**Adult Directed Activities**

 One of the many adult directed activities I have witnessed at Mi Escuelita Maya was a tooth brushing activity. During this activity, one of the instructors photocopied pictures of the inside of a mouth for each child to use. Each child was also given a toothbrush. The children learned the names for *teeth* and *toothbrush* in Spanish. They then practiced brushing the teeth in the picture. While many activities at this preschool are taught and directed by the instructors, there are also many times where the children are able to have free play and chose whatever they would like to do.

One of the activities I have observed and done with the children is the felt boards with different scenes on each and the multiple felt characters that go along with them. The children use the felt pieces to create stories and act out each character in the stories these stories. Another activity I have observed children take part in is climbing on the outside climbing structure and taking turns with the swing that is under it. I noticed many areas of learning going on during this type of play. Children were practicing their gross motor skills while they climbed up the rungs. They were practicing social skills while they conversed about who was the highest up the latter and who was the lowest. They also practiced mathematics while they were counting out however many seconds each person got on the swing before it was the next person’s turn. The instructors at Mi Escuelita Maya are enthusiastic about the lessons and activities they teach. They use much repetition and teach children both the English and Spanish words for whatever they may be learning about.

 During one of my visits at Mi Escuelita Maya, I noticed a few of the children getting together and playing *house*. According to Henniger, this is an example of dramatic play. The children were clearly assigning themselves different members of a family to role play. Henniger states than in dramatic play, children “take on a role other than being children” (Henniger 131).

 During outside free choice time, I took a few minutes to observe the children playing, without interacting with them. During this time, I observed a few children playing in the sandbox and *making a cake*. These children were working together and it was clear that each child had a specific task to complete in the cake making process. This is an example of cooperative play where “children demonstrate division of labor, working on a group project or cooperating to attain a common goal” (Henniger 133). The play I observed is an example of cooperative play because as I mentioned above, each child was assigned a specific task. One of the children was getting water from the water fountain to wet the sand. Another child was pouring the wet sand into a pot to make the cake and the third child was decorating the top of the cake with princesses.

Reference

Henniger, M. (2005). Teaching young children: An introduction (3rd Ed.). Upper Saddle River, NJ:

 Pearson Prentice Hall