

# Section 5: Implementing the Gee Whiz Curriculum



## Description and Use of Components Included in the Gee Whiz Curriculum

# Getting Started

At GWE, we want to make the program as easy as possible to implement. We recognize that educators of young children are extremely busy people with little time for reading or planning. With that in mind, using the program is truly a three-step process.

## Step 1 - Get Ready!

Start by browsing through the Teaching Guides. This will give you a good overview of the entire month.

- Prepare the story props. Directions are provided in the guide to help you.
- Do you have any books that relate to the theme? Check out our handy Book List, found in the back of each Teaching Guide and then try to locate some of those books. Your local library is a great resource!
- Does the theme lend itself to any field trips or visitors? Start planning those activities now.
- If working with a group...do any of the children or their families have a special interest or knowledge of the topic? Invite them to share!

## Step 3 - Go!

This is the BEST part...teaching!

- Have fun as you implement the activities. Your attitude and excitement will rub off on them!
- Make note of activities that were successful and keep doing them! Remember...just because the plans end that day does not mean the activity needs to.
- At the end of the day, evaluate. What went well? What did not? What would you change if you did the activity again?
- Also, did the activities spawn interest in other areas? If so, plan activities on your own to incorporate those interests.

## Step 2 - Get Set!

Next, prepare for your first day.

- Read the activities planned for the day and preview the ones for tomorrow.
- Which activities do you think will work well? Do you need to make any changes or adaptations? Now is a good time to consider how you could individualize.
- Think about ways you could expand upon the daily plans. What other activities might be enjoyable?
- Gather the materials you will need to implement the activities you chose to do as well as any you chose to add. **Materials listed in red are ones you may a little more time to collect or prepare.**



# Curriculum Components

The program contains many components that all work together in a comprehensive way. All components are digital files available to Paid Subscribers on our website [www.geewhizeducation.com](http://www.geewhizeducation.com). The files are presented in a PDF format. This means you will need to have Adobe Reader installed on your computer in order to read the files. If you do not have Adobe, no worries...a link is available on our website where you can download this PDF reader for free.

## Teaching Guides

Each month includes two Teaching Guides. These guides contain activities centered around two "mini units" that complement each other. You may choose to print both guides at the same time, at different times, or just view online. Each guide contains 10 days of activities designed for ALL ages (infant-toddler-preschool & school-age). The daily plans include an Exploring Together experience, 2 small group experiences (toddler through preschool), and an infant experience. You will find experiences for school-age children in the back of the guide.

Here is a list of the components included in each Teaching Guide:

- 10 days of daily activity plans
- Experiences for school-age children
- Story text and prop preparation instructions  
(found only in the first unit of each month)
- Make It! Sheet directions
- School Readiness Activities (advanced preschoolers)
- Book List, Songs, Rhymes, Additional Teaching Materials, Patterns, etc.

See lesson plans details on pages 45-46.

### DAY 1

**Theme:** Underwater Wonders  
**Today's Focus:** What is an Ocean?  
**Developmental Areas Addressed Today:**

**Be Healthy & Safe!**  
 Don't forget to move uphoisted furniture. It can be a home for dust mites which trigger allergies in some children.

**Teaching Tip of the Day**  
 Model kindness by letting children know how much you enjoy their company.

**Transition Time**  
 Have children pretend to be their favorite ocean animal from the story "Under the Sea" as they move from activity to activity.

**Exploring Together: The Ocean is Amazing**  
 (all ages, ♥ ♡ ☹️ 🙄 😬)

**Materials:**  
☐ Under the Sea! Story Props prepared - See p. 27-28 for story text and preparation directions.  
☐ Large blanket or bed sheet, (blue, if possible).

The ocean is an amazing place! As you introduce this unit, keep in mind that the children's level of knowledge about the ocean and the animals that live there will vary. This experience will help you not only evaluate what the children already know about the ocean but what they would like to learn as well. During the course of this activity, the children will have the opportunity to build language, new vocabulary and much more.

**Begin spreading out the blanket/shirt and invite interested children to come over. Once spread out, invite the children to pretend that the blanket is the ocean. Watch to see who the children do. Do they pretend to swim in the ocean? Do they pretend to be any ocean animals? Discuss these observations, as well as the questions you ask, will help you evaluate what the children know and what they want to learn about these topics.**

**Next, use the story props and text on pages 27-28 to share the story, "Under the Sea."** As each new ocean animal is added, see if the children can name it. Once again, this will help you learn what they know and what they want to know. After sharing the story, invite the children to pretend to be their favorite ocean animals from the story.

**EXTENSION:** To help the children learn about the ocean animals from A to Z, you may want to show this video: [https://www.youtube.com/watch?v=7Rr\\_QlQg\\_YLc](https://www.youtube.com/watch?v=7Rr_QlQg_YLc).

**Today's Vocabulary**

Use some of these words in conversations with children today!

water	evaporate
ocean	sea
saltwater	

↑ ↓

**As younger children participate in activities today, model language by...**

- Using words such as water, evaporate, sea, ocean, and saltwater as children complete activities.
- Engaging children in conversations as they make oceans in a sand box or container of sand or G.
- Talking with children as the parent with saltwater and plain water to S.

### Day 1 - Center/Small Group Activities

**Ocean Builders**  
 (Toddlers-4 years, ♥ ? ☹️ 🙄 😬)

**Materials:**

- Sand table or container of sand, rocks/shells
- Water, shovels, buckets, bowls
- Digital camera/your smartphone
- Plastic ocean animals (if available)

Play ice is a wonderful way for children to share what they know. During this experience, the children will have the opportunity to use sand and water to construct their own "Ocean." As they do so, they will need to problem-solve, cooperate and use language to communicate ideas.

