

Esther
Nikara

TODDLER CHILD-CENTERED CURRICULUM

Engagement and Fine Motor Development

| Important Info | Specific Children You Planned for Today | Assisting Teachers |
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| <p>Lead: Esther/Nikara</p> <p>Date: Monday, October 14, 2024</p> <p>Today's Schedule: (Outside)</p> <p>8:45 Drop off</p> <p>9:15 - 9:45 Snack</p> <p>10:05 - 10:10 Clean up</p> <p>10:15 - 10:30 Gathering time</p> <p>10:30 - 10:45 Outside</p> <p>10:45 Pick up</p> | <p>Child's Name A</p> <p>Overall Goal For This Specific Child: Spend more time in the reading area/strengthen language development</p> <p>Strengths, Interests, and Developmental Needs: A loves playing with and caring for baby dolls. She likes to be able to nurture the babies. She also enjoys color identification, the squeezing motion, scooping, and rolling objects down the slide. Today, we want to help Azora be able to stay at an activity for a longer amount of time and to help her to have more experiences with speaking, learning words, and reading.</p> <p>Child's Name T</p> <p>Overall Goal For This Specific Child: Engage in an activity for a longer amount of time.</p> <p>Strengths, Interests, and Developmental Needs: T really enjoys reading, especially books with construction equipment. He is very verbal, especially while talking about and telling stories. T really enjoys gross motor activities like climbing and running. He has also found enjoyment in some fine motor activities like unlocking the car garage or playing with playdough. Through our activities today, we would like to help T improve his fine motor skills and have more experiences with gross motor inside the classroom.</p> <p>W</p> <p>Overall Goal: Stay engaged in an activity for at least 10 minutes.</p> <p>Strengths, Interests, and Developmental Needs: W is very happy and engaged when we go outside. He enjoys gross motor activities where he can jump around and throw balls. I have also noticed that he loves cause and effect, and trying to figure out why something does what it does. I have noticed that he doesn't stay engaged for very long, because he doesn't fully know how to play yet. He needs a lot</p> | <p>Check-in/out: Sadie</p> <p>Snack: Brookelle</p> <p>Gathering time/Story time Activities Set Up help: Brookelle, Sadie, Emily, Nikara</p> <p>Picture Taker: Sadie</p> <p>Music Coordinator: Emily</p> |

of scaffolding. To help W today, I will have hints and suggestions around the room with language and sequencing that we can use to scaffold him.

J

Overall Goal: Help him adjust back into school.

Strengths, Interests, and Developmental Needs: J likes cause and effect. He is quick to learn once you demonstrate something for him first. Jack is very interested in water as we have seen over the last few days. He consistently goes to the sink or the water fountain. To help redirect his interest, we will have funnels and water in the large sensory table today. Having something that J enjoys and that keeps him engage will hopefully help him readjust to school after being absent for a while.

The Overall Class **Nikara**

What is your focus for the day?: We chose engagement and fine motor skills as our focus because we noticed that many children were still improving their fine motor skills while doing activities like using pipette or drawing on the easel. Theo specifically is still working to be able to do smaller movements like using scissors, playing with puzzles. Wade is also still learning to use a variety of art utensils like markers and brushes. We have observed that the children have struggled to use the tongs when serving their own snack, and have difficulty pouring directly into funnels, using pipettes etc. We want to give them the opportunity to develop this skill as we are there to scaffold them.

Strengthening relationships between children and teachers: We noticed that Wade enjoyed a dinosaur book last class, so we left a stuffed dinosaur in his cubby with hopes of helping him to adjust. We need to pay special attention to him throughout the day to make sure he is able to find activities he enjoys and feels he can be a part of. Teachers also should help engage. In order to help the children with turn-taking, teachers must help set boundaries so there are not toys being taken from other children. This is especially important for the wrecking ball. There are multiple phones throughout the dramatic play area to encourage conversations between the children. Many of the activities that we have set up today will require some scaffolding. There are things the children will be able to do themselves, but each activity also has an element of difficulty to push the children in their abilities. This is a great opportunity for teachers to connect with children through helping them sequence, or just pointing them in a direction of how they can play. Wade specifically needs some help knowing how to play.

