you say which got un-

pleasant results?

Try to remember all the things you learned last year and to add to those ideas.

Understand How Children Grow

Persons who have studied children for many years have been able to describe a particular aged child without knowing him.

It is important that you remember: Each child is very different from all other children; he has different parents, with different backgrounds, and different personalities. And he, too, is unique.

In many ways, one child is like all other children. He learns to walk before he hops or skips; he learns to trust others and feel self-confident and independent before he plays with others. His body grows in the same pattern as all other children's bodies.

For example, infants learn to hold up and control their heads before they control their feet. All children

learn to use the big muscles in their arms for lifting, pushing, pulling, tugging, before they use their fingers well enough to work puzzles or tie shoes.

Before reading further, see if you can help your leader describe two, three, and seven-year-olds. If you know some characteristics of children, you will be better able to help them grow.

The Infant

Birth to six months—A baby likes to be held securely with an older person's arms under his buttocks, shoulders, and head. He cannot grasp and hold objects, but he likes to play with his hands and fingers. A baby is social, and shows how much he wants to talk by cooing, gurgling, and laughing aloud.

From 7 to 12 months—A baby has learned a lot about using his body when he reaches this age. He can grasp objects, and bang them on his high chair. He can sit, crawl, stand, and may be walking by 1 year of age.

Toys are interesting—especially those that feel good and are easy to grasp, carry, and bang.

"Pat-a-cake" and "peek-a-boo" are the infant's favorite games. He also likes to be bounced on a knee or lap.

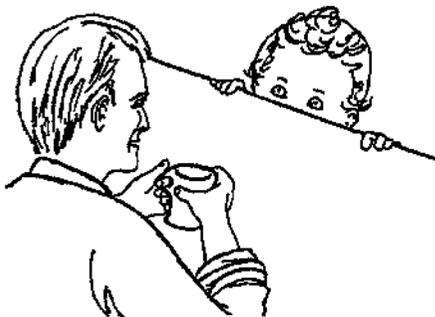
By 8 or 10 months, the infant responds to his name and to the word "no."

The Toddler

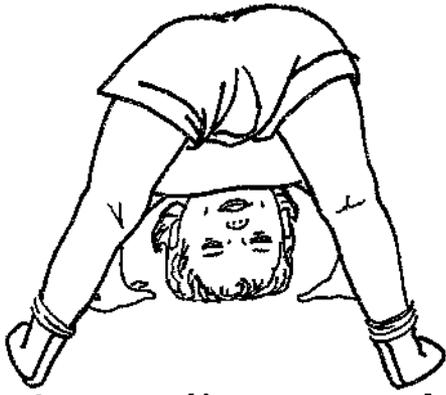
12-18 months—The toddler is walking, saying a few words, and throwing toys. Toys which interest



At 12 or 13 months, a child "toddles"—his walk lacks self-confidence; he is hesitant.



"Peek-A-Boo" is a favorite game of an infant.



A two-year-old may appear to be "showing-off." He is trying out his newly gained abilities.

him are blocks, big dolls, and push toys.

The toddler is curious; he gets into everything. One reason he is curious is because he can use his body well. He wants to show how big he is. (Be careful to keep poisonous substances out of reach and keep youngsters in your sight. Remember: When a toddler is quiet, something is brewing!)

A baby is interested in making friends with almost anyone. But at 15 months, the toddler may suddenly become shy and cling to his mother.

18 months to 2 years — Showing-off with one's body is common. An older toddler begins to demand his rights. Temper tantrums are used to get his way and to show his independence. He still gets into everything, so remember your safety rules.

The toddler likes to use words. He names things as he looks at pictures. Music, especially rhythm, is enjoyed. The toddler plays alone; he is very conscious of things which belong to him. "Me, my, mine" are favorite words. Because he is growing less, the toddler's appetite slows down.

The Preschooler

Ages two, three, four, and five are called the preschool years. "Preschool" means before going to school.

The chief business of a two-year-old is to grow. He uses his body in many ways. Give him an opportunity to walk, run, climb, push,

pull, lift, and carry to develop his muscles.

A two-year-old may use short sentences. It is so important that you speak clearly to him. No baby talk! Baby talk will make him have to work so hard, even years later, to talk distinctly.