- Add 1 term listed above to the sand box or a container of sand and invite the children to utilize them to build their own ocean. As you observe, engage the children in conversations by asking questions and describing their actions.
- Take photos of the children's creations using either a digital camera or smartphone and text or email them to parents/caregivers. This is a great way to encourage conversations at home!
- Advanced preschoolers may decide they need additional materials to build their ocean. If at all possible, help locate the materials they request. In addition, these children should be able to answer the questions you ask them about their ocean.

**Water Artists**  
 (Toddlers-4 years, ♥ ? ☹️ 🙄 😬)

**Materials:**

- Buckets or containers of salt water and plain water (labeled as either "saltwater" or "fresh water")
- Paintbrushes or other painting tools (e.g., small rollers, foam brushes, etc.)

This experience combines science and art in a fun way. During the course of this activity, the children will be challenged to make observations and then test predictions. In addition, they will have the opportunity to express their ideas through art.

- Show children the containers of plain water. Ask them to make guesses to determine how the water tastes. Do they like the same? "Salt water?" Feel the same? "Is it chunky or contains." Explain the difference between the saltwater and plain water. Let the children are filled with saltwater while lakes, rivers and ponds are filled with fresh water.
- Next, invite the children to paint with the different types of water. Before they begin, challenge them to predict which water will dry faster (evaporates) faster - the fresh water or the saltwater. Then, invite them to paint. Talk with the children as they work on surfaces. Paint the water on a clean white surface. Ask them to compare the children's predictions to the actual results.
- Advanced preschoolers can be introduced to the term "evaporate" and then be challenged to use this word in conversations during the experience.

**Questions to Spur Thinking**

- What do you know about the ocean?
- What would you like to learn?
- How do you feel about a time when you visited the ocean?
- How is the ocean different from a river or lake?
- "Which animal in the story was your favorite?" Why do you like it best?
- If you could go under the sea, what animal would you hope to find?

**Water Wonders**  
 (infants, ♥ ? ☹️ 🙄 😬)

**Materials:**

- Plastic tub with a small amount of warm water
- Small towel

Infants love water play as much as older children. With this age, it is important to use only a very small amount of water and, of course, supervise closely.

Put a small towel on the infant's high chair tray and then place the tub of water on it. Watch to see what the infant does and then describe his/her actions. As the infant splashes in the water, say the following song:

**I CAN MAKE THE WATER MOVE**  
 (tune: "The Wheels on the Bus")

I can make the water move,  
 Move, move, move.  
 Move, move, move.  
 I can make the water move,  
 With my little hands.



# Lesson Plan Sample

The first page of each daily lesson includes the following:

**DAY 1**

**Theme:** Underwater Wonders  
**Today's Focus:** What is an Ocean?  
**Developmental Areas Addressed Today:**

**Be Healthy & Safe!**

Don't forget to vacuum upholstered furniture. It can be a home for dust mites which trigger allergies in some children.

**Teaching Tip of the Day**

Model kindness by letting children know how much you enjoy their company.

**Transition Time**

Have children pretend to be their favorite ocean animal from the story, "Under the Sea" as they move from activity to activity.

**Exploring Together: The Ocean is Amazing**  
 (all ages, )

**Materials:**

- ☐ "Under the Sea" Story Props, prepared - See p. 27-28 for story text and preparation directions
- ☐ Large blanket or bed sheet (blue, if possible)

- The ocean is an amazing place! As you introduce this unit, keep in mind that the children's level of knowledge about the ocean and the animals that live there will vary. This experience will help you not only evaluate what the children already know about the ocean but what they would like to learn as well. During the course of this activity, the children will have the opportunity to build language, new vocabulary and much more.
- Begin spreading out the blanket/sheet and invite interested children to help you. Once spread out, invite the children to pretend that the blanket is the ocean. Watch to see what the children do. Do they pretend to swim in the ocean? Do they pretend to be any ocean animals? These observations, as well as the questions you ask, will help you evaluate what the children know and what they want to learn about these topics.
- Next, use the story props and text on pages 27-28 to share the story, "Under the Sea." As each new ocean animal is added, see if the children can name it. Once again, this will help you learn what they know and what they want to know. After sharing the story, invite the children to pretend to be their favorite ocean animals from the story.
- EXTENSION:** To help the children learn more about the ocean animals A to Z, you may want to show this video: [https://www.youtube.com/watch?v=T8\\_QhOj\\_FLw](https://www.youtube.com/watch?v=T8_QhOj_FLw)

**Get Moving!**

**Today's Vocabulary**

Use some of these words in conversations with children today!

water	evaporate
ocean	sea
	saltwater

As younger children participate in activities today, model language by...

- Using words such as **water, evaporate, sea, ocean, and saltwater** as children complete activities.
- Engaging children in conversations as they make oceans in a sand box or container of sand (p. 5).
- Talking with children as they paint with saltwater and plain water (p. 5).

**Questions to Spur Thinking**

- What do you know about the ocean?
- What would you like to learn?
- Tell me about a time when you visited the ocean.
- How is the ocean different from a river or lake?
- Which animal in the story was your favorite? Why do you like it best?
- If you could go under the sea, what animal would you hope to find?

Experiences with this symbol address character education.

Tips to help you model language and build vocabulary each day.

