

50 Year History of the S.A.D #35 Preschool Program

11 March 2024

Gallery

SAD 35 paves preschoolers' path to kindergarten

By ZELDA KENNEY
Democrat Staff Writer

SOUTH BERWICK — The innovative pre-kindergarten program operated by SAD 35, the only one of its kind in Maine, has not only attracted the attention of growing numbers of area parents, but the interest of professional educators. "Exploring Childhood" prepares next year's kindergarten class for a smooth entrance into the school system.

The inquiries have been received at such a prolific rate that the program has been recommended for a federal grant to provide school districts throughout the state with the information and technical assistance to develop their own programs.

The program for 4-year-olds is a three-pronged effort directed at bringing together the child, his parents and high school students (as future parents) to work toward a better understanding of skills necessary for the total development of the young child.

Today, six years after its inception, the program utilizes the resources of the public school system, such as speech therapy, multiphasic testing and physical education, in a program coordinated with kindergarten teachers.

Director Janice Cerabona originally developed the program when she participated in the Maine Teachers Corps as a University of Maine graduate student. The federally funded teacher corps placed promising education majors across the state, charging them with developing programs coordinating community and educational resources. Other MTC students earned college credits through programs in recreation, adult education and ongoing programs for senior citizens.



Missy Ham (top right) explains the use of the eraser to Angie Parent. Snack time (above) requires serious attention from Bobby Chase (left) and David Rondeau. The children are required to bring "milk money" just as in regular school. The procedure for serving themselves in-

specifically to the child or to the parent.

The library is of particular pride to the preschool staff. Not only do the books and materials receive frequent use, but the items are given excellent care. "In six years, every

school portion of the program provides parenting experience as well as a view of early childhood education as a career objective.

Every year for the past six years, Jan Cerabona has zeroed in on an objective. "We've improved parent in-

Parents' involvement in the day-to-day sessions brings much valuable insight into the parent-child relationship. They have an opportunity to compare their child's development with that of others, and to watch their children interact with others.

single book and game has been returned in good condition. I just did an inventory and all that's missing are three puzzle pieces," the director says.

Mrs. Cerabona says the parent's role in a child's early development is a major factor in a smooth transition to the public school.

"The parent and child have worked together to develop the skills the child needs to learn. The parent knows what to expect of the child," she says.

Parents begin to realize that "school isn't just learning the ABC's. What we try to do here is to help the child develop his or her self-confidence and the ability to learn. We do not always impart the specific skill," she adds.

Parents who have become involved in the pre-kindergarten effort generally keep up their interest through the early school years, according to Mrs. Cerabona.

The growing integration of the preschool program with the resources of the school system provide what Mrs. Cerabona calls a logical follow-up to the initial screening. "Lots of schools have a one-day screening in the spring (at registration time). What good

involvement — parents now even organize their own workshops to help in areas of special concern, such as dealing with death or divorce. We've built up the library; the screening has vastly improved. Now we'll get to the high school segment," she says ticking off the list of accomplishments with characteristic modesty, but setting her goals with determination.



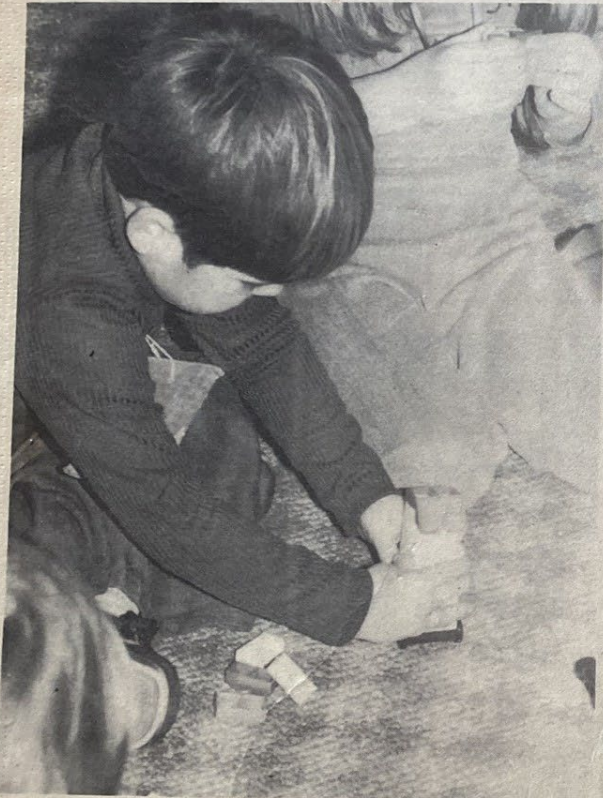
Jan Cerabona, director of SAD 35's model preschool program for 4-year-olds, developed the program while she was a student at the University of Maine.



development, participating in community and educational resources. Other MTC students earned college credits through programs in recreation, adult education and on-going programs for senior citizens.

During the first year, Mrs. Cerabona operated the preschool with approximately 20 children in each session and a large staff of parent volunteers.

Some screening was done in that first year for audio and visual handicaps. Since then, the program has expanded each year to incorporate a new goal. The list of services offered has grown and extensive screening for early detection of learning disabilities is conducted throughout the year.



Scott Baker is a step ahead in developing learning skills. At least 75 percent of next year's kindergarten classes in SAD 35 are attending the preschool.

Miss Ham (top right) explains the use of the eraser to Angie Parent. Snack time (above) requires serious attention from Bobby Chase (left) and David Rondeau. The children are required to bring "milk money" just as in regular school. The procedure for serving themselves involves a listening activity. As his or her name is called, the youngster is asked to clap a given number of times or to follow a similar type of direction indicating his attention. (Democrat Photos — Kenney)

The enrollment now includes approximately 75 percent of each year's kindergarten class. This year, 38 children attend either a morning or an afternoon session on Tuesdays and Thursdays at the First Parish Federated Church in South Berwick and 56 children are enrolled in two half-day sessions each Monday and

Wednesday at the Congregational Church in Eliot.

Mrs. Cerabona and Meg Warrell, her assistant, remain the only paid staff members, but parent volunteers still attend in reliable numbers.

That parent support, as well as the support provided by the community, has been the key to the success of the program, Mrs. Cerabona says.

Parents' involvement in the

Parents begin to realize that school isn't just learning the ABC's. What we try to do here is to help the child develop his or her self-confidence and the ability to learn.

day-to-day sessions brings much valuable insight into the parent-child relationship. They have an opportunity to compare their child's development with that of others, and to watch their children interact with others," Mrs. Cerabona says.

Parents participate in a "parent effectiveness" program aimed at enabling them to become an integral part of the preschool program. Four meetings a year are held to discuss the basic goals of the program, to explain the speech and language activities and to review methods of reinforcing learning skills at home. Parents learn about games they can enjoy with their children. At the final gathering, parents are introduced to next year's kindergarten teachers.

Evaluators from the state Department of Education have called "Exploring Childhood" a model for school districts for the early identification and intervention of children with learning handicaps.

An extensive library of books and games of interest to the child and his family has developed. There are books to share, as well as books geared

the resources of the school system provide what Mrs. Cerabona calls a logical follow-up to the initial screening. "Lots of schools have a one-day screening in the spring (at registration time). What good does it do to identify a difficulty if you can't follow it through until the child enters school?" The screening done in the SAD 35 program, says the director, "is much more reliable than a one-day shot at it when a child is probably tensed up just because of the registration experience."

No opportunity for improving cognitive skills is overlooked. Even the name tags the children are required to wear each day are designed in specific geometric shapes. If a child is absent, a classmate will quickly tell the teacher, "Paul isn't here today. He's a

green triangle."

Supt. Bruce McGray says kindergarten teachers report a "marked increase in school preparedness which seems to improve each year, not only in social readiness, but the kids are learning to read earlier and more quickly."

Evaluators from the state Department of Education have called "Exploring Childhood" a "model for school districts for the early identification and intervention of children with learning handicaps."

The superintendent says, however, that the early involvement of the parent in the child's education, along with the thorough screening, is the most important thrust of the program.