Balkiness is common for a two-year-old. You can overcome it by letting a youngster make more choices. Let him choose what he wants to play and where he wants to go for a walk.

A two-year-old has lots of curiosity. He needs plenty of opportunity to touch, feel, handle, smell, taste, look, hear, and understand. It is very natural to be curious in an exciting world, about which he knows so little! Without careful guidance from you, he may be curious in dangerous situations. Remember: Let a child explore, but help him by steering him away from dangers.

Two-year-olds are learning to feed themselves, to tell you when they want to go to the toilet, to help dress and undress themselves, to play alone with toys, to enjoy stories and songs and nursery rhymes. You can teach them to help

put away their toys and to follow simple directions. Use only one direction at a time, if you want results. And try pitching in to help with the toys.

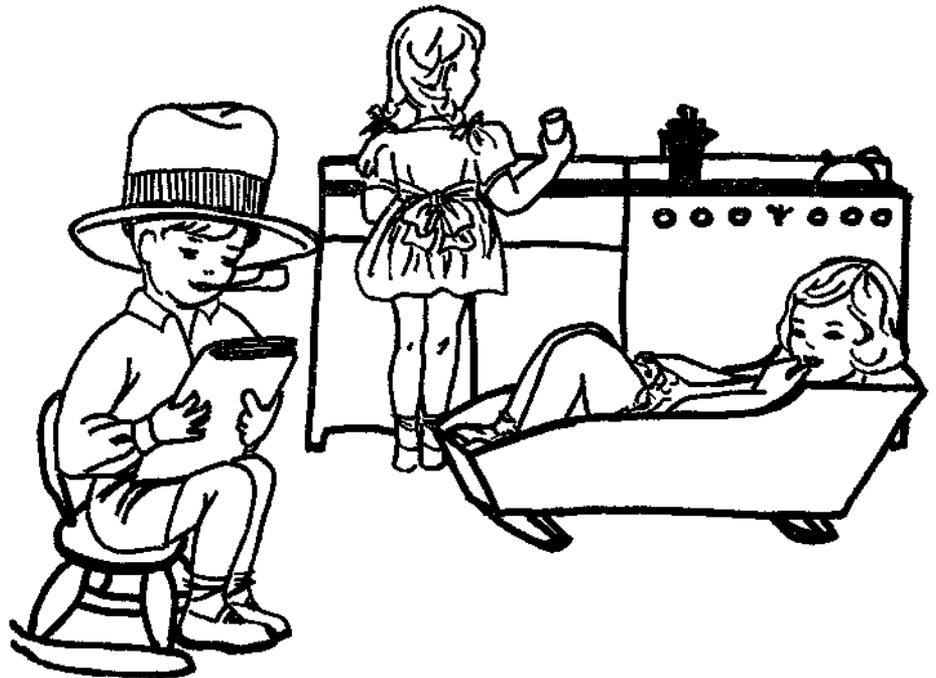
Three-year-olds like to do many of the things the two-year-olds like. Three-year-olds will do them with more skill.

They, too, are curious. They will ask simple questions. They may ask the same question over and over to make sure they really understand and to be sociable. Sometimes the only thing three-year-olds know to do when they want to talk with you is ask questions.

Daily routines are important for three-year-olds. They will try to do most things for themselves. If buttons are large, they can and want to learn to button and unbutton their clothes.

Three-year-olds are great imitators. At home they want to do what their mother is doing — dusting, mopping, or brushing teeth. They want to imitate their parents because they like them so much.

Children do not learn to play together until they are about three years old. They are not born knowing how to play and share. Help



Favorite indoor play is "make-believe." Preschoolers imitate their parents, because they like them so much. They imitate because they want to feel what it is like to be grown up. By imitating adults, children expand their ideas and use excess energy.

them to learn to take turns using toys or the swing. This is a good time for them to learn to give and take, and play fairly.

Four and five-year-olds are usually self-reliant in dressing, washing, toileting, and eating.

They are active and independent in their play. They like to play with other children. They will think through what they play, and want time to finish their play.