Questions to get children thinking and help you engage them in meaningful conversations.

Picture codes to show the developmental areas addressed.

Activities with this symbol build gross motor skills because they get children moving.


The first bullet of each activity explains the "why" behind it.

This group experience invites children to learn how they do best...through exploration! This activity is inclusive of all ages.

# Lesson Plan Sample

The second page of each daily lesson includes the following:

Activities in pink are designed for toddlers, twos and preschoolers.




### Ocean Builders

(Toddlers–4 years, 🗣️ 😊 ❤️ ? 🧐 🗣️)

**Materials:**

- ☐ Sand table or container of sand, rocks/stones
- ☐ Water, shovels, buckets, bowls
- ☐ Digital camera/your smartphone
- ☐ Plastic ocean animals (if available)

- Play is a wonderful way for children to share what they know. During this experience, the children will have the opportunity to use sand and water to construct their own “ocean.” As they do so, they will need to problem-solve, cooperate and use language to communicate ideas.
- Add the items listed above to the sand box or a container of sand and invite the children to utilize them to build their own ocean. As you observe, engage the children in conversations by asking questions and describing their actions.
- Take photos of the children’s creations using either a digital camera or smartphone and text or email them to parents/caregivers. This is a great way to encourage conversations at home!
- Advanced preschoolers may decide they need additional materials to build their ocean. If at all possible, help them locate the materials they request. In addition, these children should be able to answer the questions you ask them about their ocean.



### Water Wonders

(Infants, 🗣️ 🎵 🧐 🗣️ ❤️)

**Materials:**

- ☐ Plastic tub with a small amount of warm water
- ☐ Small towel

- Infants love water play as much as older children. With this age, it is important to use only a very small amount of water and, of course, supervise closely.
- Put a small towel on the infant’s high chair tray and then place the tub of water on it. Watch to see what the infant does and then describe his/her actions. As the infant splashes in the water, sing the following song.


I CAN MAKE THE WATER MOVE  
(tune: “The Wheels on the Bus”)

I can make the water move,  
Move, move, move.  
Move, move, move.  
I can make the water move,  
With my little hands.

### Day 1 - Center/Small Group Activities

#### Questions to Spur Thinking

- Tell me about the ocean you are building.
- What type of animals are going to live in your ocean?
- Which type of water do you think will evaporate the fastest? Why do you think that?



### Water Artists

(Toddlers–4 years, 🗣️ 😊 🗣️ 🗣️ 🗣️ 🗣️)

**Materials:**

- ☐ Buckets or containers of salt water and plain water (label as either “saltwater” or “fresh water”)
- ☐ Paintbrushes or other painting tools (e.g., small rollers, foam brushes, etc.)

- This experience combines science and art in a fun way. During the course of this activity, the children will be challenged to make observations and then test predictions. In addition, they will have the opportunity to express their ideas through art.
- Show children the containers of water. Ask them to use their senses to compare them. Do they look the same? Smell the same? Feel the same? As children explore, read the labels on the sides of the buckets or containers. Explain that oceans are filled with saltwater while lakes, rivers and ponds are filled with fresh water.
- Next, invite the children to paint with the different types of water. Before they begin, challenge them to predict which type of water will disappear (evaporate) faster...the fresh water or the saltwater. Then, invite them to “paint” with the water on a smooth, hard surface such as a patio, walkway or driveway. As they do so, compare the children’s predictions to the actual results.
- Advanced preschoolers can be introduced to the term, “evaporate” and then be challenged to use this word in conversations during the experience.

### Your Own Activities

More questions to promote interactions with children.

Activities with this symbol may be done outdoors if desired.

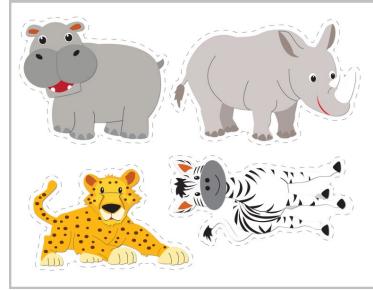
Activities in purple are designed just for infants!

Space to add your own ideas!

# Curriculum Components

## Story Props

Each month, you will receive an original story and story props. The story itself and detailed instructions on how to prepare the props can be found in the Teaching Guide for the first unit. The types of props will vary from month to month. This makes storytelling fun and interesting. The story props are provided as a separate file available to Paid Subscribers on our website.



**NEW!**

## Printable Puppet

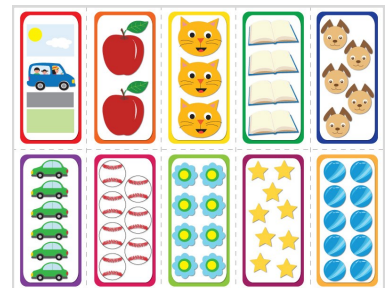
The second unit each month will now contain a printable puppet. The types of puppets will vary from month to month. The one pictured here is designed to be glued to a paper lunch bag. You will use the puppet to introduce new concepts and ideas throughout the unit.



## Teaching Tool

You will find a Teaching Tool included with the second unit each month. This component is designed so you can use it in many ways to reinforce skills in many different developmental levels.

Preparation directions are normally found in the Teaching Guide. While the guide also gives ideas on when to use the Teaching Tool, feel free to utilize it in other ways as well. Our goal is to provide you with a tool that is both educational and flexible!



