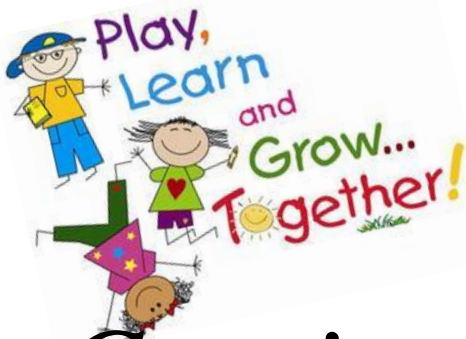


# wesley memorial school

NURSERY • PRESCHOOL • KINDERGARTEN



## *Curriculum Guidelines*



## Curriculum Guidelines for 2019/2020 WMS

***Every moment is a learning moment. It is up to us to capture these moments through a lesson plan that fosters growth academically, socially, emotionally, and spiritually. Our goal is to facilitate play, socialization, and connections through “hands on” activities that encourage thought, process, and creativity, all while fostering a love for learning. It is our job as professional educators of young children to prepare our children for the next step of development and education.***

Developmentally appropriate practices are not a method of teaching, but a way of thinking and working. The goals of the classroom herein, are made according to its suitability per age group. Our practices are based upon research that children need the freedom to play as it is essential for development. Therefore, **we will teach developmentally and playfully! Through play, children** reenact experiences, they experiment with distinct roles, express ideas, develop language and vocabulary, and process information. Play also teaches children to analyze and think, all while widening their worldview and learning to relate to each other.

It is up to the teacher to guide their children through play by leading them from chaotic or out of control play to simplistic and repetitive play and finally to purposeful, complex play that engages the child's full attention. This progression begins by the teacher first, providing the props and then, **stepping in and out of the play experiences** and challenging the children with incites and integrations of standards and goals. For example, a teacher may sit on the floor during block play, and use language such as, “I see you are putting several of the rectangle blocks together; if we measured it, how long do you think it would be?” or, “Can you tell me what you are building?” or “Who or what would live there?”

**Each day** every age group is provided the opportunity to experience four types of play experiences:

- a. Dramatic Play – dolls, dress up clothing, hats, play kitchen and other household items.
- b. Manipulative Play – block building, puzzles (may also include water play, small objects).
- c. Constructive Play – this is an activity such as free art (i.e. reflects the child's personality, gifts, and impulses). This may include but not be limited to painting, cutting or gluing that may result in a finished product. This may include an appropriate craft but does not and should not always be teacher directed.
- d. Free, spontaneous play – outdoor playtime or indoor play equipment designed for the release of stored up energy and use of large muscles. The social and emotional components to this type of play are essential for child development. Examples of these components are cooperation, decision making, peer leadership, and relationship development to name a few.

Every age level will adhere to the following guidelines for best teaching practices for early childhood educators:

1. Provide a classroom environment in which the child feels safe and secure.
2. Encourage good manners as a daily routine.
3. Maintain reasonable discipline through careful supervision, re-direction, setting clear limits, and age appropriate explanations. When necessary to change direction of behavior, a “centering time” or “calming spot” technique is used.
4. Encourage age appropriate independence in activities such as hanging up coat or back pack, putting toys away, cleaning up after snack, and using the bathroom.
5. Use positive comments and actions to promote self-esteem. Positive comments must outweigh negative (“the rule of 4”).
6. Promote cooperative behavior such as sharing and taking turns.
7. Model and praise behavior always that promotes kindness, friendliness and cooperation.

## **Christian Education - Making Intentional God Connections**

“God begins his work in children” – John Wesley

### **WE SHARE OUR FAITH WITH CHILDREN**

#### **As we help them to see themselves as persons of worth –**

- We use positive reinforcement to help children to see themselves as persons of worth by making the God connection: “Jesus loves me this I know.”

#### **When we provide opportunities for children to make choices –**

- As we offer children choices that are within their ability to make, we affirm the faith God has in us and help children learn to use this gift. We offer a prayer for the child to make a good choice, and we make the God connection that we can choose to do things that make us sad or things that make us happy, emphasizing that God wants us to be happy.

#### **As we help them become better stewards of God’s creation –**

- We teach rules of health and safety that help us care for our own bodies (e.g., hand washing) to make the God connection that God wants us to take care of our bodies and be happy and healthy.
- When we take care of the earth’s resources by sharing and not hoarding more than we can use, we make the God connection that God is happy when we recycle, share food, and take care of the earth.