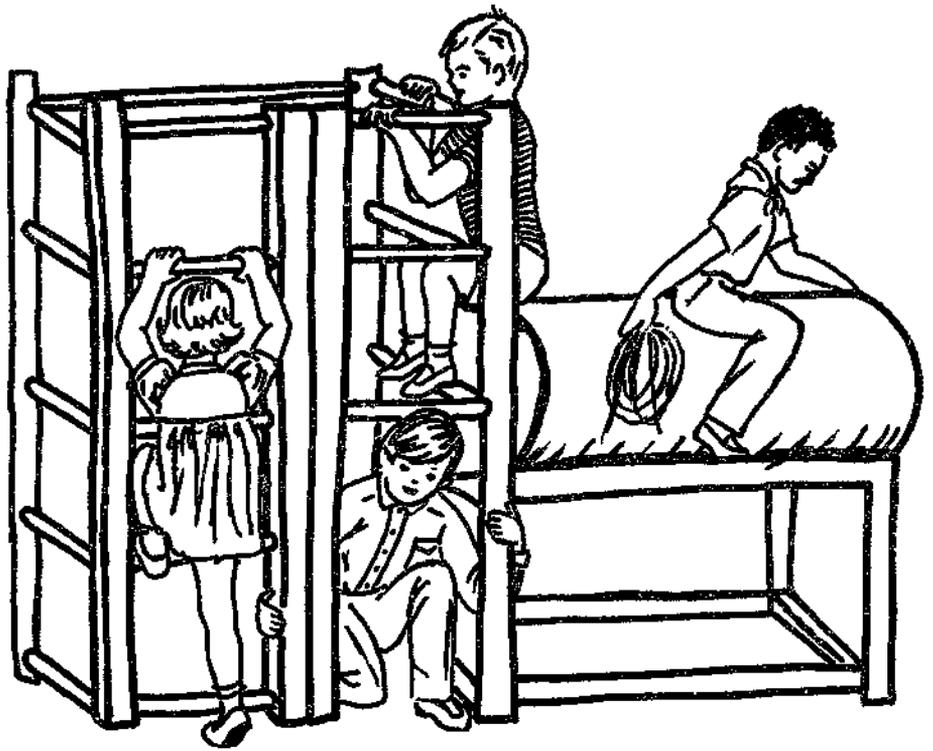
Using language is fun for four and five-year-olds. They can carry on a conversation with you or with each other. They sometimes use undesirable words in order to shock you and to see what you will do about them. Generally you should ignore them.

Questions will be numerous. They are asked to get attention and to delay such routines as going to bed.

The School-Aged Child

Six to eight-year-olds are characterized as "fidgety." Such activities as skipping, jumping, hopping on one foot, turning somersaults, and playing rough and tumble games are common. Crafts and other handwork interest six to eight-year-old children, but skill comes at 10 or 12 years.

Youngsters between six and eight need to feel popular, need security and praise from older persons, have



School-age children have lots of energy. Active play appeals to them.

a strong sense of fair play, frequent jealous feelings, and a strong sense of modesty.

These youngsters use language well and pride themselves on rhymes, language games, parlor games, and code languages. They are more concerned with factual and actual happenings and are less imaginative than they were at 4 and

5 years. They like group projects and hobbies.

The play of school-aged children is sensible and organized. Boys identify with boys, and girls with girls. Gossiping and lying are common occurrences because each child is trying to make himself look important to others of his age. Tatling is common.

More About Routines

Review your Child Care I manual to recall some things about routines. Very little needs to be said about the routines of school-aged children.

Most six to eight-year-olds begin to eat more heartily and with greater willingness to experiment. Foods which they may have disliked earlier can be reintroduced during these years, and will probably be liked.

During the early school years, about 12 hours of sleep is needed. Stress on health precautions is important. Children of this age often neglect their health in order to dress like or be like others of their age. They will argue about what to

wear, and may have no obvious reason for disliking a new outfit.

Feeding an Infant

Most mothers prepare the baby's daily supply of milk or formula at one time. They will tell you how and when to feed their babies. Always wash your hands before handling the bottle. The milk should be lukewarm as it would be as it comes from a mother's breast. To test the milk, shake out a few drops on the inside of your wrist. If it seems warmer than your wrist, let it cool a little.

Sit in a chair and hold the baby in your arms when you give him a bottle. Allow plenty of time. Also, when the baby is too young to hold the bottle himself, you must hold it for him. Never try to prop it up.