# Curriculum Components

## Make It! Sheets

You will find the Make It! Sheets in the Paid Subscribers section of our website. These are totally OPTIONAL! Unlike "coloring sheets," Make It! Sheets are designed to be completed and used in different ways. The purpose behind these sheets is to:

- Promote fine motor development
- Encourage dramatic play (often)
- Be a "talking point" for parents, teachers and children

These sheets are meant to be reproduced. However, please print only enough copies to use in your program. Detailed directions as well as options for using the sheets can be found in the Teaching Guide.



## Family Letters

As you know well, parents/caregivers want to stay informed about what their children learn while they are in your care. You will receive two Family Letters each month...one for each unit. These files can be found in the Paid Subscribers section of our website. Like the Make It! Sheets, these are reproducible. This PDF file can be printed or emailed.



## Individualization Web

Another component of the curriculum is our Individualization Web. Each unit has a web that has been customized with the unit's name and topics. Feel free to print out a web for each child. More details on how to use the Individualization Web along with the Observe & Reflect Grid can be found on pages 15-20 of this guide. These tools, when used together, not only help you gain important developmental information about each child, they also help you individualize the curriculum.

Individualization Web		
Child's Name:	[Monthly Unit Title & Topic: Let's Go Camping!]	
Child's Interest or Area of Focus:	What is Camping? Camping Activities Equipment Locations Dinner	Places to Camp Forest Plants & Trees Camping Bears
Child Response to the Question - What would you like to learn about _____?		
Activities Planned:		
Reflection:		



# Curriculum Components

## Digital Family Notes

This component is truly unique! These Digital Family Notes are provided to you as .jpeg images. This means that you will be able to save the files to attach to emails, send as text messages, or even place in a newsletter if working with a group.

The Digital Family Note files can be found in the Paid Subscribers section of our website. To use them, simply click on each file and save it to your computer in your picture folder. Then, you may choose to use these files in the following ways:

- Attach the file to an email to parents
- If you have a Smartphone, save as an image/picture and then text to parents/caregivers.

Butterflies are beautiful to watch and fun to imitate. Provide your child with a colorful towel or small blanket. Invite him/her to use the blanket or towel as butterfly wings. FLY, butterfly, FLY!



## All About My Week Reports - An "Step Back & Reflect" Tool

At GWE, we believe that assessment/evaluation should be an on-going, authentic process. Our All About My Week reports are a wonderful tool that helps you gather critical information about each child's interests and skill level.

The All About My Week Report files can be found in the Paid Subscribers section of the GWE website. A new design is included with each theme. You will need two copies of each design for each child because you will be sending one home per week. Again, please only print as many copies as you need for the children in your care.

Be sure to make a copy of each child's completed report to keep for yourself. The information included on these reports will help you assess each child's skill level in many developmental areas as well as assist you as you strive to individualize the program. The completed reports can be a wonderful addition to any child's portfolio.

All About My Week	All About My Week
Name: _____ Date: _____	Name: _____ Date: _____
This week, the activity I enjoyed most was: _____	This week, the activity I enjoyed most was: _____
This week, I spent a lot of time playing with:	This week, I spent a lot of time playing with:
<input type="checkbox"/> art materials <input type="checkbox"/> books <input type="checkbox"/> toy vehicles	<input type="checkbox"/> art materials <input type="checkbox"/> books <input type="checkbox"/> toy vehicles
<input type="checkbox"/> sand <input type="checkbox"/> water <input type="checkbox"/> puzzles	<input type="checkbox"/> sand <input type="checkbox"/> water <input type="checkbox"/> puzzles
<input type="checkbox"/> blocks <input type="checkbox"/> riding toys <input type="checkbox"/> toy/plush animals	<input type="checkbox"/> blocks <input type="checkbox"/> riding toys <input type="checkbox"/> toy/plush animals
<input type="checkbox"/> play food <input type="checkbox"/> dolls <input type="checkbox"/> dress-up clothes	<input type="checkbox"/> play food <input type="checkbox"/> dolls <input type="checkbox"/> dress-up clothes
<input type="checkbox"/> playsets <input type="checkbox"/> balls <input type="checkbox"/> playdough	<input type="checkbox"/> playsets <input type="checkbox"/> balls <input type="checkbox"/> playdough
<input type="checkbox"/> other: _____	<input type="checkbox"/> other: _____
I am trying very hard to learn how to: _____	I am trying very hard to learn how to: _____
I am getting very good at: _____	I am getting very good at: _____



# BONUS Materials for Paid Subscribers

## EXCLUSIVE FREEBIES

Once you become a Gee Whiz Paid Subscribers, you will have access to a special section on our website that contains freebies just for you. We would love to tell you what they are but then the secret would be out! Just log in to see what BONUS materials are available to you.



## QUARTERLY WEBINARS

Paid Gee Whiz subscribers get exclusive access to quarterly webinars on topics such as questioning techniques, character education, building literacy skills and more. In addition, we record these webinars so you can go back and listen to them again or access them if you were unable to attend the live session.