Because parental involvement is so important, Mrs. Cerabona will work this spring to involve more of the

parents of the future.

High school juniors and seniors have been successfully involved in the past as part of a two-credit course. The high



Meg Warrell, assistant preschool teacher, offers some gentle encouragement and praise to Christopher Wiggin.

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Maine Needs 45 Teacher Trainees

AUGUSTA, Maine (AP) — The Maine Department of Education is looking for 45 full-time teacher trainees to fill positions in rural Maine schools for \$90 a week.

The department said Friday the degree program trainees will be selected by the end of May contingent on federal funding of the Maine Teachers Corps.

When funded, the two-year program will be under the aegis of the University of Maine-Portland-Gorham.

The minimum requirement for the teaching position is three years of college excepting those with outstanding credentials and only two years of post-secondary education. There is no age limit for applicants.

11

Teachers needed for rural schools

AUGUSTA, Maine (AP) — The State Department of Education said Friday that applicants are needed within three weeks for 45 full-time teacher training positions in rural Maine schools.

The degree program trainees will be selected by the end of May, contingent only on final negotiation of federal funding of Maine Teacher Corps, the department statement said.

When funded, the grantee institution in Maine will be the University of Maine at Portland-Gorham. It will be responsible for operation of the two-year program that starts July 1.

The minimum requirement for the position is three years of college with exception only for those with outstanding credentials and only two years of post-secondary education.

Each teacher trainee will receive a stipend of \$90 per week on a year-round basis plus a dependent allowance. Successful completion of the program will result in either a bachelors or master's

degree in elementary education conferred by the university and certification as a teacher by the department.

The program is designed to provide a community-based teacher training experience in school districts with a large number of students from low-income families.

Applications may be made to one or more superintendents of the teacher corps sites: Richard Ladner, Union 30, Sabattus; Clifford Tinkham, Union 47, Bath; Howard Cushman, Union 7, Saco; Fred Allen, School Administrative District 43, Mexico; Frederick Andrews Jr., SAD 21, Dixfield; Robert Powers, SAD 57, Waterboro; and Bruce McGray, SAD 35, South Berwick.

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Free Hearing Tests Set For 7

land and Mrs. Helen Meader, both of Winthrop, refreshments; Mrs. Marion Thurlow of Weeks Mills, Mrs. Meader and Mrs. Marion Thurlow, printing. Plate lunches will be served at noon with snacks all day. Entertainment will be by Mrs. Agnes Halden of Buxton, singer of songs, old and new, with Mrs. Florence Hanson of Portland, accompanist.

Seek teacher trainee people

Applications for 45 teacher trainees in seven communities are requested within the next three weeks by the Maine Teacher Corps.

A teacher trainee must have three years of college and be willing to make a commitment

to improving education in rural districts.

Pay is \$90 a week plus a dependent allowance, and completion of the two-year program results in a bachelor's degree in elementary education from the University of Maine at Portland-Gorham.

The teacher corps will work in southern Maine and focus on reading, special education, and counseling at the elementary level.

Applications may be obtained from the University at Gorham or the Maine Dept. of Educational and Cultural Services in Augusta. The teacher corps communities are Sabattus, Bath, Saco, Mexico, Dixfield, Waterboro, and Berwick-Eliot.

The July 1 start of the program is contingent on obtaining federal funding.

Area Schools In MTC

East Waterboro and South Berwick-Eliot public school systems are among six from communities in Maine which will participate in the Maine Teacher Corps to be established over the next two years by the University of Maine at Portland-Gorham.

A grant of \$1,000,744 to set up the innovative teacher training program has been received by the university from the US Department of Health, Education and Welfare. It is the largest HEW grant of this nature to be awarded to the university.

The grant was made in response to a proposal written by Dr. Charles F. Smith, UMPG associate professor of foundations education, and the project will be a cooperative effort of the UMPG School of Education, the Maine Department of Educational and Cultural Services, and the six Communities.

According to Dr. Paul R. Walker, UMPG associate professor of reading and director of the project, the program will be an experiment in field-centered performance-based teacher education, and it will have a special focus on the learning-disabled and disadvantaged youth. He notes that the traditional form of field training for potential teachers is student teaching, a short-term program lasting either eight or sixteen weeks.

their work toward either a bachelor's or a master's degree.

Working closely with the interns will be five UMPG-based faculty members who have been selected following a nation-wide search. In addition, each school system will appoint a teacher from the district to serve as team leader.

In explaining the philosophy behind the training program, Dr. Walker emphasizes that the Maine Teacher Corps is a competency-based program. This means that an intern's evaluation is based on his actual work as a teacher. The intern will face a specific situation in the classroom, and his competence in handling this particular situation will be

Who Is Sister

Sanford residents who have discovered advertisements for "Sister Catherine, Reader and Advisor" in the front seats and under windshield wipers of their cars this week, must wonder who "Sister Catherine" is.

The handouts list a Portland address and phone number for Sister Catherine, professional palmist and mind reader. She has no affiliation with the Roman Catholic Church.

Area Schools In MTC Training

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evaluated.

Each trainee will have the opportunity to discover areas of weakness in his own teaching while he still has the chance to work through the problems with a faculty member. For example, an intern might be asked to work with a child who has a severe reading disability. If the intern finds that he is lacking in the ability to assist the child, he can take advantage of on the job individualized instruction, seminars, and workshops.

Dr. Walker points out that as an additional benefit of the program, the school systems will have the opportunity to take part in the training programs which are offered to the student interns.

Saco Schools Will Be In Teacher Corps

By MICHAEL SPATH

The Saco School System is participating in the newly approved Maine Teacher Corps.

Six people will be added to the Saco school staff, a team leader and five interns. Cost of the entire program, with the exception of 10 per cent of the participant's salaries which is paid by the school systems in which they work, is funded by the federal government.

The Maine Teacher Corps is sponsored by the School of Education of the University of Maine at Portland-Gorham and provides candidates who have completed two or three years of undergraduate study for a two-year training period leading to a baccalaureate degree and - or masters degree in education.

Interns will be paid \$90 per week plus \$15 per week for each eligible dependent. The team leader will receive an annual salary of \$12,500.

program, according to a teacher corps informational sheet, are to improve the quality of education available to children from low-income families and to assist colleges, universities and local school districts in bringing about basic changes in the ways in which teachers are trained and used. "Teacher Corps training is not like traditional teacher preparation," the information sheet continues. "It zeroes in on the special needs of children in select communities.

"In the schools, five to eight interns work as a team under the guidance of an experienced teacher who is called a team leader. Teacher Corps teams have the opportunity to experiment and to give the kind of individual instruction and attention to children which teachers in overcrowded, understaffed schools are not able to give."

The interns are also expected

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salary of \$12,500.

The Maine Teacher Corps program is an experiment in field-centered performance-based, teacher education. University course work will be delivered mainly on-site in the local schools. Appropriate certification will be awarded by the State Department of Educational and Cultural Services to candidates successfully completing the program.

The program will officially begin this summer with pre-service conferences for the trainees and team leaders. That training will continue during the 1973-74 academic year in the local schools.

Trainees will spend the summer of 1974 on a university campus completing necessary course requirements and will return to the local school district for the 1974-75 school year, after which their training will be complete.

Emphasis of the program will be placed on developing competencies in the areas of reading, special education and human relations. The program will be geared to training teachers with a commitment to a career in education.

Basic objectives of the

The interns are also expected to continue their work with children and parents after school and on weekends. Not only are they supposed to teach in the community, but are expected to become part of the community.

In addition, an advisory board to the local teacher corps will be created. The Saco school board is currently discussing the composition of the advisory board, and have indicated it will include teachers, administrators, parents and students.

Applications for the program may be obtained from the office of the superintendent of schools on Saco.

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Those enrolled in the Maine Teacher Corps, however, will be involved in a much more intense and varied experience that will run for two years. The students or interns will go into the participating school systems and will spend two years teaching in the elementary classroom and in the community. During the summers, they will study on the Gorham campus of UMPG. The first group of 38 interns is currently involved in a training institute at Gorham, and they will be on the job when public school starts in the fall.