You probably already know that a baby must be burped after having 2 or 3 ounces of liquid. To burp a baby, hold him against you with his head at your shoulder. Pat his lower back until he burps. If no burp comes give a little more liquid and then try again. Cover your shoulder with a towel or diaper, so if the baby spits up, you will keep your own clothing clean.



A teenager holds an infant securely with her hand supporting his back, as she burps him.

Handling a Baby

Several rules should be followed when you are picking up and handling a baby.

—Support the baby's neck and head by placing your hand behind him.

—Use calm, definite movements. A baby is startled with quick, jerky movements.

—Keep your fingernails clean, short, and smooth, so you will not scratch the baby.

Bathing a Baby

If you are asked to bathe a baby, be sure to practice *several times* with the mother present before you attempt it alone. Steps to follow are:

—Check the temperature of the room (it should be warmer than usual), and the bath water. To check the bath water, put your elbow in the water. If it feels hot, add some cool water.

—Assemble clean clothes, towels, bath toys so that all is ready.

—Undress the baby and lift him into the tub. When lifting and holding, your left hand should be under the baby's shoulder and arm, and your right hand under his legs and buttocks.

—Wash and rinse him with one hand while holding him securely with the other. Special attention should be given to his eyes, ears,

and nose, and to the creases in his neck, arms, and legs.

—If either the phone or door bell rings, ignore it unless you take the baby with you. Wrap him in a big towel and keep him warm. *Never* leave him in the tub alone, even for one second!

—Dry him thoroughly and dress him. When dressing, guide his arms into sleeves and his legs into pants by inserting your hand from the outside to the inside of the garment, grasping the hand or foot, and drawing it through to the outside.

Preparing a Child For Bedtime

One of your responsibilities in working with children might be getting them ready for bed. If you are baby sitting, check with the parents to get their usual procedure. If they "leave it up to you," here are some tips that will make the job easier and more pleasant.

Five or ten minutes before time to begin preparation, quietly tell the child that it will soon be time to put his toys away and get ready for bed.

When the child has finished (try to plan so he will not have to stop in the middle of an activity) say, "Let's put your toys away." Helping him will make this job easier.

Bathroom preparations are next in order—bathing or washing, using the toilet, getting a drink of water. This will come later if you do not plan for it from the beginning.

Dress the child for bed. Let him help by getting his pajamas and putting them on if he is old enough.

Some children like to take a favorite toy to bed with them. This gives them reassurance that they are not alone and that everything will be the same in the morning when they awaken.

If you tell a story at bedtime, make sure it is not one which will excite or frighten a child. This would make it difficult for him to sleep. If he is frightened, leave a night light on or leave his door open a crack. Tell him that you will peep in again in a little while. Be sure to do it.

Let him know that you are near, ready to help, but let him know also



Notice how this girl supports the baby's head. She does not leave the baby alone while he is in the tub.

that it is time for sleep. If you really mean it and nothing is wrong, he will settle down.

Do not send a child to bed for punishment. He will learn to hate going to bed.



A favorite toy and a pleasant story make bedtime easier.

Work and Play Activities

Outdoor Play

When outdoors, children may play in a sandbox, or run and shout. With frequent nice weather, children spend much time outdoors. They need activity, fresh air, and sunshine so they will be healthy.

A child needs close observation when he is outside. Remember the safety precautions in the Child Care I manual? Read them again.

Climbing, running, jumping, chinning, swinging, and sliding fulfill a child's need to let off energy; they also provide the constant movement (tugging and stretching) which is necessary for a growing child's body.

You can influence what a youngster does outdoors. The kinds of toys and equipment that you provide for him as well as the limits (restrictions or rules) that you set determine how he uses the equipment. The guidance you give to him determines what he gains from the experience.

During your first project you began to look at toys as serving various needs—physical, social, mental or intellectual, and emotional ones. You realize that a child

needs a "balanced diet" of toys to meet all four needs. A child should also have a "balanced diet" of quiet and active play. Outdoor play provides an opportunity for much activity. Indoor play is usually quiet.

What kinds of things could you do with a child or suggest that he do outdoors?

Certainly a walk to see a new lamb or calf, to gather pebbles or leaves, and to look at different kinds of plants will help a child's mind to grow, his interests to widen.

Water play outside, *away from a swimming pool*, is a favorite activity. Playing in water is restful to a youngster, and encourages play with other children. For example, a tub of water provides a place to sail boats, wash dishes or dolls, and pour and cook.