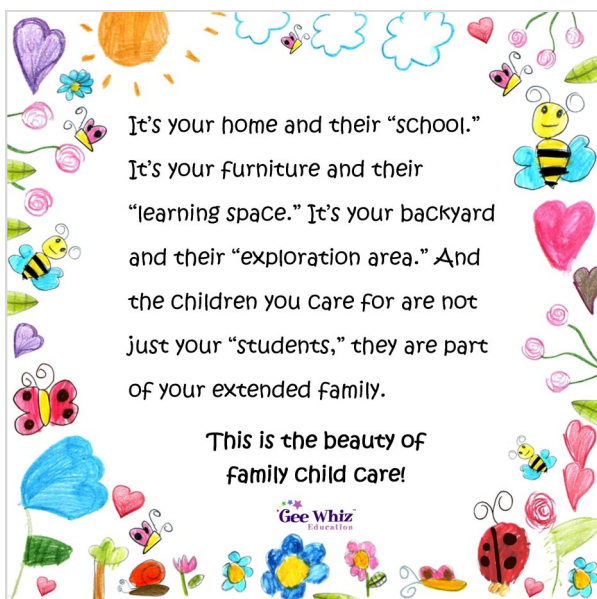
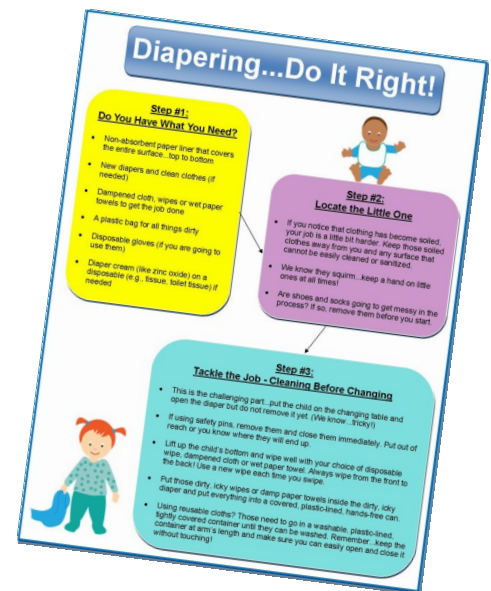


# Supplemental Materials Available on the Gee Whiz Website

## Developmental Checklists

Looking for developmental checklists? Visit the Developmental Checklist section of our website! The CDC has a wonderful set of checklists you can use with your children. Here is the link to that information: <http://www.geewhizeducation.com/developmental-checklist/>

In addition, because of the comprehensive nature of the curriculum, many different formal assessment tools may be used with it. The skills and concepts covered in the curriculum address state and national standards and therefore, provide a strong foundation for learning in all areas of development.



These are just a few of the MANY supplemental materials available to providers on our website. Just visit the tab titled, "FCC Tools" to see what we have to offer. New materials are added to this section quite frequently.

# Adapting the Curriculum

Let's face it. No two programs are the same. Some of you have mainly toddlers while others may have children with developmental delays or even physical challenges. The following are just a few ideas on how you may want to adapt the program to meet some common challenges. Of course, we always encourage you to adapt and modify the curriculum to meet the individual needs of the children in your program as well.

## Mainly Infants & Toddlers

If your program has mainly infants and toddlers, your hands are definitely full! Infants and toddlers, because of their developmental level, enjoy (and need) repetition. If you have a lot of infants and toddlers in your group, you can:

- ⇒ Repeat activities, including Circle Time, for more than one day
- ⇒ Break activities into smaller "chunks" - Infants and toddlers have a very short attention span
- ⇒ Focus on activities that you think your infants and toddlers will enjoy and save others for when they get a little older.

## Short Attention Span

Let's face it...ALL children have short attention spans! In general, the average attention span for a young child is 3-5 minutes for each year. In other words, an average two-year old has an attention span of about 6-10 minutes...that's it!

The key with keeping children engaged is to plan activities based on their interests and needs. That means adapting and modifying activities in the curriculum to "tailor" them to your children. That may mean adding more materials or substituting different ones.

The Gee Whiz curriculum is filled with experiences that invite children to move, explore, create and experiment. We strongly believe that this is the best way to keep children excited about learning!

## Developmental Delays.

Children with developmental delays require a slightly different approach. The main thing to keep in mind is that even though their chronological age might be 3 or 4, their developmental level may be more like that of a 2 year old. When working with these children, you can:



- ⇒ Repeat activities...much like you would for infants and toddlers. Repetition is very important for these children.
- ⇒ Adjust activities to play up to each child's strengths and build upon their challenges. In order to achieve this goal, you will need to be very aware of each child's developmental level in all areas. Parents/caregivers will need to provide you with this information, especially if a formal assessment has already been done.
- ⇒ If you are working with children with disabilities, please check out the CDC fact sheets on our website at <http://www.geewhizeducation.com/disabilities-checklists/> These checklists are filled with valuable information about many common disabilities.

# Materials to Collect

At Gee Whiz Education, we recognize that you work on a very tight budget! To help you in this area, we plan activities and experiences that utilize everyday household items, inexpensive supplies and recyclables. Collecting these things to have on hand will assure you have what you need when you are ready to complete activities with the children. Parents relatives or even friends are often more than happy to supply you with these items if they have them on hand. Don't be afraid to ask!

## Recyclables

- Cardboard boxes (all sizes)
- Paper towel and toilet tissue rolls
- Paper shopping bags (grocery and department store)
- Spools
- Egg cartons (only Styrofoam, washed or wiped down with a cleaning wipe)\*
- Empty milk or juice cartons and jugs\*
- Empty juice boxes\*
- Dress up clothing\* - yard sales and thrift stores are great resources for these!
- Plastic food containers and lids\*
- Old newspapers
- Old blankets or sheets\*
- Empty food boxes
- Old socks and nylon stockings/knee highs\*
- Jar lids (assorted sizes)\*
- Oatmeal containers with lids



*\* Make sure to wash and dry completely before using with children.*

## Consumables

- Drawing and construction paper
- Paint (easel and watercolors)
- Finger-paint (see recipe, next page)
- Playdough (see recipe, next page)
- Paper lunch bags
- Sponges
- Paper plates (large and small)
- Paper towels
- Plastic cups (different sizes)
- Drinking straws
- Aluminum foil
- Zipper-top bags (large and small)

## Keep Handy

- Blankets and sheets
- Extra pillows
- Folding tables
- CD player or digital music player and docking station
- Flashlights (child-safe)



# Recipes for Basic Materials

Bubble solution and playdough can be expensive to buy and yet, are quick and easy to prepare yourself...for a whole lot less money! Use these recipes to help you prepare these materials so you do not need to buy them!