The other participating school systems are Bath, Buckfield, Mexico and Saco. Local screening committees within each system select the interns who will teach in their schools. Most of them are either college juniors and seniors or graduate students, and they come from UMPG and other University of Maine campuses as well as other colleges in Maine. Upon completion of the program, they will have finished

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Teacher Corps Program

by NORMA TUTELIAN
Seven members of a newly organized Maine Teachers Corps are working with SAD 35 teachers while receiving training in special skills under the Teachers Corps Programs.
Teacher Corps Team Leader for the district is Mrs. Nancy Martin, who has been serving as an elementary teacher at Eliot.
Mrs. Martin will work with three interns, who are undergraduates at the University of Maine, Portland-Gorham, and three who will work in the district as part of their graduate degree requirements.
Those working in the program towards their bachelors degree are Thomas O'Malley, Eliot, Janet Saurman, Eliot, and Lynn Zacharias, York. Working towards their masters in SAD 35 will be Janice Cerabona, Eliot, Joseph Dully, South Berwick, and

Joseph Evans, North Berwick.
The Teacher Corps Grant was awarded to UMPG for two years with funding of \$1,300,000.
The trainees have been attending classes on campus for several weeks under faculty member Dr. Paul Walker, director of the Maine Teachers Corps.
This two year Corps training program is offered to candidates who have completed at least two years of college. Special emphasis throughout the course will be offered in the areas of reading, human relations and special education.
The trainees will work in teams under a team leader, Mrs. Martin, spending 60 percent of their time in the elementary schools, but only in those classrooms where the teacher has indicated a desire to have them.
They will receive more on the job experiences than are offered in present

teacher training programs.
Forty per cent of each intern's time will be spent in the community assisting in operating programs, youth leagues, swimming program, libraries or adult education, or they will help develop such programs according to the needs of the communities.
Each team has a Local Educational Agency Coordinator. The group is also guided by a local advisory committee.
It is hoped that this new program will provide a highly motivated group of educators with special skills to help educationally-disadvantaged children or children with learning disabilities.
After completing the program trainees will be eligible for their bachelors and or masters degrees in education. While enrolled each receives \$90 per week plus \$15 for each dependent.

15 New Faculty For SAD 35

by NORMA TUTELIAN
Schools opened in South Berwick this week, in SAD 35, with some 15 new faculty members being introduced to the students.
At Marshwood High, eight new instructors joined the staff, Raymond Felik of Caribou, is teaching mathematics and Science. A graduate of Ricker College, he has taught for three years in Limestone.
Mrs. Anne Sinclair will instruct in the business department. She is a graduate of Thomas College and has taught previously in Winslow, both elementary and junior high levels.
Bruce Gowdy of Kennebunkport will teach Industrial Arts. He is a graduate of SUNY, Oswego, and has taught for four years in Jaffrey, N.H.
Gerald Daniels of South Berwick will join the English staff. Daniels has taught at Berwick Academy here, the

Rhode Island School for Girls, and Exeter, N.H., High School.
Bruce Blaidell of York will teach physics and physical science. He is a veteran of three years in the military.
Ann Flynn will teach home economics. She comes from Wiscasset, and is a graduate of the University of Maine, Farmington.
Linda Rancourt of East Vassalboro, a graduate of the Connecticut State College will teach English.
Two new faculty members at the junior high will be Mrs. Eleanor Botka of Eliot who will teach English, and Mrs. Nancy Horowitz. Mrs. Botka has taught for six years and holds degrees from the University of Maine Farmington and Gorham. Mrs. Horowitz attended Bates College and holds a degree from UNH. As a graduate assistant, Mrs. Horowitz worked in the Upward Bound program at the

university.
Claude Mains returns to the district after having served his military duty for the past two years. He will teach grade four at the Eliot Elementary.
Mrs. Pat Corriveau of Eliot will serve as Title I reading teacher at the Central Annex. She is a graduate of University of Maine, Portland-Gorham, and has been substituting in the district. Her husband teaches physical education at the junior high.
Richard Fernald, a graduate of UNH, will also teach in the Central Annex.
Mrs. Molly Bartlett of Eliot will teach grade two at Central School. She previously substituted here and holds a degree from the University of Maine, Portland-Gorham.
Daniel Hupp a graduate of UMPG and having taught at Mount Vernon will teach grade four at the Central School.

In other business, they re-elected now principals Wesley Farnum, Central School, Mark Bradbury, Eliot Elementary, Glenn Martin, Marshwood Junior High and Edward Forbush, assistant principal at the high school; voted to approve the health program that was outlined at an earlier meeting by Mrs. Vera Burrige; appointed all non-certified personnel, authorized the superintendent to seek bids on gasoline.
They also voted to permit the use of school buses by the South Berwick and Eliot recreation committees for short local trips as requested at a rate to reflect the true cost per mile plus depreciation.
They accepted the resignation of Carol Simpson as elementary physical education teacher, and elected Janice Cerabona to be the pre-school staff member.

Pre-school program to open Sept. 13

SOUTH BERWICK — The Eliot-South Berwick preschool program will start the week of Sept. 13. The program is to be held on Monday and Wednesday in Eliot, and Tuesday and Thursday in South Berwick.

In Eliot the program will be held in the Eliot Congregational Church and in South Berwick the Federated Church.

Sept. 8, at 7:30 p.m. in the Eliot School library and on Sept. 9 at 7:30 p.m. in the Central School cafeteria meetings will be held so that all interested parents may attend. These

Sowerby, candidate for House

Doyle T. Sowerby of York Harbor has been nominated as the Republican candidate for state representative in District 106 to be voted upon at the General Election, Nov. 2.

This action was taken by the Republican Town Committees of York and Kittery on Wednesday, pursuant to a proclamation issued by Governor James B. Longley in

meetings are also for those parents who pre-registered their children back in the spring.

The preschool activity program is open to all South Berwick and Eliot children who would be eligible for kindergarten in September of 1977. The child must be four by Oct. 15, 1976. The program provides a variety of activities and materials that will be geared towards the growth and development of each child. Parents will be encouraged to participate in the program at their convenience and should always feel free to observe and question the activities provided.

A library will be established for parents. The library will contain both materials, toys games, etc. and books of interest for the parents. Parents will be encouraged to check out materials and use them with their children. It is also planned that three or four parent workshops will be held during the year, to be arranged according to the interest and convenience of the parents involved.

Any parent interested in more information about the program and unable to attend the introductory parent meetings may call Janice Cerabona at 748-0932.

Preschool Activities Program Slated In So. Berwick, Eliot

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Dr. Bruce McGray, superintendent announces that elementary schools here will open on September 8. Eliot Elementary and Central School will open at 9 a.m. and close at 3 p.m., during the week of August 30 so that parents with children who are new to the district may register their children.

Marshwood Junior High will also be open during the week of August 30 to permit new registrations.

newspapers.com/image/

Portsmouth Herald July 12, 1973

UMaine at Portland Gets Grant
GORHAM, Maine (AP) — The University of Maine at Portland-Gorham has been awarded a \$1,000,744 federal grant to establish a Maine teacher corps over the next two years, acting President Walter P. Fridinger said today.

May 8th 1973 Portland Press

POSITIONS AVAILABLE
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 Faculty rank: Assistant or Associate professor.
 Deadline for applications — June 1, 1973.

Field Professor — Learning Disabilities
 Term of Appointment — 12 months, renewable for 1 year.
 Qualifications — Doctorate or near doctorate preferred.
 Salary — \$12,000 to \$16,000.
 Faculty rank: Assistant or Associate Professor.
 Deadline for applications June 1, 1973.

Field Professor — Special Education
 Term of Appointment — 12 months, renewable for 1 year.
 Qualifications — Doctorate or near doctorate preferred.
 Salary — \$12,000 to \$16,000.
 Faculty rank: Assistant or Associate Professor.
 Deadline for applications — June 1, 1973.