Assessment: Teachers can observe the different conversations children are having through the day: Are they having conversations? What has helped encourage those conversations? Are children trying to use tools like pipettes and tweezers? What scaffolding took place? The different centers today have tools that are more difficult like pipettes, and then they have tools that are a little easier to use like sponges or paintbrushes. It would be interesting to see if the children try to challenge themselves or if they go for what they know they can do. This is something we can keep an eye on.

Holistic Development **Nikara**

How will you provide opportunities for holistic development? All the activities provide the children with opportunities to play how they choose or gives them options. The small sensory bin has several tools that allow them to search, observe, or pick up the bugs. Dramatic plays allows the children to choose their own tools and sequence at their own pace.

On the content table, we have provided them with different tools to spread the shaving cream, but of course they are also welcome to use their hands. There are opportunities for fine motor skill development in the art centers, gross motor skill development outside and on the loft, social skill development in the dramatic play area and emotional regulation through reading or sensory play.

Developmental Domains: **Cognitive Development:** We have provided a puzzle in the reading area that includes color-matching and shape matching, water to pour in funnels at the sensory table. **Physical Development Gross Motor:** wrecking ball for swinging, outdoor play (basketball, jumping on jumparoo, climbing on jungle gym). **Fine Motor:** We are using markers and smaller sponges at the easel, pipettes at the art table, and tweezers at small sensory table. **Linguistic Development** books according to interests in reading area, conversation opportunities through dramatic play and the phones, a first words book specifically for Wade, printouts of children's families to talk about. **Social/Emotional Development** There are phones throughout the dramatic play area to encourage conversation, the jumparoo outside helps the children to face each other as they play. **Mathematical development** There are measuring tapes in the dramatic play area and puzzles in the reading area

| | Activities | |
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| Reading Area Name of your activity + manipulatives Felt board stories- mouse in the house Baby dolls | Books: Machines at Work, Trucks - These will appeal to Theo and they go along with the construction theme. Plant and Grow - A loves tractors, so I'm hoping this will get her attention as well. First Words - Wade really enjoys touch and feel books, so this will appeal to his senses but also help him to be able to share more words. Backyard Bugs - goes along with the small sensory table. Babies - this will appeal specifically to A as well as the other children who like babies. How are you making this area more engaging for the children: For today, I placed all the babydolls in the reading area. There were a couple sitting in the rocking chair "reading" an open book. I'm hoping that having the babies in the reading area will draw A's attention over there. While in the reading area, we can help scaffold the children's learning a little extra by allowing them to build their fine motor skills through turning the pages themselves. I set up a variety of construction books around the construction-themed dramatic play. Mouse in the house will also be set up for the children to play with as well. | TC: small babies and clothes 5, big babies and clothes 3 RR1: Mouse in the house drawer 7, books |