Arranging boards on benches and providing a place to climb and run aid physical coordination, and release energy and emotion.

Other outdoor equipment includes:

- an old barrel
- old hats for make-believe play
- empty fruit boxes or crates

- pails with water for painting and paint brushes
- garden hose and fire hats
- bean bags

Indoor Play

Generally, children have to be quieter and less active indoors. If they have worked off energy outside, they are ready to settle down for awhile.

You learned earlier several ideas for indoor play. Art activities and make-believe play were encouraged through your surprise bag toys.

Children between 3 and 8 like to play make-believe. They pretend to be mothers, fathers, firemen, cowboys, Indians, fighters, and other adults.

Children pretend for several reasons. They want to find out how it feels to be an adult, a big person. They pretend so they can expand their ideas, their thoughts, their minds. Children also pretend in order to use their energies and feelings. They can pretend to be angry, to be happy, to be sad. Children learn that parents think it is all right to pretend.

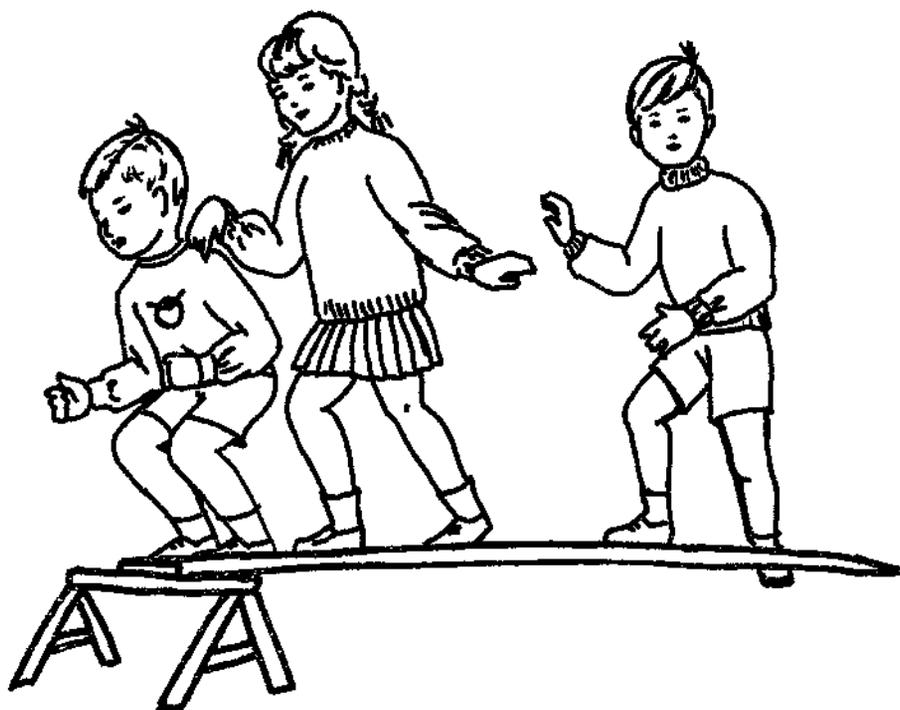
If you have not watched children play make-believe, plan to do so during this year. Make some opportunities for them to play make-believe. You can encourage make-believe if you provide dress-up clothes, old hats, fireman hats or Indian headdresses, dancing costumes, dishes, guns, jewelry, or grocery boxes and cans.

Other indoor play activities include reading and telling stories, and using music for rhythms and singing.

Books and Stories For Children

Storytime provides a happy time for children. But pleasure is only one reason for stories. Stories give information easily to youngsters.

Children like to hear about things which are familiar to them—themselves and their activities: cars, trains, boats, animals, things which make sounds, and things about nature.



With boards and benches, children can build places to climb and run outdoors.

Children like stories which have repetition. A good example is Wanda Gag's *Millions of Cats* in which the phrase, "hundreds of cats, thousands of cats, millions and billions and trillions of cats," occurs over and over again.