## Cooked Playdough

- 2 cups flour
- 1 cup salt
- 2 cups water (add food coloring, if you want)
- 2 Tbsp. cooking oil
- 4 tsp. cream of tartar

Mix dry ingredients together in an old cooking pot. Add water and oil. Cook on medium heat until the mixture forms a ball. It is important to make sure you do NOT overcook the dough. Carefully remove the dough from the pot and knead once cool enough to touch. Store in a zipper-top bag to keep soft and fresh.

## Bubble Solution

- 1 cup liquid dish detergent
- 2 cups water
- 4 Tbsp. glycerin (purchase at the drugstore)
- 1 tsp. sugar

Mix ingredients together and store in an airtight container.



## Baking Clay

- 1 1/2 cups salt
- 1 1/2 cups water
- 4 cups flour

Mix dry ingredients together in a large bowl. Add water slowly and mix well. Once mixed, remove dough from bowl and knead on floured surface until smooth. Shape dough as desired and bake at 300 degrees until hardened. Hint: thinner creations harden faster and very thick ones may not harden completely. Keep an eye on creations while baking.

## Washable Finger Paint

- 1/3 cup cornstarch
- 2 Tbsp. sugar
- 2 cups cold water
- 1/4 cup liquid dish detergent
- Tempera paint
- Airtight containers with lids (one per color)

Mix cornstarch and sugar in a cooking pot. Slowly add cold water, stirring constantly. Cook over medium heat until almost clear. Remove from heat and pour into a mixing bowl. Allow to cool. Once cool, add 1/4 c. liquid dish detergent. Divide into airtight containers with lids and tint with tempera paint to make as many different colors as desired.

# Tips and Tricks



Don't you just love those, "Wow! I wish I would have thought of that!" ideas? Here are a few tips and tricks we hope will help you!

## Refrigerator Story Board

Who says you need a fancy flannelboard to share a story? Instead of using a flannelboard, use your refrigerator! Just attach strips of magnetic tape to the back of story pieces and put them on and off the refrigerator as you tell the story. (Unfortunately, if you have a stainless steel refrigerator this will not work). If this is the case, you can try other metal surfaces OR use loops of painter's tape and attach the pieces to a window or wall instead.

## Diapering Time

Getting toddlers to lie still long enough to get their diapers changed can be a chore at times! Next time your little bundles of energy do not want to lie still to get their diapers changed, try singing this silly song.

**Diddly, Diddly, Doo**  
(tune: "Yankee Doodle")

Diddly, diddly, diddly, doo  
I'll change your diaper now.  
Wiggly, wiggly, wiggly, woo  
And then you can get down.  
Watch me make a silly face.  
You can make it, too.  
Here it comes, get ready now.  
I'll make it just for you!

(Make a silly face and invite child to make it with you!)

## Art Paper Storage

Pizza boxes make great storage containers for art paper AND they stack! Just ask your local pizza restaurant if they would be willing to donate a few new boxes. Cut a small piece of each color of paper you put in each box and glue to the outside edge. That way you will know at a glance the colors of paper inside each box.

## Crayon/Marker Sorters

There is nothing more frustrating than a big box of mixed, broken crayons. Here is an easy way to keep your crayons and markers sorted by color while promoting classification skills at the same time! Just save empty cardboard juice cartons. Wash and dry the cartons. Cut the tops from the containers, leaving about 4 inches of the sides attached to the bottom. Wrap each cut carton in a different color of construction paper (one for each color of crayon or marker). When finished, have the children help you sort the crayons and markers into the individual containers by color.

## Homemade Paint Stampers

This art tool is excellent for very young children or those with limited fine motor control. To make this art tool, you will need empty spools and sponges. Trace cookie cutters onto sponges and cut out. Use a hot glue gun to attach a spool to each sponge. Allow the glue to harden. Children can use the spools as handles as they press the sponge portion into paint and then onto paper.