#### **When we help them practice the rule of love through their attitudes and relationships -**

- We show children how to treat one another and learn to handle disagreements, differences, and feelings, using words and kind hands, and we let children help one another with tasks and age appropriate service/mission projects. This allows us to make the God connection that God wants us to love one another.

**As we provide opportunities for them to be involved with the natural world through outdoor experiences and Ecology room visits –**

- We explore God's world and its wonder, including bugs, weather, and changing seasons. These are the basics for making the God connection that God gave us all of creation – the plants, animals, ocean, earth and sky - and we must take care of it.

**As we provide opportunities for children to create instead of copy –**

- Because God created us to love God and one another and to create expressions of that love, we encourage this creativity by providing opportunities for children to paint, sculpt, sing, dance, play, pretend, build, glue, cut with scissors, and imagine. In this practice, we make the God connection that *God gave us our minds, hands, eyes, voices, and ears to create.*
- We post scriptures in our centers to help remind us and other adults who may be in our room to make intentional verbal God connections.

**When we provide opportunities for them to be involved with many other people –**

- Community helpers, custodial help around the building, church office staff, and senior church members who may volunteer at our school are people the children come to know. When the children experience how we are all interdependent, we help them make the God connection that we are all part of God's family and that we all have special things we can do to help others.

**As we use the language of faith in interpreting experiences –**

- We use biblically based storybooks and children's story bibles to share stories of faith.

### **When we admit we are willing to trust God with the things we do not know –**

- We make the God connection that we can be sure God is always with us and wants us to be safe.

### **When we live it out with them –**

- Children and staff participate in age appropriate worship through Chapel time.
- We make the God connection that God loves us and wants us to love one another.

### **When we are willing to live with them, sharing the richness of everyday living, the hurts, the joy, the needs, and the fulfillments offering hope in honest and open ways –**

- Children learn to respond in the same ways they have seen us behave. We are not perfect creatures and we share our faith as we share our own growing pains. Through these actions we make the God connection that God loves us even when we have a difficult day, are angry, or hurt someone.

**You have made a God connection intentionally!**

## **Infants**

The infant program will provide for the following goals:

- To care for infants in a warm, loving environment that lets each child know that he/she is special. This includes holding, singing to, talking to and cuddling each child, as these activities are vital to this stage of development.
- To meet each child's physical needs through following strict sanitation procedures for diapering and feeding that are adhered to faithfully.
- Provide opportunities for exploring and stimulation of the five senses (sight, sound, smell, taste and touch), reaching and "crossing the mid-line" movement. This is done through age appropriate play and activity following strict safety guidelines. The bubble machine, areas with soft pillows and books, play in front of a mirror, and outdoor experiences with stroller rides, are all essential to enhance growth.

- To be supportive of parents and encouraging open and honest communication while using tact and discretion.

## **Toddlers – 24 months**

Learning for a toddler occurs when an activity can be repeated over and over again. For example, a toddler loves to dump things, put them back and then do it again repeatedly. This simple activity is a challenge for them and developmentally appropriate.

The Toddler program will:

- Provide a nurturing, flexible and calm atmosphere where the child feels safe and is learning to be independent from the parent for a short time.
- To meet each child's physical needs.
- Follow strict sanitation procedures for diapering and feeding that are adhered to faithfully.

### **Social/Emotional Development:**

- To promote social and emotional growth by setting limits for toddlers to learn cooperative and group play.
- Toddlers will have the opportunity for stories, songs and finger plays either in a one on one situation with a teacher or a small group.

### **Language / Vocabulary and Cognitive Development:**

1. Teachers use clear and specific language. For example, put the blue block on top of the red one.
2. Look directly at the child when you speak.
3. Be aware of the noise level in the room – a high level of noise can interfere with language learning.
4. Provide experiences with chanting and repeating of sounds such as in small group or daily circle time activities.
5. Encourage conversation and allow the child to express him/her self verbally in activities.
6. Read simplistic books daily.

7. Sing songs and promote finger play with the songs daily.
8. Incorporate movement and dancing to music.
9. Begin teaching of directional words and position such as up, down, in front of, behind, over, under, besides, and next to.
10. Begin teaching comparison words: biggest, smallest, tallest, shortest, and longest.
11. Begin teaching basic concepts in shapes (square, circle, triangle), colors, and counting.
12. Provide beginning experience with coloring and creating.  
***Toddlers do not use glitter, marbles, beads, toothpicks or other small craft objects.***

### **Physical and Motor Development:**

- To promote large muscle physical and motor development through outdoor and indoor play equipment for safe play experiences.
- Age appropriate puzzles, manipulatives, and finger plays for fine motor development.