Children like funny stories, especially if the animal or person involved does things which they would like to do—even if their mothers do not let them. Two good examples of such stories are: *Harry, the Dirty Dog* by Gene Zion, in which a little dog refuses for several days to take a bath, finally decides to have one, goes home and is still loved by his master; and H. A. Rey's *Curious George*, a little monkey who gets into all kinds of trouble by being much too curious. Young children, who are also very curious, feel very close to Harry and George in their trouble, because children have similar experiences and also get into trouble.

When choosing stories for children, consider these ideas:

1. Choose things of interest (cars, steam shovels, animals) for preschoolers. School-age children will enjoy adventure, biography, history, and nature stories.

2. The older a child, the more writing and fewer pictures are necessary in his books.

3. Preschool children like stories with repetition.

4. Choose books with which you are familiar, or get familiar with them before using them. City libraries have children's rooms. Visit and check out some books so you can see what is available. Also visit some afternoon to hear the librarian read to children.

Make some notes about the kinds of stories the children like, their remarks, and how long they can sit quietly and listen. Also note what the reader does to get and keep the children's attention. You might take a child to the library with you if his parents give their permission. Let him choose a book or two.

5. Limit stories to about five minutes for three-year-olds, 8-10 minutes for four-year-olds, and 10-15 minutes for five-year-olds, and 20-25 minutes for six to eight-year-olds. Children under three should

have short books, mostly pictures, about which you could talk and let them talk rather than actually read.

Good examples of books for 2 and 3-year-olds are Grace Skaar's *The Very Little Dog* and *Nothing but Cats, Cats, Cats*. A book loved by two-year-olds is Ruth Krauss' *Bundle Book*. Before two years, children like to point out things in books and magazines; for example, cat, apple, tree, moon.

Toddlers like to carry books around with them. Homemade scrapbooks or cloth books are good for them, because such books are not easily spoiled and are washable.

6. Avoid fantasy stories for preschoolers. They are busy enough getting acquainted with the real aspects of their world. Remember: some things which are not understood may frighten children. Six to eight-year-olds will usually enjoy fantasy.

When you are ready to read a book, refer to these suggestions:

1. Get other things put out of sight so that a child is not distracted.

2. Be comfortable.



If you read to one or two children, they may sit beside you while all of you look at the book. Here you see a teenager answering the children's questions about the story.

3. Read slowly with an interesting voice. Be pleasant, smile, answer questions, but do not linger or the child might forget the place in the story and lose interest.

4. Give the child time to see the pictures. Hold the book open facing the children if you are reading to



When reading to more than two children, hold the book open facing the children.

several. They can see the pictures and you can read from the side. If you are reading to one or two children, they may sit beside you while all or both of you look at the book.

5. Allow the child to repeat the frequent phrases if he seems interested in doing so. Repetition of words and sounds encourages a child's speech to grow.

6. If a child leaves when you are half-way through the story, try reading it at a later time or try a different story. Make some notes about why you think he did not listen. Many times a child will say, "Read it again," and you might turn back through the book pointing out pictures just to review the story.

Here is a list of books which you might use:

Preschoolers:

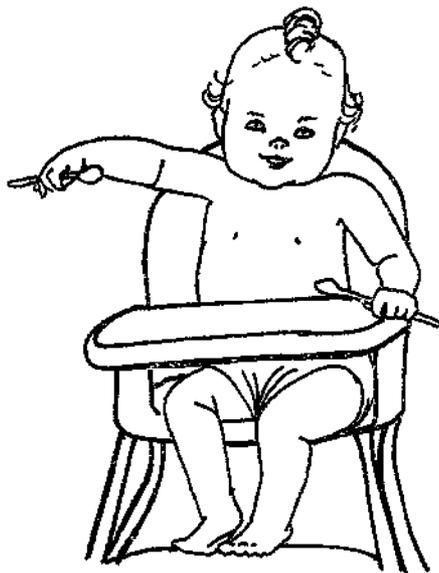
- Ask Mr. Bear, Marjorie Flack
- Where Did Josie Go?, Helen Buckley
- The Noisy Books, Margaret Wise Brown
- Caps for Sale, Esphyr Slobodkina
- The Brave Little Indian, Bill and Bernard Martin
- Make Way for Ducklings, Robert McCloskey
- Mike Mulligan and His Steam Shovel, Virginia Burton
- A Walk in the Forest, Marie Hall Ets

School-aged Children:

- If I Ran the Circus, Dr. Seuss
- The Earth is Your Spaceship, Julium Schwartz
- The Sky Was Blue, Charlotte Zolotow
- The Secret Three, Mildred Myrick
- Op' Dan Tucker, John Langstroff
- Swimmy, Leo Lionni
- The Desert People, Ann Nolan Clark

Children Enjoy Music

To children, music means activity. Young children like to move their bodies to music. They may move more easily and enjoy music more if they have something in their hands. Such rhythm instruments as drums, tambourines, bells, sticks, and sand blocks encourage their participation. Small scarves also encourage them to wave and sway as they listen to music.