Field Professor — Educational Psychology
 Term of Appointment — 12 months, renewable for 1 year.
 Qualifications — Doctorate or near doctorate preferred.
 Salary — \$12,000 to \$16,000.
 Faculty rank: Assistant or Associate Professor.
 Deadline for applications — June 1, 1973.

Field Professor — Reading
 Term of Appointment — 12 months, renewable for 1 year.
 Qualifications — Doctorate or near doctorate preferred.
 Salary — \$12,000 to \$16,000.
 Faculty rank: Assistant or Associate Professor.
 Deadline for applications — June 1, 1973.

Address Inquiries To: Dr. Paul Walker, Director
 Maine Teacher Corps, Bailey Hall, School Of Education,
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18 Sep 73

Teacher Corps

Members of the newly instituted Teacher Corps Program federally funded, and in conjunction with the University of Maine-Portland, Gorham, now working at Central School in South Berwick were introduced recently at a meeting of the PTA. Working with the teachers will be Janice Cerebona, left, and Janet Saurman, right, both interns, and Mrs. Nancy Martin, Team leader for the Corps.



Retirement, 285 years celebrated

June 30
2003

By Shirley Jacques
news@seacoastononline.com

ELIOT, Maine — One of 11 longtime teachers leaving a total of 285 years in School Administrative District 35 classrooms, Jan Cerabona, leaves a legacy of pre-kindergarten education — one of the few left in Maine.

"We are losing a lot of history, a lot of knowledge and a lot of experience," Superintendent Cheryl Jensen said as she honored each tenured teacher retiring from SAD 35.

Cerabona graduated from Eliot High School before it became Eliot Elementary and her classroom home for 30 years. After graduating from college in Maine, she joined the National Teacher Corps and did her field work in Eliot by establishing a pilot pre-kindergarten for 4-year-olds to earn her master's degree in elementary education. It became the first public pre-kindergarten in the state when the school budget picked up the funding in 1975. She calls that her legacy and message.

See RETIRE, Page A9

Top seats say so long to SAD 35

By Shirley Jacques
news@seacoastononline.com

ELIOT, Maine — In an unusual coincidence, four top administrators are leaving secondary education in School Administrative District 35. Dr. Tom Ward, Marilyn Woodside, Paul Asbell and Esther Cole are moving on to bigger jobs.

It was also unusual eight years ago, when Ward and Asbell were hired as principals within weeks of each other. Ward replaced Tom Conrad at Marshwood High, and Asbell replaced Tom Parker at Marshwood Junior High.

Ward is going home as superintendent of Dirigo, the district where he grew up, graduated and first became a high school principal. In August 1995 he welcomed Marshwood's largest senior class with,

Among his legacies in Marshwood, Ward leaves block sched-

The teachers sail into sunset

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■ Ute Stevens (29 years) began teaching fifth and third grades at South Berwick Central and later at Eliot Elementary, before she became a science teacher, most recently at the junior high.

■ Ernie Wood (27 years) is retiring as MHS Social Studies Department head. Over the years, he's won competitions for many advanced studies, the Roosevelt era, the Constitution and United States and China relations. He's best known to residents as the announcer for the Hawks football games.

■ George (36 years) and Joanne Osgood (27 years) are retiring together; he from teaching industrial arts until he requested his "Mr. Fix-it" position as maintenance supervisor, she from teaching art to junior high and high school students often "in a portable classroom with no water."

■ Mike Little (26 years) isn't staying retired for very long. Two

weeks ago, he was hired back part-time for high school science and physics.

■ Nancy Oliver-Gruen (22 years), an accomplished singer and guitarist, used her UNH degree in English, speech and drama to stretch the minds of her English students. She directed many MHS plays and introduced the high school coffee houses and student/faculty fall talent shows.

■ Jane Kennedy (15 years) is retiring as the physical education and health teacher at Eliot Elementary just as there is increasing recognition of the need and value of early health education. A fitness advocate, she coordinated the Arthur Hall dance residency at Eliot.

■ Suzi Moore (14 years), a physical education teacher at MJHS, has been involved in the climbing wall and Project Adventure. She says she is retiring while she's young enough to start a bed and breakfast.

Administrators bid farewell to SAD 35

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"This is my favorite age; middle school is so much fun," Asbell said. "As kids get off the bus, one is little, short and immature followed by a 200-pounder with fuzz growing. They are sixth-grade classmates; it's fascinating."

Asbell has been hired as principal of Nashua's Pennichuck School to transition it from a junior high (7-9) to a middle school (6-8).

In 12 years since she left the law field, Woodside has been the Marshwood High assistant principal and, for one year, the interim principal in the corner office at the old high school.

"It has been most rewarding working not only with the students, but with all the families you get to know. I'll miss that," she said.

Woodside is moving to a favorite field, curriculum, as curriculum director at Winnacunnet High School, where students come from six towns.

"It's a big challenge with so much to teach. The job is working with teachers and department heads deciding what to teach and when."

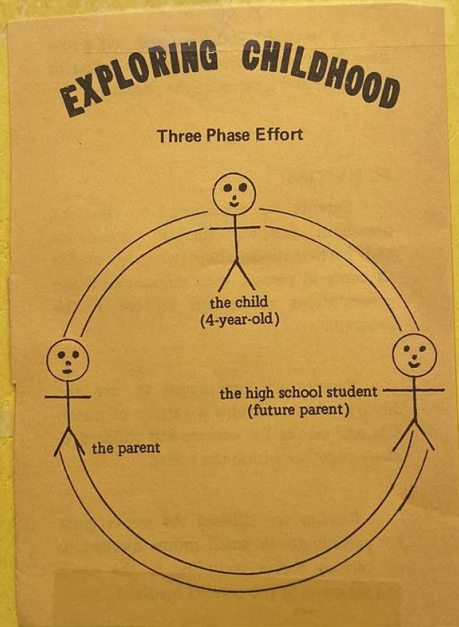
In 1998 when Cole came to SAD 35, she was the first guidance counselor at Eliot Elementary. After a year, she moved to junior high guidance and was promoted to assistant principal in 2001.

With a background in social work, a master's degree in counseling and a certificate in advanced studies, she is moving to New Hampshire as the assistant principal at Strafford Elementary School.

See CHANGES, Page A9
needs of this age group.

S.A.D. #35 PRESCHOOL PROGRAM

Draft

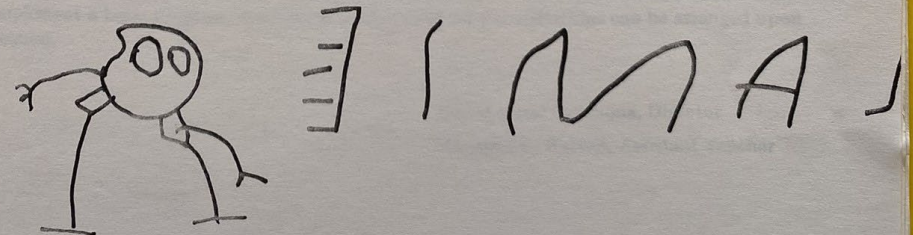


A THREE PHASE EFFORT
SERVING THE CHILD, THE PARENT, AND THE FUTURE PARENT

ELIOT AND SOUTH BERWICK, MAINE

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YEAR	FUNDING	STAFF	CLASSES	PRESCHOOL STUDENTS	HIGH SCHOOL STUDENTS	PARENT VOLUNTEERS (fathers & mothers)	ATTENDED PARENT MEETINGS	USED LIBRARY MATERIALS
1973 - 74	Teacher Corps	3 Teacher Corps Interns	One class per week each town. Eight weeks.	60	—	—	One parent meeting 15 parents	—
1974 - 75	Teacher Corps	3 Teacher Corps Interns	One class per week each town. October - May	48	—	—	One parent meeting 10 parents	—
1975 - 76	District	1 Teacher High school course offered in Home Economics Dept.	Each class meets two times per week September - June four classes	78	15	30 parents volunteered at least once, 20 came in more often.	#1 - 40 parents #2 - 10 parents #3 - 35 parents	—
1976 - 77	Title IV-C	1 Director/Teacher 1 Assistant Teacher High school course as above	Same schedule as above	88	16	50 parents volunteered least once, 24 came in more often.	#1 - 70 parents #2 - 32 parents #3 - 66 parents	Approximately 60% of the children and parents used library materials
1977 - 78	Title IV-C	same as above	Same schedule as above	87	15	74 parents volunteered at least once, 34 came in more often.	#1 - 91 parents #2 - 75 parents #3 - 65 parents #4 - 97 parents	Approximately 90% of the children and parents used library materials
1978 - 79	Title IV-C	same as above	Same schedule as above	92	10	65 parents volunteered at least once, 32 came in more often.	#1 - 88 parents #2 - 91 parents #3 - 37 parents #4 - 88 parents	Approximately 95% of the children and parents used library materials
1979 - 80	District	1 Director/Teacher 1 Assistant Teacher 1 High school aide (3 hrs. per day)	Same schedule as above	102	17	60 parents have volunteered as of December 1979.	#1 - 120 parents #2 - 60 parents	Approximately 95% of the children and parents are using the library