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| <p>Esther</p> <p>Creative Art</p> <p>Baking Soda & vinegar</p> | <p>What?: Today at the creative art table, we will have the light table, covered with baking soda, and pipettes for the children to squeeze vinegar onto the baking soda. There will also be other tools for the children to use if the pipettes are too hard so we don't lose their engagement. As they drop vinegar onto the baking soda, they will observe bubbles forming and can change the colour with the light table.</p> <p>Reasoning: The cause and effect is very interesting to a lot of the children. J and W specifically enjoy cause and effect. I have also observed that the children love to squeeze, but that pipettes can be a little difficult for them. This will help their fine motor skills.</p> <p>Language/ Scaffolding: "Squeeze, squeeze, squeeze!" "Look at all those bubbles." "What colour can you see? When we turn this knob, the colour turns to the same colour as the knob." "Can you see that if we squeeze it in the vinegar, and then let go, it fills up!"</p> <p>Safety/ Management: I will have extra baking soda in a cupboard that we can pull out and pour over the top of the other baking soda if it gets too covered in vinegar. I will also have purple towels next to the table that we can quickly get to wipe down the children's hands with.</p> | <p>Baking Soda- classroom under the sink.</p> <p>Epsom Salt- RR1, 23</p> <p>Pipettes- RR1, 9</p> <p>Vinegar- kitchen 21</p> <p>Light table/ dish- RR1, 90</p> <p>Extension cable- classroom</p> <p>Paint cups and lids classroom, 4</p> |
| <p>Easel</p> <p>Sponges- clothes pins as a handle</p> <p>Fine motor</p> <p>Mirrors on one and pain on one side</p> | <p><u>Side 1</u> What?: For the easel today, we will have a variety of sponges to paint paper. This will include the circular sponges on sticks and small sponges with paper clips attached that the children can hold onto.</p> <p>Reasoning: A few classes ago, I noticed that many children enjoyed using the sponges while painting. Many children are unsure about having their fingers messy with paint, so it will be helpful to have an option that is a little more mess-free for them. It will also help them develop fine motor skills.</p> <p>Language/ Scaffolding: We can point out the different things they can do with the paint, how it sounds, or the shapes it makes such as "squish, circle square, up/down". To scaffold the children, we can try to show them how to paint with a side-to-side motion, instead of strictly up and down.</p> <p>Safety/ Management: We need to make sure the paint doesn't run out on them and that a new sheet of paper is pulled out if they run out of space. We also need to watch carefully to make sure no paint is getting near eyes or being splattered off the easel.</p> <p><u>Side 2</u> What?: The other side will have a mirror with markers to draw on.</p> | <p>RR2: mirror</p> <p>RR1: sponges 11, foam brushes 12</p> <p>Classroom: paint containers, markers</p> |

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| | <p>Reasoning: Last time we had the mirror out, many children enjoyed spending time there. This activity will also help with our focus on fine motor skills. The markers will help them to build experience holding that size object and drawing designs with it.</p> <p>Language/ Scaffolding: To help scaffold the children, we can allow them to try taking the caps off the markers before we try doing it for them. We can also demonstrate how to do it first. Another thing we can do to help scaffold them is to have them point out the different things they're able to see in the mirror, such as their friends, facial features, and more.</p> <p>Safety/ Management: It's important to make sure markers aren't dropped and left on the floor. This could turn into a tripping hazard.</p> | |
| <p>Esther</p> <p>Large Sensory Table</p> <p>Water and funnels</p> | <p>What?: Today in the large sensory table, we will have water, funnels, scoops, colanders, and textured stones. Some will be small enough to go through the funnels and others will be too big. They can use the scoops and bowls to pour the water into the funnels, and they can use the stones to observe that some fit and some don't.</p> <p>Reasoning: We have had water in the classroom since day 1 and all the children have shown interest there. Jack and A are particularly interested in water, and it is good to have something to redirect their attention with when they want to go over to the sink and play there.</p> <p>Language/ Scaffolding: Scoop, pour, fill, wet, dry, funnel, stuck, big, small, splash. "Can you catch the water when it comes out of the funnel?" "Can you hear the splash it makes when the water falls back in?"</p> <p>Safety/ Management: It is very likely that water will get spilled outside the table. I will have a few blue towels under the table so we can quickly wipe it up if we need to to prevent them from slipping. We may also need to remind the children that the water stays in the table in case they try to carry it around or pour it on the floor.</p> | <p>Sensory bowls and scoops- classroom 5 Small boats- workroom 7 Funnell pipe</p> |
| <p>Small Sensory Table</p> <p>Nikara</p> <p>Dirt & bugs magnifying glasses?</p> | <p>What?: Bugs, magnifying glasses, tweezers, and dirt.</p> <p>Reasoning: This activity is planned specifically to help the children with their fine motor skills while exploring something new. The children can practice using tweezers to pick up bugs.</p> <p>Language/ Scaffolding: We can ask the children to describe the bugs they're seeing - colors, patterns, or other qualities the bugs may have. We can use words like "pinch", "look", or "crawl". We can encourage the children to pick them up with tweezers instead of their hands.</p> <p>Safety/ Management: We want to be careful of the children pinching each other or themselves with tweezers.</p> | <p>RR2: plastic bugs 167, potting soil 143 RR1: Magnifying glasses 81, tweezers 81, real bugs 76</p> |