As soon as an infant can bang his spoon on his high chair, he is ready to hear rhythms.

Dress-up skirts for girls and boys let them pretend to be dancers, mothers, or clowns and they dance without restraint. Older children can pretend to lead others in an orchestra.

Activity music is often marching, walking, or running music for young children. Five to eight-year-olds can hop, skip, slide, and gallop.

Help the preschool child choose actions that seem suited to the music. You can do this by saying, "This is marching music," or "This music is soft, so we tiptoe quietly."



Preschoolers enjoy using rhythm instruments while they march, walk, and run to music.

Sometimes you can say, "Listen to the music and do what it tells you to do." Children like to do different things to music — skip, hop, walk, beat rhythms, dance, sing, or listen.

Many parents want to encourage their children to listen to good music. Young children might listen to music as they lie down and rest, but they also like to hear the music if it tells a story without words.

If you do not know "The Grand Canyon Suite," get acquainted with it. It tells a story of a donkey carrying someone up and down the canyon. You can hear the donkey's feet, and you might pretend that he is carrying the child you are presently tending. A storm threatens, lightning appears, and thunder is heard. A storm rages, suddenly all is calm. The sun comes out again. Children of several ages would enjoy the story.

Below are lists of Action Music and Classical Music which tell stories:

Action Music:

- Stars and Stripes Forever—Sousa
- March of the Little Lead Soldiers—Pierne
- Skip to My Lou—Folk Tune
- Waltz of the Flowers—Tschai-kovsky
- Toreador Song (Carmen)—Bizet
- Country Dance—Granger
- I'm a Little Teapot

My Head, My Shoulders, My
Knees, My Feet
Horsie, Horsie

Classical Music: (which tells stories;
to stretch your imagination as well
as a child's)

The Grand Canyon Suite—Grove
The Moldau—Smetana
Pictures at an Exhibition—Mous-
sorgsky
Peter and the Wolf—Prokofiev
Hunting Song—Schumann
Syncopated Clock—Leroy Ander-
son

Fingerplays

Fingerplays are used with young children to get and keep their attention. Fingerplays are motions made with the fingers of one or both hands. To teach a child a fingerplay, follow these steps.

1. Choose something of interest to the child, perhaps related to a book you are using at the same time.

2. Say the words and motion slowly several times.

3. Ask the youngster to say it with you.

4. Stop occasionally and ask him what comes next.

A few fingerplays are listed here. Your leader will give you a sheet which contains others. A tape from which you can learn tunes is available for your group to use. Ask your Extension Home Economist about loaning the tape to your group.

The Bees

Here is a beehive (hand cupped)
Where are the bees?
Hidden away where nobody sees.
Now they come creeping out of the
hive.
One, two, three, four, five.
(extend fingers one by one)
Buzz-z-z-z-z.

Thumbkin

Where is Thumbkin? Where is
Thumbkin? (hands behind back)
Here I am. Here I am.
(thumb standing up)
How are you today, sir?
(one thumb bows)

Very well, I thank you.
(other thumb bows)
Run away, run away.
(behind back again)
(Repeat with each set of fingers:
pointer, tall man, ring man,
pinky.)

Choo-Choo

Choo-choo-choo!
The train runs down the track.
(run fingers down arm)
Choo-choo-choo!
The train comes running back
(run fingers up arm)

Bunny Song

Here is my bunny with ears so
funny
And here is his hole in the ground.
When a noise he hears,
He pricks up his ears,
And jumps in his hole with a bound.
(right fist forms bunny, and two
fingers his ears. Left hand closed
to make a "hole")

When you finish this project, you
will know much more about chil-
dren — how they grow, and how to
care for and entertain them.

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County Agricultural Agent or
Extension Home Economist for
other information.