## 2-year old – Monthly Resource Units:

### September:

Verse: Jesus Loves Me

- My family/My Home
- My School
- Apples
- Color of the Month: Red

### October:

Verse: Be Strong and Courageous-  
Joshua 1:9

- Fall Days
- Pumpkins
- Safety/Firefighter friends
- Color of the Month: Orange

### November:

Verse: Give Thanks to the Lord, for He  
is good- Psalm 136:1

- We say Thank you God
- Thanksgiving Day
- Color of the Month: Brown

### December:

Verse: Jesus was born in Bethlehem –  
Matthew 2:1

- Baby Jesus and Christmas Day
- Sights, Sounds and Smells of  
Christmas
- Sharing our gifts
- Color of the Month: Green

### January:

Verse: For everything there is a  
season...Ecclesiastes 3:1

- Winter weather
- Animals of winter
- Color of the Month: Blue

### February:

Verse: Let us Love one another – 1  
John 4:7

- Valentine's Day/Love
- Taking care of our teeth
- Color of the Month: Pink

### March:

Verse: Be kind to one another –  
Ephesians 4:32

- Changing weather
- St. Patrick's Day
- Night and Day (pajama day fun)
- Color of the Month: Black / White

### April:

Verse: God made everything  
beautiful – Ecclesiastes 3:11

- Spring is here
- Easter Joy/ New Life
- Color of the Month: Purple

### May:

Verse: The Earth is the Lord's, and all  
that is in it – 1Corinthians 10:26

- Farm animals
- Spring flowers
- Show love on Mother's Day
- Color of the Month: Yellow

## **Social/Emotional Development:**

1. Provide children the opportunity to play in groups.
2. Teach children how to ask for a turn and to share.
3. Provide children the opportunity to be a leader.
4. Provide children the opportunity to sit within the group, listen and take turns.
5. Teach children manners such as please, thank you, excuse me; raising a hand to be called upon.

## **Language / Vocabulary and Cognitive Development:**

1. Through play, songs, and stories continue recognition and naming of colors, shapes, counting, stacking, sorting, matching objects, identify body parts.
  2. Begin teaching opposite words such as; hot/cold, big/little, fast/slow.
  3. Provide language experiences with finger plays, songs and stories with visual aid, and reading every day.
- Engage in simple make-believe activities so the children learn to describe and practice their expressive language. Expressive language includes descriptive words (size, emotion, color, feel).

## **Math and Science:**

1. Basic counting.
2. Help the children to understand the passage of time by using such words as; soon, next, first, yesterday, today, tomorrow.
3. Introduce concepts such as empty and full, more and less, same and different, heavy and light.
4. Opportunities to discover our natural world; for example, how things grow and change, and visits to the Ecology room.
5. Provide opportunities to use weather terms: sunny, rainy, cloudy, windy, snowy.

6. Allow children to sort or group items according to characteristics; color, shape – expanding shape recognition beyond the basic shapes and sizes (such as; heart, star, oval)
6. Teach the children the passage of time through the structure of the day. For example, outside playtime, snack time, circle time, etc.

### **Physical/Motor Development:**

1. Provide activities that allow for jumping, hopping, skipping, running, walking in a line.
2. Manipulate, pound and squeeze play dough. Introduce scissors with cutting of play dough.
3. Provide puzzle activities appropriate to the child's ability.
4. Develop fine motor skills and hand/eye coordination through stringing items such as large wooden beads, straws, and cereal.
5. Give children experiences with holding and using paintbrushes, markers, and crayons. Allow children to experience gluing and pasting of various materials.

### **Music and Art:**

Allow for simple creative times with beginning experiences in coloring, painting and play dough *under the direct supervision of the teachers.*

1. Provide experiences singing repetitive simple songs.
2. Teach songs that revolve around seasons and religious holidays.
3. Encourage creative movement to music through clapping, tapping, dancing, marching, and the use hand instruments.
4. Use music in your daily activities (singing a blessing, good morning song, clean-up song, etc.)