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| <p>Block Area Wrecking Ball</p> | <p>What?: The block area is an extension of dramatic play. The blocks are the cardboard bricks that can be knocked down by the wrecking ball</p> <p>Reasoning: This activity will help to satisfy some of the children's gross motor needs. W enjoys balls, so we're hoping that he will enjoy having the wrecking ball.</p> <p>Language/ Scaffolding: We can ask the children what they can build out of bricks - house, tall wall, etc Words we can use: "stack, crash, tumble, fall, swing"</p> <p>Safety/ Management: A teacher always needs to be present here to make sure the children don't try to swing on the wrecking ball or hit each other with it.</p> | <p>RR2: bricks 195, TC: construction trucks 7, wreckingball GG: rope</p> |
| <p>Dramatic Play Construction</p> | <p>What?: This area has a construction theme. It will include construction attire, tools, trucks, construction signs, and a lunch area.</p> <p>Reasoning: T enjoys reading books about construction, and I want to give him the opportunity to do what he's been reading about. This will introduce the children to a role play type they haven't done before. They can grow their social development by building together with their "coworkers".</p> <p>Sequence: First they come to work and get dressed, then they gather tools, then they can load up bricks with the cart and build a structure to finally knock down with the wrecking ball. There is also food in the fridge so they can take a lunch break and make sandwiches.</p> <p>Language/ Scaffolding: We can ask the children what they are building, and we can demonstrate some different ways to use the tools. We can teach them words like "hardhat", "Screwdriver", "saw", and "hammer". It will be important for us to demonstrate the sequencing to give them an idea of the possibilities.</p> <p>Safety/ Management: We need to make sure that traffic between dramatic play and blocks is watched closely to avoid any collisions between children or the wrecking ball.</p> | <p>RR2: Construction work gear 260, phones 227 TC2: plates, cups, forks, and sandwich supplies</p> |
| <p>Esther</p> <p>Content Table</p> <p>Shaving cream and soft blocks</p> | <p>What?: On the content table today, we will have shaving cream and soft blocks that the children can stack like cement and bricks. There will be some tools for them to spread the cream with but they can also use their hands if they would like. I will put a book about construction over near that table that could be read while they are stacking blocks.</p> <p>Reasoning: Many of the children have shown interest in the blocks, and in trucks and digging and so I thought it would be fun to develop that a little more into stacking blocks like bricks and cement. Spreading the shaving cream will require their fine motor skills.</p> <p>Language/ Scaffolding: "Stick, build, wall, bricks" Point out how tall the children can make their walls, or how wide they can make them. "I wonder what will happen if we put the shaving cream in between the bricks. Oh look, it sticks them together!"</p> | <p>Soft blocks- workroom 196 Shaving foam- classroom Paint scrapers- RR1, 11 Foam Brushes- RR1 12 Paint brushes- RR1, 13</p> |