# 2016-2017 Outline

<p style="text-align: center;"><b>September 2016</b></p> <p><b>UNIT #1: Home Is Where the Heart Is</b></p> <ul style="list-style-type: none"> <li>• My Family is Special</li> <li>• Feelings</li> <li>• Caring for Others</li> <li>• Different Types of Homes</li> <li>• Rooms in a Home</li> <li>• What Is Extended Family?</li> <li>• Opposites: Many/Few</li> <li>• Character Education Focus: Respect</li> <li>• STEM: Inherited Characteristics</li> </ul> <p><b>UNIT #2: Music and Dance</b></p> <ul style="list-style-type: none"> <li>• I Can Make Music</li> <li>• Musical Instruments</li> <li>• Different Styles of Music</li> <li>• Different Types of Dance</li> <li>• Moving My Body (body parts)</li> <li>• Exercise</li> <li>• Opposites: Fast/Slow</li> <li>• Character Education Focus: Respect</li> <li>• STEM: How Does Sound Travel?</li> </ul>	<p style="text-align: center;"><b>October 2016</b></p> <p><b>UNIT #1: All Around My Community</b></p> <ul style="list-style-type: none"> <li>• Community Helpers</li> <li>• Getting Around My Community</li> <li>• Rules in My Community</li> <li>• Taking Care of My Community</li> <li>• Places to Visit in My Community</li> <li>• Helping Others</li> <li>• Opposites: Safe/Not Safe</li> <li>• Character Education Focus: Responsibility</li> <li>• STEM: Fire Safety</li> </ul> <p><b>UNIT #2: My Colorful World</b></p> <ul style="list-style-type: none"> <li>• Primary &amp; Secondary Colors</li> <li>• Black &amp; White</li> <li>• Natural Colors</li> <li>• Colorful, Healthy Foods</li> <li>• Creating with Color</li> <li>• Shades &amp; Tints</li> <li>• Opposites: Light/Dark</li> <li>• Character Education Focus: Responsibility</li> <li>• STEM: Experimenting with Color</li> </ul>	<p style="text-align: center;"><b>November 2016</b></p> <p><b>UNIT #1: One, Two, Three...</b></p> <ul style="list-style-type: none"> <li>• "Goldilocks &amp; the Three Bears"</li> <li>• "The Three Billy Goats Gruff"</li> <li>• "The Three Little Pigs"</li> <li>• Triangles</li> <li>• Counting &amp; Numerals</li> <li>• Opposites: More/Less</li> <li>• Character Education Focus: Honesty</li> <li>• STEM: Exploring Math</li> </ul> <p><b>UNIT 2: Super Shapes</b></p> <ul style="list-style-type: none"> <li>• Basic Shapes</li> <li>• 3-Dimensional Shapes</li> <li>• Creating Art with Shapes</li> <li>• Building with Shapes</li> <li>• Natural Shapes</li> <li>• Patterns &amp; Symmetry</li> <li>• Opposites: Straight/Curved</li> <li>• Character Education Focus: Honesty</li> <li>• STEM: 2-Dimensional vs. 3-Dimensional Shapes</li> </ul>
<p style="text-align: center;"><b>December 2016</b></p> <p><b>UNIT #1: Nursery Rhyme Time!</b></p> <ul style="list-style-type: none"> <li>• Favorite Nursery Rhymes</li> <li>• Rhyming Words</li> <li>• Making Up Rhymes</li> <li>• Letters of the Alphabet</li> <li>• Word Patterns</li> <li>• Songs - Rhymes with Music</li> <li>• Opposites: Same/Different</li> <li>• Character Education Focus: Kindness</li> <li>• STEM: How Do Our Ears Work?</li> </ul> <p><b>UNIT #2: I Made It For You</b></p> <ul style="list-style-type: none"> <li>• Painting &amp; Drawing</li> <li>• Different Types of Play Clay</li> <li>• Famous Artists</li> <li>• Photography</li> <li>• Feelings</li> <li>• Opposites: Give/Receive</li> <li>• Character Education Focus: Kindness</li> <li>• STEM: How Does a Camera Work?</li> </ul>	<p style="text-align: center;"><b>January 2017</b></p> <p><b>UNIT #1: Opposite Fun</b></p> <ul style="list-style-type: none"> <li>• Action Opposites</li> <li>• Descriptive Opposites</li> <li>• Positional Concepts</li> <li>• Games with Opposites</li> <li>• Opposites: Many different ones!</li> <li>• Character Education Focus: Respect</li> <li>• STEM: Direction (North/South/East/West)</li> </ul> <p><b>UNIT #2: Up, Up and Away!</b></p> <ul style="list-style-type: none"> <li>• Animals that Fly</li> <li>• Machines that Fly</li> <li>• Feeding the Birds</li> <li>• Clouds and Weather</li> <li>• Sun and Moon</li> <li>• Opposites: High/Low</li> <li>• Character Education Focus: Respect</li> <li>• STEM: Making Things Fly</li> </ul>	<p style="text-align: center;"><b>February 2017</b></p> <p><b>UNIT #1: In the Rainforest</b></p> <ul style="list-style-type: none"> <li>• What is a Rainforest?</li> <li>• Animals that Live in the Rainforest</li> <li>• Plants that Live in the Rainforest</li> <li>• Insects that Live in the Rainforest</li> <li>• Traveling to the Rainforest</li> <li>• Saving the Rainforest</li> <li>• Opposites: Short/Tall</li> <li>• Character Education Focus: Responsibility</li> <li>• STEM: Ecology of the Rainforest</li> </ul> <p><b>UNIT #2: Getting There</b></p> <ul style="list-style-type: none"> <li>• Cars, Trucks, Buses</li> <li>• Subways &amp; Trains</li> <li>• Walking</li> <li>• Bikes, Trikes &amp; Other Riding Toys</li> <li>• Tools Used When Traveling</li> <li>• Opposites: Near/Far</li> <li>• Character Education Focus: Responsibility</li> <li>• STEM: Reading a Map</li> </ul>