SOME BOOKS FOR PARENTS AND CHILDREN TO SHARE

Birth/Reproduction:

- Alexander, Martha. Nobody Asked Me If I Wanted A Baby Brother. Childcraft Education Corp. 4-6 yrs. \$5.95
- Andry, Andrew & Schepp, Steven. How Babies Are Made. Time-Life Books. 4-10 yrs. \$3.95
- Arnstein, Helene. Billy and Our New Baby. New York, New York: Human Science Press. 4-7 yrs. \$6.95
- This book clearly explains the frustrations of a child when a baby first comes home from the hospital.
- Levine, M. & Seligmann, J. A Baby is Born, The Story of How Life Begins. Wayne, New Jersey: Golden Press. 5-10 yrs. \$3.95
- Zapun, Simone. "Mommy, Where Do Babies Come From?". Child Guidance Book Platt & Munk. 4-8 yrs. \$2.95

Death:

- Fassler, Joan. My Grampa Died Today. New York, New York: Human Science Press. 4-9 yrs. \$6.95
- Green, Phyllis. A New Mother For Martha. New York, New York: Human Science Press. 4-8 yrs. \$6.95
- An exceptionally sensitive rendering of how a young girl learns to deal with the traumatic death of her mother and the subsequent remarriage of her father.
- Stein, Sara Bonnett. About Dying. Childcraft Education Corp. 4-9 yrs. . . . \$6.95

Divorce:

- Gardner, Richard. The Boys and Girls Book About Divorce. Bantam Book. 4-12 yrs. \$1.25
- This book explores the variety of feelings and emotions that are experienced during divorce and helps children to cope more effectively with what is happening.
- Hazen, Barbara. Two Homes To Live In. New York, New York: Human Science Press. 4-9 yrs. \$6.95
- This book encourages communication between the parents and the child and helps the child face the realities of divorce.
- Sinberg, Janet. Divorce is a Grown-Up Problem. Avon Books. 3-8 yrs. . . . \$2.95
- A preface for parents is included and contains important things for divorcing parents to remember. There is also a list of suggested readings for parents.

Family Situations:

- Simon, Norma. All Kinds of Families. Childcraft Education Corp. 4-7 yrs. . . . \$5.00
- Contemporary families (traditional, divorced, adoptive, racial) are included. Differences are explored but the similarities of love and belonging are emphasized.
- Stanek, Muriel. I Won't Go Without A Father. Childcraft Education Corp. 4-9 yrs. . . . \$4.50
- Deals with the feelings and adjustments of a child who comes from a one parent home.



CLASSROOM SETTING



Children learn through play; thus of major importance to the curriculum are the materials selected and the preschool classroom design. Over the past several years, we have had the opportunity to observe several hundred children playing with materials. We thus feel quite confident in recommending the following materials as most likely to enhance the development of specific skills appropriate at this age. The S.A.D. #35 Preschool has been located in two different facilities. It has been necessary to change our materials and layout frequently to achieve an atmosphere which enhances the materials we have selected. The floor plans in this section show how we have arranged the same equipment in two different facilities.

BASIC MATERIALS WE RECOMMEND:

- | | | |
|---|----|---------|
| 1. <u>Hardwood Unit Blocks and Storage Cabinet</u> | CC | \$58.00 |
| The sorting and classifying activities involved in using the storage cabinet make it a necessity. | CC | \$89.00 |
| Accessories for Block Play: | | |
| Block Play Farm Animals | CC | \$ 6.50 |
| Block Play Zoo Animals | CC | \$ 6.50 |
| Block Play People | CC | \$ 6.60 |
| Automotive Accessories Set | CC | \$ 9.95 |
| 2. <u>Childcraft Big Barn</u> . Children enjoy being able to take the barn apart and put it back together. | CC | \$39.50 |
| Vinyl Farm Animals | CC | \$11.95 |
| 3. <u>Childcraft Sink and Stove Unit</u> | CC | \$52.00 |
| Accessories of kitchen play: | | |
| Toaster | CC | \$ 8.00 |
| Aluminum Cooking Set | CC | \$13.95 |
| Assorted Dishes | CC | \$ 5.60 |
| Pastry Set | CC | \$ 5.95 |
| Aluminum Flatware | CC | \$ 4.95 |
| Play-time Food | CC | \$ 4.50 |
| Playstore Grocery Set | CC | \$10.00 |
| 4. <u>Childcraft Stand-Up Mirror</u> | CC | \$21.50 |
| 5. <u>Childcraft Sand & Water Play Table</u> . We have not made frequent use of this, but when we have the children enjoyed the activity. | CC | \$95.00 |
| Accessories for sand and water play: | | |
| Sand Tools | CC | \$ 4.95 |
| Pan Pile-Ups | CC | \$ 2.95 |
| Aluminum Can & Sifter | CC | \$ 7.95 |
| Funnel Set | CC | \$ 1.95 |
| Five Boat Fleet | CC | \$ 4.95 |

The Exploring Childhood Project has been named a model program and awarded a dissemination grant for the 1979-80 school year. A manual descriptive of the program's "philosophy and development" will be available after November 1, 1979 to assist others interested in implementing a similar program. Awareness sessions and on-site visitations will be arranged upon request.

For further information contact:

Jan Cerabona, Director
Preschool Program
Office of the Superintendent
South Berwick, Maine 03908
1-207-384-2210

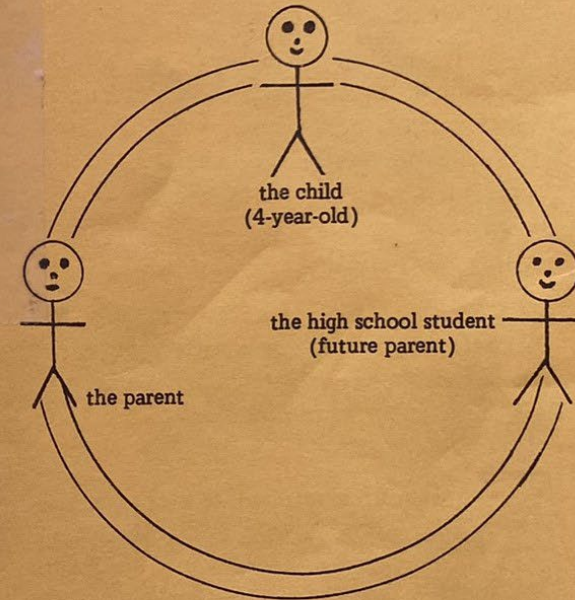
The Exploring Childhood Project was funded from 1976 - 1979 through the State Department of Education, Augusta, Maine; under a Title IV Grant for innovative educational programs. In 1979 the program became part of the S.A.D. No. 35 school system.