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| | <p>Safety/ Management: Shaving cream that gets dropped on the floor can be dangerous if children slip on it. I will make sure we have towels under the table to clean up any spillages and let's try to encourage the children to keep it on the table. I will also have spare shaving cream on the counter that we can quickly grab if we need more.</p> | |
| <p>The Loft or Gross motor Esther</p> | <p>What?: Today we have balls and cars for the children to roll down the slide.</p> <p>Reasoning: Our children, especially W, loves cause and effect. Other children have shown interest in it too. Having balls and cars for them to push down the slide and watch the result will be fun for them.</p> <p>Language/ Scaffolding: Push, roll, catch.</p> <p>Safety/ Management: With the loft, the children still need some boundaries on climbing up the slide and walking down. If there is a child on the loft, a teacher should be aware to make sure they are sliding down on their bottoms and only climbing up the stairs.</p> | <p>Balls Small plastic cars- TC 7</p> |
| <p>Outdoors Give the balls more of a purpose Jungle gym</p> | <p>What?: Outdoors will include the jungle gym, jumparoo, plenty of balls, the basketball hoops, and the diggers.</p> <p>Reasoning: W had a lot of fun playing with the basketballs and hoops last class. S, A, and W both enjoyed the jumparoo. Theo and A also enjoyed the diggers, so we want to bring all of these activities back.</p> <p>Language/ Scaffolding: We can teach the children words associated with climbing, since that is a new activity. We can talk about words like "climb" or "swing". We can help scaffold them in this experience by allowing them to climb without hovering too much (obviously close enough to intervene for safety reasons).</p> <p>Safety/ Management: Always have a teacher there at the jungle gym in case children fall. We plan to have mats around the jungle gym to protect the children if they fall.</p> | |
| <p>Manipulatives Fine Motor Development Esther</p> | <p><u>Manipulative 1</u> What?: Car ramps.</p> <p>Reasoning: The children have a strong interest in cars still and thoroughly enjoy playing with the car tracks and watching the cars flip. I want to make sure that we keep those in there for them.</p> <p>Location: The car ramps will be over by the reading area, so they can watch them fall and flip in a more quiet location.</p> <p><u>Manipulative 2</u> What?: Design a dinosaur</p> <p>Reasoning: I have noticed that W really likes the Book "Dinosaur Roar." We have placed a dinosaur in his cubby</p> | <p>Design a Dinosaur- TC 8 Car Ramps TC 7</p> |

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| | <p>for him when he gets to school and we have placed the book that he likes in the reading area next to the magnetic dinosaurs. I hope this will engage W in something he enjoys.</p> <p>Location: The design a dinosaur will be located in the reading area, to allow for children to be a little bit out of the way of the noise in the classroom. Sometimes Wade specifically can find that overwhelming so this might be a good opportunity for him to find something he enjoys in a calmer environment.</p> | |
| <p>Alternative Activities</p> | <p><u>SActivity 1 Nikara</u> What?: Nuts about sorting</p> <p>Reasoning: On the first day of class, I noticed that Harrison was particularly interested in this activity. This also plays into our focus on fine motor skills as they twist the nuts and bolts. It also gives teachers the opportunity to teach about colors.</p> <p><u>Activity 2 Esther</u> What?: Playdough</p> <p>Reasoning: There will be playdough and some scissors and rolling pins with some other tools that will be in the cupboard and can be pulled out if needed. Playdough is relaxing for some children and in the past has brought out their creativity when they make their playdough into cakes or cookies.</p> | <p>Nuts about sorting- TC 10</p> |
| <p>Snack Brookelle</p> | <p>What is the snack? What are the portions?: Snack will be applesauce squeeze (one packet) and ritz crackers (2 crackers)</p> <p>Build Community: We can build a community by bringing over the family pictures from the reading area. The teacher in charge can ask each child about their families.</p> <p>Reminders for snack person of the day: Write the snack on the snack whiteboard paper so parents can see it as they are dropping off</p> <ul style="list-style-type: none"> - Don't forget to wear your snack apron when serving snacks - Wipe the table before serving snack - Wear your gloves - Children must wash hands or use hand sanitizer before and after snack - Children must chew and swallow food before getting up from the table - Allow the children to pour their drinks and serve themselves as much as you can | <p>Snack Supplies Must be listed. Materials and Locations.</p> <p>What is needed on the snack cart?: Examples: 10 cups 10 napkins 2 small pitchers 1 large pitcher 3 snack towels 20 crackers 1 tongs Snack bin Snack apron Gloves Hand sanitizer Family pictures</p> |