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# 2016-2017 Outline

<p style="text-align: center;"><b>March 2017</b></p> <p><b>UNIT #1: Digging for Dinosaurs</b></p> <ul style="list-style-type: none"> <li>• Dinosaurs Lived Long Ago</li> <li>• Dinosaur Bones &amp; Fossils</li> <li>• Different Types of Dinosaurs</li> <li>• Archeologists &amp; Paleontologists</li> <li>• Tools Used for Digging</li> <li>• Opposites: Old/New</li> <li>• Character Education Focus: Respect</li> <li>• STEM: Paleontology</li> </ul> <p><b>UNIT #2: Windy Weather</b></p> <ul style="list-style-type: none"> <li>• What is Wind?</li> <li>• Kites &amp; Windsocks</li> <li>• Gliding on the Wind</li> <li>• Wind Moves Things</li> <li>• Using the Wind</li> <li>• Opposites: Hard/Soft</li> <li>• Character Education Focus: Respect</li> <li>• STEM: Wind Power</li> </ul>	<p style="text-align: center;"><b>April 2017</b></p> <p><b>UNIT #1: Down on the Farm</b></p> <ul style="list-style-type: none"> <li>• Barns &amp; Silos</li> <li>• Fields &amp; Crops</li> <li>• Growing Healthy Foods</li> <li>• Animals that Live on the Farm</li> <li>• Farm Equipment &amp; Tools</li> <li>• Opposites: Asleep/Awake</li> <li>• Character Education Focus: Responsibility</li> <li>• STEM: Caring for Animals</li> </ul> <p><b>UNIT #2: Beautiful Babies</b></p> <ul style="list-style-type: none"> <li>• When I Was a Baby...</li> <li>• Growing Up</li> <li>• Kittens &amp; Puppies</li> <li>• Mamas Care for Their Babies</li> <li>• What Hatches from an Egg?</li> <li>• Matching Mamas to Babies</li> <li>• Opposites: New/Old</li> <li>• Character Education Focus: Responsibility</li> <li>• STEM: Growth &amp; Change</li> </ul>	<p style="text-align: center;"><b>May 2017</b></p> <p><b>UNIT #1: In the Pond</b></p> <ul style="list-style-type: none"> <li>• Frogs, Tadpoles &amp; Turtles</li> <li>• Fish</li> <li>• Plants Found in the Pond</li> <li>• Insects that Live Near the Pond</li> <li>• Ripples and Rocks</li> <li>• Opposites: Wet/Dry</li> <li>• Character Education Focus: Kindness</li> <li>• STEM: Keeping Water Clean</li> </ul> <p><b>UNIT #2: In the Backyard</b></p> <ul style="list-style-type: none"> <li>• Plants &amp; Flowers</li> <li>• Bugs, Insects &amp; Spiders</li> <li>• Grass</li> <li>• Toys to Play with Outside</li> <li>• Safety in the Backyard</li> <li>• Planting a Garden</li> <li>• Opposites: Inside/Outside</li> <li>• Character Education Focus: Kindness</li> <li>• STEM: Importance of Bees</li> </ul>
<p style="text-align: center;"><b>June 2017</b></p> <p><b>UNIT #1: Ahoy Matey!</b></p> <ul style="list-style-type: none"> <li>• Pirates and Pirate Ships</li> <li>• Treasure</li> <li>• Sand &amp; Shells</li> <li>• Islands, Beaches and Oceans</li> <li>• Sun Safety</li> <li>• Opposites: Sink/Float</li> <li>• Character Education Focus: Honesty</li> <li>• STEM: Sink &amp; Float</li> </ul> <p><b>UNIT #2: Boxes, Blankets and Balls</b></p> <ul style="list-style-type: none"> <li>• Different Types of Boxes</li> <li>• Building with Boxes &amp; Blankets</li> <li>• Packages Come in Boxes</li> <li>• Different Types of Balls</li> <li>• Working Together</li> <li>• Opposites: In/Out</li> <li>• Character Education Focus: Honesty</li> <li>• STEM: Speed &amp; Velocity</li> </ul>	<p style="text-align: center;"><b>July 2017</b></p> <p><b>UNIT #1: Let's Have a Picnic!</b></p> <ul style="list-style-type: none"> <li>• Picnic Foods</li> <li>• Things to Take on a Picnic</li> <li>• Picnic Places</li> <li>• Eating Healthy Foods</li> <li>• Picnic Games</li> <li>• Opposites: Cold/Hot</li> <li>• Character Education Focus: Respect</li> <li>• STEM: Constructing an Outdoor Structure</li> </ul> <p><b>UNIT #2: Imagine That!</b></p> <ul style="list-style-type: none"> <li>• Dressing Up</li> <li>• Favorites Stories</li> <li>• Fairy Tales &amp; Fables</li> <li>• Storytelling Props</li> <li>• Theater</li> <li>• Opposites: Real/Make-Believe</li> <li>• Character Education Focus: Respect</li> <li>• STEM: What Is a Veterinarian?</li> </ul>	<p style="text-align: center;"><b>August 2017</b></p> <p><b>UNIT #1: Move Those Muscles!</b></p> <ul style="list-style-type: none"> <li>• What Are Muscles?</li> <li>• Exercise</li> <li>• Keeping Our Hearts Healthy</li> <li>• Coordination &amp; Balance</li> <li>• Games that Get Us Moving</li> <li>• Opposites: Go/Stop</li> <li>• Character Education Focus: Kindness</li> <li>• STEM: Muscles &amp; Bones</li> </ul> <p><b>UNIT #2: Fantastic Friends</b></p> <ul style="list-style-type: none"> <li>• What is a Friend?</li> <li>• Being a Good Friend</li> <li>• Making New Friends</li> <li>• Playing with Friends</li> <li>• Our Friends are Diverse</li> <li>• Opposites: Happy/Sad</li> <li>• Character Education Focus: Kindness</li> <li>• STEM: Our Diversity</li> </ul>

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