Superintendent of Schools
South Berwick, Maine 03908

S.A.D. No. 35
PRESCHOOL PROGRAM
ELIOT AND SOUTH BERWICK

EXPLORING CHILDHOOD

Three Phase Effort



WORKING TOGETHER TOWARDS A BETTER
UNDERSTANDING OF THE VARIETY OF
SKILLS NECESSARY FOR THE TOTAL
DEVELOPMENT OF THE YOUNG CHILD

Non-Profit Organization
U. S. Postage
PAID
So. Berwick, Maine 03908
Permit No. SAD 35

PARENT PROGRAM

GOAL:

to provide activities and opportunities for parent involvement according to the needs and interest of the parents.

ACTIVITIES:

Parents are encouraged to view the preschool program through attendance and participation. Those who are unable to come in person, may attend video-tape presentations of various aspects of the program.

Parents are encouraged to use the library which contains a variety of materials and books for parents and children to share together within the home.

Parents are offered the opportunity to participate in small group discussions of various topics according to the needs and interests of the parents involved.

Parents are offered an opportunity to attend a series of parent awareness workshops — dates and topics to be announced.

PRESCHOOL PROGRAM

GOAL:

to provide an activity program designed to meet the varied needs of individual children.

ACTIVITIES:

The child is provided an opportunity to participate in an activity program designed to meet the individual needs of children in their development of skills in the areas of speech and language; fine motor coordination; large motor coordination; perception; cognition; and social-affective relationships.

The child is provided with screening activities designed for early identification and intervention to lessen handicapping conditions before they impede school progress.

The child who has learning problems is provided with an opportunity to participate in a series of specifically designed activities aimed at overcoming the problem.

The child is provided with an opportunity for a coordinated school-home program.

The child is provided with an opportunity to become acquainted with a variety of educational games and toys at home with other members of his family through use of the preschool library.

The child is provided with an opportunity for additional learning in a group setting through interaction with other children, high school students and parents.

HIGH SCHOOL PROGRAM

GOAL:

to provide an opportunity for young people to gain an understanding of child development through course work and actual fieldsite experience with young children ages 4 - 9.

ACTIVITIES:

Students are provided with a variety of educational materials that encourage a greater understanding of young children.

Students are provided with opportunities to gain additional knowledge of specific aspects of child development through speakers and fieldtrips.

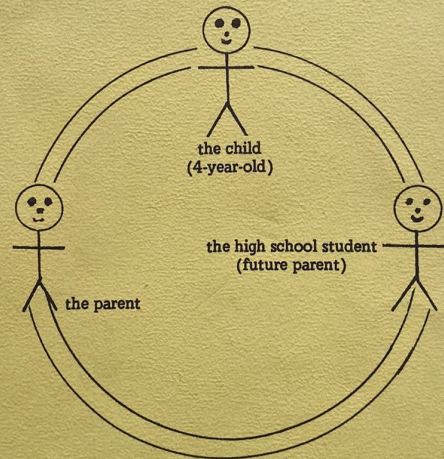
Students are provided the opportunity to participate in a series of experiences (variety of classrooms) in order to test their own insights and knowledge of young children.

Students are provided the opportunity to use a variety of educational materials (preschool library) in order to gain a better understanding of the individual needs of children.

S. A. D. #35

PRESCHOOL PROGRAM

Three Phase Effort



Working together towards a better understanding of the variety of skills necessary for the total development of the young child.

The overriding concept in the development of this program is that a sharing of the knowledge and ideas of those most closely involved with the young child will result in a positive effect on future learning potential. With this reason in mind we decided to illustrate our booklet with the thoughts of others who have been involved in the program.

"I feel very fortunate to live in an area where a program such as this is available. It gives a child a chance to meet and be with other children he will be attending kindergarten with. It is a very big adjustment when a child enters school. I feel a previous preschool program makes the adjustment much easier."

Drawings by preschool students in the 1977-78 preschool program.

Quotations from parents and high school students involved in the 1977-78 preschool program.



PRE - K

ABC
Book
of
ELIOT

- A - Ambush Rock
- B - Bittersweet
- C - Congregational Church
- D - Del's Service Station
- E - Elementary School
- F - Firehouse
- G - Green Acre Hotel
- H - High Bridge for Electric Car
- I - Indian Protection Garrison
- J - John F. Hill Grange Hall
- K - King Tut's Cider Mill
- L - Laura V. Dame School
- M - Marshwood High School
- N - Nightingale
- O - Old Country Road
- P - Pound
- Q - Quaker Meeting House
- R - Rosemary Junction
- S - Sturgeon Creek
- T - Town Hall
- U - United States Post Office
- V - Veteran's Memorial
- W - William Fogg Memorial Librarian
- X - X marks the spot
- Y - Yesterday's School
- Z - ZZZzzz's

arms that hold
at support and
when they have

I is for Ignorance, which darkens
the world and is sometimes
mistaken for Innocence.

which should
ery home; and
ich can't stay
there.

J is for Jealousy, which creeps
into so many relationships;
and for Joy, which can push it
out.

ildren, and the
l the Crying
come together

K is for Kickball, and tag and
hide-and-seek and all those
other adult-less games kids need
to play; and for Kissing, and hug-
ging, which nobody does enough
of.

s, which you
have to help
through which
someday never
ed; and for Dis-
ity, which you

L is for Love, of course.

hing you hope
the Easier you
r them; and for
takes place at
at home as in

M is for the Memory all par-
ents have of what child-
hood was like for them; and for
Money, which can never substi-
tute for love no matter how lav-
ishly given; and for Manners,
which make living easier.

n mistakes you
ur kids; and for
y must have to

N is for Nurturing, the giving of
love and care which only
sometimes comes naturally.

ndparents, who
tradition and
en's lives; and
ch parents and
nce together.

O is for Occupation, which
takes so much of your time;
and for the Openness which ex-
ists when kids and parents really
work at it.

e, which is only
a house where
ted and loved.

P is for Presents, which are
easy to give; and for Pres-
ence, which is harder; and for
Parenthood, which is only partly a
biological function; and for the
Patience it takes to see you
through it.

n at the Juniper Park
ostfield State College,
st is also one of EY's

Q is for questions, which are
so easy to turn off and so
hard to turn back on.

R is for Rest, which it seems
never comes while the kids
are young; and for Reward,
which you get when you look in
their faces or hold their hands.

S is for Summer, which seems
endless; and for School,
where you ought to feel welcome;
for the Stories you know but sel-
dom tell; and for Shoulders,
which sometimes are drenched
with tears.

T is for Time, which there
never seems to be enough
of; and for Teachers who try to
understand.

U is for the Upper hand,
which you try so hard to
keep; and for the Understanding
that you try so hard to have.