*2-year olds do not use glitter, marbles, small beads, toothpicks or other small craft objects.*

# Pre-K 3 - Monthly Resource Units:

## September:

- Verse: God cares about you –  
1 Peter 5:7
- All about me
  - At School – new friends, new room
  - In My Family
  - Apple Days

## October:

- Verse: Stop and consider the wondrous works of God – Job 37:14
- God's World in the Fall
  - Pumpkin Time
  - Fire Safety

## November:

- Verse: We give thanks to God –  
Psalm 75:1
- The first Thanksgiving Day
  - Thank You God
  - Farm to table

## December:

- Verse: You will find a baby lying in the manger – Luke 2:12
- Advent time – preparing for Christmas
  - Jesus was a baby
  - Sharing gifts with others
  - Sights, Sounds, and Smells of Christmas

- January:** Verse: To everything there is a season – Ecclesiastes 3:1

- It's Winter
- Animals in the winter
- Caring for ourselves

## February:

- Verse: We love because God first loved us – 1 John 4:19
- Valentine's Day
  - Sharing and showing love
  - Dental Health

## March:

- Verse: This is the day that the Lord has made – Psalm 118:24
- Spring weather?
  - Night and Day (Pajama Day fun)
  - St. Patrick's Day
  - Community Helpers

## April:

- Verse: God has made everything beautiful – Eccles. 3:11
- Spring – New Beginnings
  - Easter Joy
  - Baby Animals
  - Nature/How things grow

## May:

- Verse: The earth is the Lord's, and all that is in it – 1 Corinthians 10:26
- We show Love on Mother's Day
  - Fun on the farm and other special days
  - Ready for summer

## **Social/Emotional Development:**

1. Help the children to understand the flow of the classroom through structured time periods of play, music, centers and snack.
2. Teach the children respect for each other and the importance of sharing and taking turns.
3. Teach the children and have them practice good manners.
4. Provide a time for show-n-tell for each child.
5. Encourage bathroom independence and healthy habits.
6. Help the child to feel confident in their surroundings and confident with their peers.
7. Supply activities which allow the child to learn basic safety habits such as buckling seatbelts, meaning of stop signs and stop lights, importance of fire drills, the role of police and fire fighters.

## **Language / Vocabulary and Cognitive Development:**

1. Provide many opportunities for listening and following specific directions. "Simon Says" games are great for this.
2. Provide a daily circle time to discuss weather, calendar, show and tell, and read a story – no longer than 10 - 15 minutes.
3. Recognition of upper and lower-case letters through recognition of the child's own name.
4. Begin writing of child's own name using upper and lower-case letters using standard block writing form. Encourage children to write their own name on their art work, just for the experience of trying.
5. Practice reading comprehension by asking children specific questions about a story that was just read.
6. Include dramatic play to retell a story or recap a story.
7. Engage in cutting, gluing, painting and creating to allow for self-expression.

## **Reading Readiness:**

1. Encourage left to right progression in all activities.
2. Label all artwork with the child's name and spell it out with them as you write. Label cubbies or hooks with names.
3. Write sentences to go along with a picture that the child has drawn or painted or created. For example, "This is my mom planting flowers."
4. Allow children many opportunities to see their name and write their name freely using a variety of mediums and instruments.
5. Allow children both group reading time and individual quiet reading time.

## **Math and Science:**

1. Provide opportunities for counting orally and numeral recognition: 1-5, 1-10, counting 1-20.
2. Introduce patterns and grouping.
3. Engage in calendar activities; naming and counting days.
4. Introduce children to ordinal numbers: first, second, third.
5. Introduce children to other geometric shapes for example, diamond and oval.
6. Allow for concrete science experiences involving animals and plants (planting seeds and watching them grow), learning about animals and their natural environment.
7. Participate in Ecology room visits and lessons to increase awareness of and engage in hands-on experiences of our natural world.

### **Physical/Motor Development:**

1. Provide tongs, eyedroppers, and tweezers, anything that encourages fine motor skills using the pincher grip to aid in scissor skills and writing skills.
2. Engage in puzzles, beads, pegs, and other small manipulatives to encourage eye-hand coordination and small muscle development.
3. Learn to use scissors and follow a line.
4. Engage in outdoor and indoor play experiences using playground and indoor play equipment.
5. Provide activities that develop good balance and body awareness such as; walking up and down steps (encouraging foot over foot), walking a straight line, curved line, follow the leader games.

### **Music and Art:**

1. Encourage free expression with paint, markers, chalk, crayons, collage materials, and other mediums.
2. Allow for cutting and gluing a variety of materials.
3. Allow for creativity and individuality of artwork. Let the child use his/her imagination – not the teacher's.
4. Provide experiences singing repetitive simple songs.
5. Teach songs that revolve around seasons and religious holidays.
6. Encourage creative movement to music through clapping, tapping, dancing, marching, use of hand instruments.
7. Use music in your daily activities (singing a blessing, good morning song, clean-up song, etc.)