Closing Time

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| Esther Clean-Up | What are you going to do to facilitate and manage clean-up?: I will go to each child individually and give them a 5 minute warning. After the 5 minute warning, I will get the clean up bins and place them around the room to indicate that it is time to start cleaning up. Many of the children enjoy helping clean up but need some direction. I will give specific tasks to the children so they know how they can help. | Clean up bins in classroom. |
| Esther Transition Into Gathering Time | What is your transition?: For our transition into gathering time today, I will play the song "If you're happy and you know it clap your hands". When most things are cleaned up and the children are looking like they are running out of things to do, I will stand in the reading area and play the music to get their attention. We will do the actions to the song. | Song on Ipad. |
| Esther Calm Attention Getter | What is your Attention Getter?: Once the song is over, I will get onto my knees and lower my voice. I will ask them to show me their hands and we will sing "Open, Shut them". We might sing this a couple of times depending on how the children respond. <i>Open, Shut them, Open, Shut them, Give a little clap, clap, clap!</i> <i>Open, shut them, Open, shut them, Lay them in your lap, lap, lap!</i> | |
| Esther Gathering Time Smoothie Making | What is your gathering time?: After the transition, I will pull out a blender, and all the ingredients for a smoothie in separate bowls. The ingredients will be distributed into 10 bowls so each child gets to contribute to the smoothie. We will pour the smoothies into cups and get to taste what we made! Why did you choose this topic? What will the children learn?: I chose this topic because I want to get an idea of how the children would enjoy cooking. I think it is a great way to slowly introduce cooking to them. With our children, it is important that they all get to be involved and participate. How will the children be involved?: The children will each have a bowl with an ingredient in it. They will have the opportunity to come up and put their ingredients into the blender and then sit back down. At the end everyone will get a small cup with some smoothie to taste. | Milk Frozen strawberries/bananas Honey Blender Bowls Cups Small pitchers Hand sanitizer |

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| | <p>How will you manage the children?: I will Have a blue towel down under the blender, and I will explain that unless it is their turn to put their ingredients into the blender, they have to stay behind the blue towel. I might have to repeat this a few times and wait to move forward with gathering time until they have sat down. I will say, "I am waiting for everyone to sit down so I we can make this smoothie".</p> <p>Script: "Today we are going to make a smoothie." "I have lots of ingredients and I need your help to mix them all together." "Everyone will get a turn, but I need you all to stay off the blue towel unless it is your turn." "Here is your bowl. Hold it nice and tight until it is your turn." "Okay, it is all ready to be mixed!" "When I push this button it is going to get really loud." "Who can show everyone how to cover their ears?" "Everybody cover your ears!" Once the blender is done, I will show the children what they made. I will pour some smoothie into 10 cups so they can taste it.</p> | |
| <p>Esther</p> <p>Transition to the door or into closing activity (Storytime)</p> | <p>Your Transition: For my transition out of gathering time and over to the cubbies to get our coats on, I will play the song "The Ants Go Marching" and we will pretend to be ants as we crawl on all 4's around the classroom and end up at the cubbies. I chose to do this as we had a bug finding table in our small sensory table today and the children will have ants on their minds already.</p> | <p>Song on iPad.</p> |
| <p>Closing activity (Storytime) Nikara Felt Story</p> | <p>Calm Attention Getter:</p> <p>What is your story or activity?: Felt story - The Little Old Lady Who Isn't Afraid of Anything Why did you choose this story/activity?: This story is appropriate for the month of October. Azora has grown a liking for pumpkins, so this will get her attention. It's also interactive, so the children won't get bored. How will the children be involved?: The children will have the opportunity to place felt pieces on the board and to perform actions along with the book such as "clomping" their feet, "clapping" their hands, "wiggling" their bodies, "nodding" their heads, and "shaking" their arms. How will you manage the children?: I will explain that I will call them up when it is their turn to put on a piece and I will show them when to do the actions and how to do them beforehand. Supporting teachers will help keep them in place as well. Script: I will start by explaining that we are telling a story about a lady who wasn't afraid of anything. But before I tell it I will tell them there's a piece that they have to hold and keep safe until it's their turn. I will demonstrate all actions with their names before starting as well. Then I will tell the story from memory.</p> | |