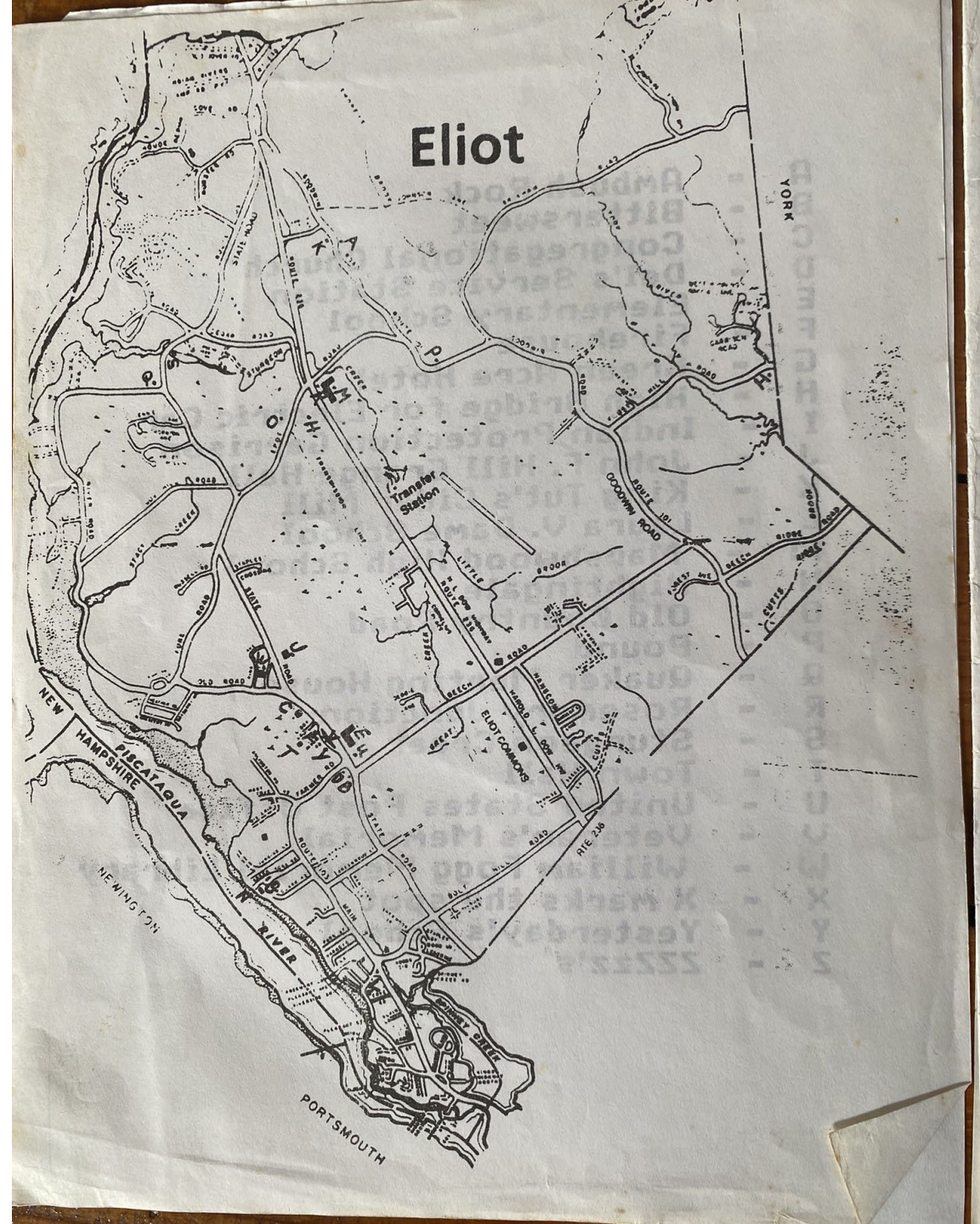
V is for the Virtue of overcom-
ing all those roadblocks life
seems to throw just when every-
thing's going well.

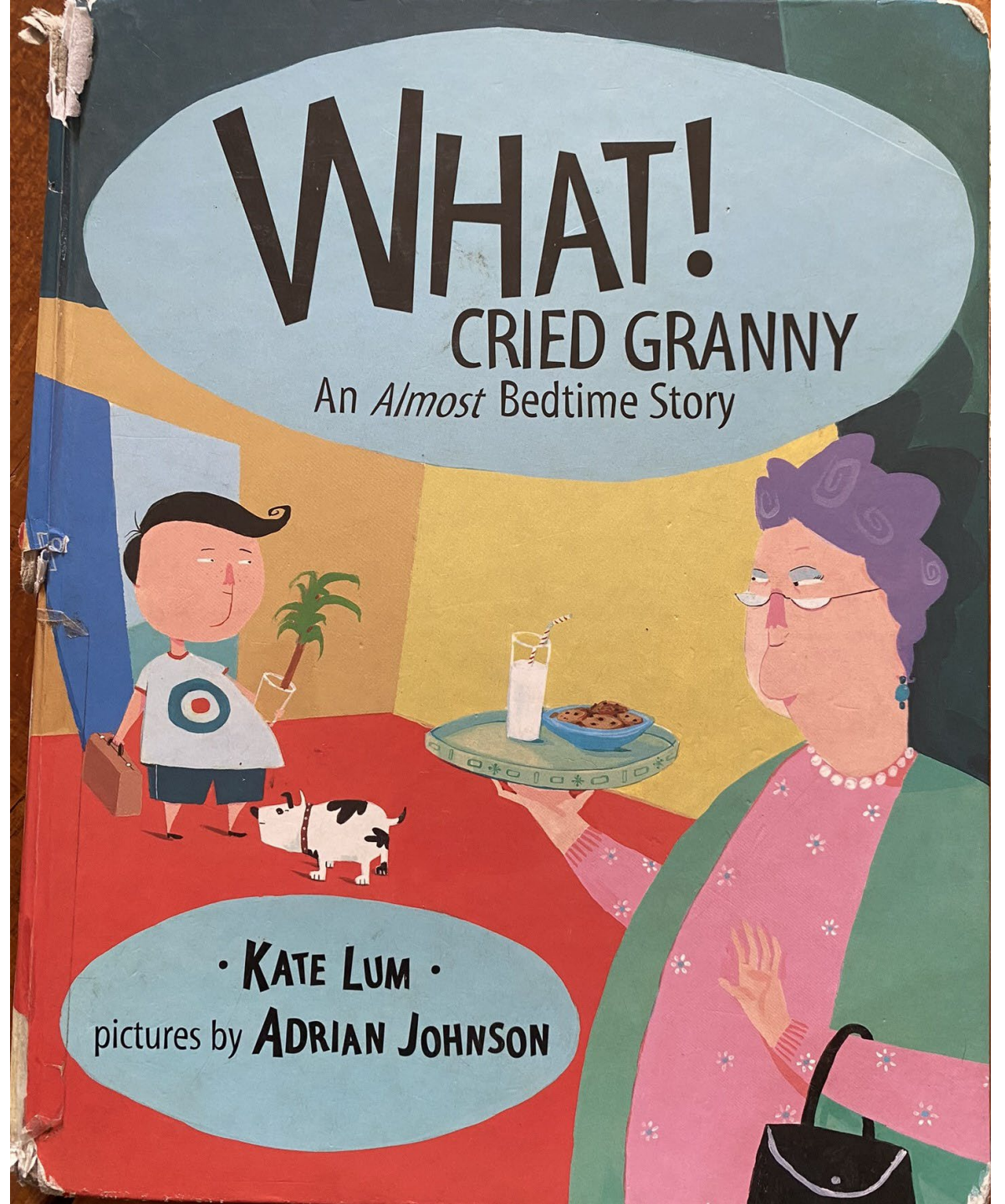
W is for the Whys, which can
drive you up the wall; and
the Wisdom it takes to answer
them.

X is for the X ray of the broken
bone you both cried over;
and for the Xtra love it takes to
be a parent.

Y is for Yelling, which helps
only temporarily; and for
being Young which is only partly
a matter of years.

Z is for the end, the end of
alphabets, the end of child-
hood, but never the end of love.





PRESCHOOL PROGRAM

Administration
office: 384-2210

STAFF:

Jan Cerabona – Director; Preschool Teacher
(home phone: 748-0932)

Meg Warrell – Assistant Preschool Teacher
(home phone: 439-2162)

Terry Johnson – High School Teacher

High School Students – Future Parents

Opex

*"I found the atmosphere always cheerful and adaptable
to constructive learning experiences."*

Dear Parents

We are looking forward to the coming school year,
and the opportunity to meet and get to know you
and your child. We have planned many activities
for you both and hope this will be an exciting and
advantageous learning experience for us all.

We have written this booklet in the hopes that it
will answer many of your questions. However our
program is your program and we hope you will
feel free to talk to us anytime.

Jan Cerabona
Director



WHEN ????

Eliot: Mondays and Wednesdays

South Berwick: Tuesdays and Thursdays

morning sessions: 9:00 - 11:30

afternoon sessions: 12:30 - 3:00

The preschool program follows the S.A.D. #35 public school calendar.

Snow day cancellations are announced on WHEB and WTSN radio stations.

Ethas

"My child hated vacation days."

WHERE ????

We are fortunate to have two local churches that offer the use of their facilities during the school year. Rev. David Avery and Rev. James Christensen and their parishes have been very supportive of our program. We (parents, teachers and preschoolers) appreciate this example of community involvement.

Eliot: Eliot First Congregational Church
439-1105

South Berwick: First Parish Federated Church
384-4091

ZHAWEN

"Where else can I solve all the world's and our own personal problems! 😊"

HOW DO YOU GET THERE ????