# Pre-K 4 – Monthly Resource Units:

## September:

- Verse: Love one another – John 13:34
- All about me and my family
- Where do I live? (address, a look at our state)
- Apples/Johnny Appleseed

## October:

- Verse: God has made everything beautiful in its time – Ecclesiastes 3:11
- It's harvest time - pumpkins
- All about Fall – God's changing world
- Fire Safety/911

## November:

- Verse: We give thanks to you, God – Psalm 75:1
- The First Thanksgiving
- Being Thankful to God and helping those in need
- Our Country/Veteran's Day

## December:

- Verse: Jesus was born in Bethlehem – Matthew 2:1
- Advent Season
- The Christmas Story
- Sharing our love and gifts

## January:

- Verse: And, the child grew and became strong – Luke 2:40
- God's world in the winter
- Animals/hibernation

- Jesus grows up
- Countries and cultures around the World

## February:

- Verse: Let all you do be done in love – 1 Corinthians 16:14
- It's Valentine's Day
- Sharing God's love
- My Five Senses/Healthy Bodies

## March:

- Verse: He makes the winds blow and the water flow – Psalm 147:18
- Seuss/Literacy
- Weather
- St. Patrick's Day
- Community helpers/Occupations
- Visits: Police Officer, Veterinarian, Dentist, Doctor

## April:

- Verse: Stop and consider the wondrous works of God – Job 37:14
- Looking for signs of spring in God's World
- Life cycles in nature
- Easter Joy

## May:

- Verse: growing in every way more and more like Christ – Ephesians 4:15
- How things grow
- How I've grown
- Mothers are special



## **Social/Emotional Development:**

1. Develop independence in the ability to keep up with his/her belongings – hanging up backpack and coat, using assigned cubicle space.
2. Create an understanding of self through an exploration of the five senses.
3. Promote confidence in self and peers through show- n- tell activities, games, and music.
4. Provide each child the opportunity to complete helping tasks within the classroom and to be a leader.

## **Reading /Language and Cognitive Development:**

1. Recognizing both first and last names and the names of others in the classroom.
2. Writing first and last names using appropriate upper and lower-case letters. Use standard block writing form.
3. Label his/her artwork.
4. Recognition of the alphabet (upper and lower case). Use various tools and activities in “Get Set for School” workbook.
5. Provide the opportunity for children to label their art with a descriptive sentence – teacher assisted writing.
6. Incorporate the use of classroom learning magazines, computers, listening centers and other technology.
7. Engage in more than one circle time daily – no longer than 12 – 15 minutes each. Beginning – goals of the day; end – review.
8. Provide opportunities for multi-tasking and following directions.
9. Provide activities that help develop memory and listening skills such as retelling and acting out a story.
10. Allow children to present, ask and answer questions through show and tell, and community experiences.
11. Provide activities that aid in children learning their full names, their parents' names, addresses, phone numbers, age and birthday.
12. Consonant letter and (hard) sound recognition.

### **Math, Science and Social Studies:**

1. Match one to one objects up to 10.
2. Write numerals to 1-10.
3. Recognize and name printed numerals beyond 10 (calendar 1-31). Provide the opportunity to count beyond 20. Introduce concept of counting and grouping items by 2s, 5s and 10s.
4. Move from simple ABAB pattern to more complex patterning (ABBABB).
5. Introduce the children to concepts of measurement such as weight, length, and liquid measurement through cooking experiences and science experiments.
6. Practice the use of ordinal numbers (first, second, third, through tenth).
7. Practice the use of sequencing events using first, next, then and last.
8. Introduce 3D geometric shapes for example; sphere, cylinder, cone, and cube.
9. Provide children the opportunity to learn descriptive words such as sweet, sour, lumpy, rough, smooth, soft, hard, quiet and loud; through the study of their five senses.
10. Awareness of the practical uses of numbers beyond 10 through calendar activities, clocks and money.
11. Broaden the child's knowledge of the world around him through different units of study such as occupations, foreign countries and cultures, animals, seasons.
12. Explore beginning concepts in a foreign language.
13. Participate in Ecology room visits and lessons to increase awareness of and engage in hands-on experiences of our natural world.