Parents provide transportation for the children. Many parents organize car pools. In situations where transportation is a problem we will try to help you make arrangements.

Since we cannot see the parking lot and school entrance please accompany your child to the preschool room.

Call or send a note if someone else will be picking up your child.

In order to follow our daily routine we have a specific time schedule -- Please bring and pick up your child ON TIME.

JENNIFER

"I really enjoy this opportunity to meet my child's classmates and their parents."

THINGS TO KNOW !!!!!

Children bring a SMALL snack -- milk can be purchased; otherwise send a drink.

If you wish to send a treat to celebrate your child's birthday just let us know.

We will have three parties during the school year:

- Christmas (exchange gifts/under a \$1.00)
- Valentine's Day (exchange cards)
- Last Day of School (fun and games)


Since many children have similar lunch boxes, jackets, etc.; in order to avoid mix-ups it might be to your advantage to label your child's possessions.

AAPON

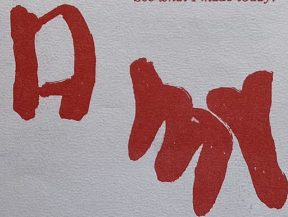
DAILY SCHEDULE

9:00 - 9:30	FREE PLAY TIME	<i>"Learning to play and share with others."</i>
12:30 - 1:30	A time for the child to interact with materials.	with others and experiment with a variety of learning
9:30 - 10:00	SMALL GROUP / INDIVIDUAL	TIME <i>"Helped my child develop a good background for</i>
1:00 - 1:30	<i>learning."</i>	enhance a particular skill area according to the needs of
	A time for activities designed to the individual child.	
10:00 - 10:30	LARGE GROUP TIME	TIME <i>"Learning to do things together with kids their own age."</i>
1:30 - 2:00	A time for stories, songs and	movement, rhymes and general talk.
10:30 - 11:00	SNACK/BOOK TIME	<i>"She said she enjoyed it all 'even snack'."</i>
2:00 - 2:30	A time to relax and enjoy each	others company quietly.
11:00 - 11:30	CRAFT / SPECIAL PROJECT	TIME <i>"The children get a sense of accomplishment in</i>
2:30 - 3:00	<i>what they have done and learned."</i>	a variety of materials and techniques. Children love to
	A time to make something using display their creations and share	them with their families.

KELLK



10



"See what I made today!"

11

AREAS OF SKILL

DEVELOPMENT

LARGE MOTOR TASKS

develop coordination, area involve the whole

strength and body awareness. Activities related to this skill body in movement.

FINE MOTOR TASKS

develop eye-hand coordination and small muscle control, particularly those of the hands. Activities related to this skill area involve the manipulations of different objects designed to enhance pre-writing skills.

dination and small muscle control, particularly those of the ed to this skill area involve the manipulations of different hance pre-writing skills.

PERCEPTUAL TASKS

develop visual, auditory, and tactile recognition and discrimination. Activities related to this skill area involve the senses in perceiving the differences in colors, shapes, size, sounds and textures.

ry, and tactile recognition and discrimination. Activities re- involve the senses in perceiving the differences in colors, textures.

COGNITIVE TASKS

develop memory, and the ability to associate concepts and classify objects. Activities related to this area involve pre-reading and pre-math basics.

the ability to associate concepts and classify objects. Activi- involve pre-reading and pre-math basics.

SPEECH AND LANGUAGE TASKS

develop the abilities to communicate and to listen. Activities related to these skill areas involve conversation, story-telling, vocabulary building, basic grammatical concepts and following directions.

communicate and to listen. Activities related to these skill tion, story-telling, vocabulary building, basic grammatical directions.

SOCIAL-AFFECTIVE TASKS

develop acceptable social behavior. Activities related to this skill area involve learning: to play and share with others, to follow a flexible routing, to feel comfortable to accept responsibility.

ial behavior. Activities related to this skill area involve learn- with others, to follow a flexible routing, to feel comfortable to accept responsibility.

"I feel the program of coming school program. -old. It provided an

ferred a valuable and necessary introduction to the child's up- It was also a varied and meaningful program for the four-year early opportunity for various types of screening and follow-up."

12

13

CHILDREN

"I think the children's library was one of the most effective aspects because it gave the children a choice and also taught them to be responsible."

The library contains many books, games, to share together within the home. This is to become acquainted with a variety of educational materials. The individual needs of your child will sometimes determine the children are encouraged to make frequent

HOOD LIBRARY

PARENTS

"The use of the library has given me a chance to know my child better and understand his capabilities."

and toys available for children and parents an opportunity for both you and your child educational materials. The individual needs of type of material offered. Both parents and use of the library.

PARENT PROGRAM

The success of the total program depends a great deal on the involvement of YOU as parents.

"We found the children warm and friendly which made the stay enjoyable."

Parents are encouraged to view the program through attendance and participation. Mothers and fathers are both welcome when and if they have the time to participate in one or more preschool sessions. The children are always pleased to inform the other children that today is their parent's day in SCHOOL.

"I enjoyed the response of the children to me. It also gave me the chance to see the reactions of other children towards my child."

Parents are encouraged to attend a series of four parent awareness workshops during the school year. These meetings are an opportunity for us to keep you informed about the program and to present various topics according to the needs and interests of the parents involved.

"Being the father and not as directly involved as my wife the meetings give me a chance to better understand the program and its objectives for both parent and pupil."

APIL

HIGH SCHOOL PROGRAM

High school students will someday be parents. We hope to provide them with a better understanding of child development and the individual differences in children.

"I feel when I have my children I will know how to deal with them better."

Students are provided with the opportunity to work with a variety of educational materials and encouraged to develop their own ideas.

"Little children are a lot smarter than I ever thought they were."

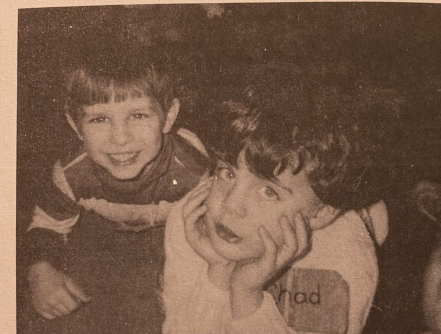
Students are provided with the opportunity to work with young children in order to develop their own insights and knowledge of child development.

"Children do pick up things from other people, like they say, 'set a good example'."

Students are provided with the opportunity to gain additional knowledge of specific aspects of child development through speakers and fieldtrips.

"I gained a lot of things from this course. How to be patient with a child mostly."

ADdy



THANKS
to the
Children
and
Parents
of
Eliot and South Berwick

PRESCHOOL PROGRAM



the child (four-year old)

Three Phase Effort



the parent



the high school student (future parent)

EXPLORING CHILDHOOD

For Further Information Call S.A.D. #35 Preschool Program 384-2210

PRESCHOOL PROGRAM



the child (four year old)

Three Phase Effort



the parent



the high school student (future parent)

EXPLORING CHILDHOOD

For Further Information Call S.A.D. #35 Preschool Program 384-2210

PRESCHOOL PROGRAM

the child (four year old)

Three Phase Effort

the parent

the high school student (future parent)

EXPLORING CHILDHOOD

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COGNITIVE TASKS

develop memory, and
ties related to this area

the ability to associate concepts and classify objects. Activi-
involve pre-reading and pre-math basics.





FINE MOTOR TASKS

develop eye-hand coordination and small muscle control, particularly those of the hands. Activities related to this skill area involve the manipulations of different objects designed to enhance pre-writing skills.



PERCEPTUAL TASKS

develop visual, auditory, and tactile recognition and discrimination. Activities related to this skill area involve the senses in perceiving the differences in colors, shapes, size, sounds and textures.



SPEECH AND LANGUAGE TASKS develop the abilities to communicate and to listen. Activities related to these skill areas involve conversation, story-telling, vocabulary building, basic grammatical concepts and following directions.



LARGE MOTOR TASKS develop coordination, strength and body awareness. Activities related to this skill area involve the whole body in movement.