### **Physical/Motor Development:**

1. Learn to zip, snap, button and fasten; some children will be ready to learn to tie their own shoes.
2. Manipulate scissors, pencil, and crayon/marker, paintbrush with ease.

3. Climb, run, balance, use the stairs using foot over foot movement.

### **Music and Art:**

1. Encourage free expression with paint, markers, chalk, crayons, collage materials, and other mediums.
2. Allow for creativity and individuality of artwork.
3. Teach songs that revolve around seasons and religious holidays.
4. Encourage creative movement to music and the use of hand instruments.
5. Use music in your daily activities.

### **Christian Spiritual Development:**

1. Participate in monthly chapel time with story and song.
2. Participate in Ecology room lessons centering on God's creation.
3. Practice prayer daily. Discuss and provide activities related to Christian holidays and teachings.

### **Kindergarten**

**The WMS Kindergarten will follow the Standard Course of Study for the state of North Carolina. Additionally, Christian Spiritual Development will be incorporated in the Kindergarten curriculum through the following:**

1. Participate in weekly chapel time with story and song.
2. Participate in Ecology room lessons centering on God's creation.
3. Practice prayer daily. Discuss and provide activities related to Christian holidays and teachings.

The Kindergarten will engage in several field trips to supplement units of study.

**Rev. 2019**

Sources:

Ages and Stages by Karen Miller

Children, Children, Children – Understanding Them – Helping Them Grow by the North Carolina Office of Child Day Care Licensing

Good Schools for Young Children by Sarah Hammond Leeper, Ruth J. Dales, Dora Sikes Skipper, Ralph L Witherspoon

Helping Young Children Learn by Evelyn Goodenough Pitcher, Miriam G. Lasher, Sylvia Feinburg and Nancy Hammong

Developmentally Appropriate Play Guiding Young Children to a Higher Level, by Gaye Gronlund

“All Work and No Play: Why Your Kids Are More Anxious, Depressed” by Esther Entin

“Developmentally Appropriate Practices in Early Childhood Programs serving children from Birth through age 8 (DAP)”

NAEYC National Association for the Education for Young Children

Exploring Play by NAEYC Bohart, Charmers, Koralek

Beyond Remote-Controlled Childhood by NAEYC Diane E. Levin

From Play to Practice Connecting Teachers' Play to Children's Learning by Nell, Drew, and Bush

Exploring Math and Science in Preschool by NAEYC

Expressing Creativity in Preschool by NAEYC

Get Set for School Curriculum; Handwriting Without Tears

Guidelines for Weekday Preschool Ministry Programs in United Methodist Churches (2014/2015, volume 2)

The Letter Moves - (phonetic sounds) As used in our Kindergarten program

- Aa - Angry alligator, angry alligator, "a, a, a"  
Bb - Bouncing basketball, bouncing basketball, "b, b, b"  
Cc - Clicking camera, clicking camera, "c, c, c"  
Dd - Dancing dinosaur, dancing dinosaur, "d, d, d"  
Ee - Eating elephant, eating elephant, "e, e, e"  
Ff - Flipping fan, flipping fan, "f, f, f"  
Gg - Gobbling gopher, gobbling gopher, "g, g, g"  
Hh - Hunting hound dog, hunting hound dog, "h, h, h"  
Ii - Itching insects, itching insects, "I, I, I"  
Jj - Jumping rope, jumping rope, "j, j, j"  
Kk - Kicking kangaroo, kicking kangaroo, "k, k, k"  
Ll - Licking lion, licking lion, "l, l, l"  
Mm - Munching monkey, munching monkey, "m, m, m"  
Nn - Nosey nose, nosey nose, "n, n, n"  
Oo - Orange octopus, orange octopus, "o, o, o"  
Pp - Popping popcorn, popping popcorn, "p, p, p"  
Qq - Quacking ducks, quacking ducks, "qu, qu, qu"  
Rr - Raking robot, raking robot, "r, r, r"  
Ss - Slithering snake, slithering snake, "s, s, s"  
Tt - Ticking timer, ticking timer, "t, t, t"  
Uu - Umbrella up, Umbrella up, "u, u, u"  
Vv - Vacuuming vacuum, vacuuming vacuum, "v, v, v"  
Ww - Washing washer, washing washer, "w, w, w"  
Xx - Exiting x, exiting x, "x, x, x"  
Yy - Yacking yaks, yacking yaks, "y, y, y"  
Zz - Zipping zippers, zipping zippers, "z, z, z"