

SCVAEYC now Southern California Valley Committee (SCVC)
A satellite community of SCC-CAAEYC
Join us via www.scaeyc.net



Fall into Fun

2018

Curriculum



Fall into Fun 2018 Curriculum Plan

Title of Activity Black and White Blow the Puddles Art
Appropriate age 4 - 7

Materials Needed

Black water color or food color in small jars, water (to dilute the paint if need), 4 eyedroppers, 4 trays, white water color paper cut to desired size, disposable plastic straws

Suggested Instructions

Set up for two or four children to participate at a time. For the first step children will put drops of black water color on the paper to make "little puddles". Next, they use straw to blow the "puddles" and make the water color move, creating lines in different directions. Children can be encouraged to make all of their "puddles" gone before they put more black water color drops on the paper.

Modifications and/or variations

The straws can be cut short to help children be successful in blowing air through. Small hair driers (battery operated) can also be used to accommodate children if not able to blow into a straw.

Areas of Development

Creativity as children make lines on the paper by blowing in different direction

Oral motor and breathing skills when they blow air though the straw

Fine motor and eye hand coordination as they use eye dropper to squeeze water color on the paper

Language and vocabulary as they may describe their unique creations

Sequencings as children follow the steps of the activity

Submitted by: Tracy Hovsepian, Melissa Brisbois



**Fall into Fun 2018
Curriculum Plan**

Title of Activity Negative Space Black and White Printing Art
Appropriate age 3 to 5

Materials Needed

4 card boards covered with foil (same size as the paper that will be used), white papers, black tempra paint in 4 individual jars, 4 small thick brushes, 4 trays, and a basket of cotton swabs (Q tips)

Suggested Instructions

Set up for up to 4 children to participate at a time. Children will cover the foil with black paint using the brush. Next, they will use cotton swabs to draw on the black paint. Last, they will place the white paper over the painted/drawn foil, press, then peel off to see the negative print on the paper. The foil bases do not get changed. The next child can use the brush with the black paint to "erase" and prepare the surface by covering it with whole new coat of black paint before they start drawing with the cotton swabs.

Modifications and/or variations

Larger sizes of paper and long cotton swabs can be provided for various fine motor development level and experience.

Depending on what concept or area that the children are currently learning and developing in the class, this activity can be modified accordingly. For example, if learning about lines, shapes or letters this art activity could be set up to provoke and invite children to draw those concepts, keeping it still open-ended.

Areas of Development

Creativity as children will draw over the black painted surface with the use of cotton swab focusing on the process

Sequencings as children follow the steps of the activity

Fine motor and eye hand coordination

Submitted by: Tracy Hovsepian, Behta Mirzaee



**Fall into Fun 2018
Curriculum Plan**

Title of Activity Black and White Observational Painting

Appropriate age 2 to 5

Materials Needed

Black and white papers, black and white tempera paint in jars (2 of each), 4 thin paint brushes. Black and white or gray animal statues such as zebra, panda, snake, cat, dogs, etc...., wood logs, stand, black and white books or art posters or other visual items for displaying the animals and creating inviting provocation

Suggested Instructions

Set up for two children to participate at a time. Children can be invited to observe and paint by choosing the animal of their interest and placing it in front of them. Teacher can facilitate by asking questions about the shapes, color or line they see in the animals.

Modifications and/or variations

Larger sizes of paper and thick handled brush can be provided for various fine motor development level and experience.

Areas of Development

Creativity as children will choose the animal of their interest and will use their own way to paint on the paper

Cognitive development as children think of ways to paint and represent their thoughts on the paper

As children paint by making lines and shapes and marks on the paper they practice pre literacy and writing skills

Fine motor and eye hand coordination with the use of paint brushes

Submitted by: Tracy Hovsepian, Behta Mirzaee



**Fall into Fun 2018
Curriculum Plan**

Title of Activity Black and White Blob Paint Folding Art
Appropriate age 3 - 5

Materials Needed

Black and white tempra paint in squeeze bottles, black and white construction paper, black and white art books or poster for inspiration and provocation

Suggested Instructions

Set up for two or four children to participate at a time. Children may choose from black or white paper and use the paint(s) to squeeze blobs of paint on their paper. Next, they fold their paper horizontally or vertically or however they may be able to fold. Last, they unfold the paper and observe their abstract creation. Teachers may ask the child to describe what they see and document their responds.

Modifications and/or variations

Instead of squeeze bottle paint can also be provide in small jars with spoon for a different fine motor skill level. Papers can be folded and opened ahead of time to make the folding line be visible

Areas of Development

Creativity as they squeeze the paint in different amounts, ways and on different areas of the paper and see the various results

Sense of self and accomplishment as they unfold and see their unique creations

Cognitive and Language skills as they will observe and describe the abstract creations

Fine motor and eye hand coordination as they squeeze out the paint on when they fold and unfold the paper

Submitted by: Tracy Hovsepian, Melissa Brisbois

Fall into Fun 2018

Curriculum Plan

Title of Activity: Buildings

Appropriate Age: 3 to 5 years old

Materials Needed: Pictures of different buildings, wood, hammer, hard hats, saw, measuring tape, carpenter's rulers; T-squares, tool belt, tool kit, blocks, boxes, tape, brushes, paint, and glue.

Suggested instructions:

To begin this study, teachers will explore the topic with the children introducing different types of buildings, to answer the following questions: What do you know about buildings? What do we want to find out?

During large group activity teacher will read a book “Building a House {by Byron Barton}”

Teacher will also introduce the vocabulary to learn with this study.

Architect, Building, Carpenter, Ceiling, Electrician, Plumber, Roof, Room, etc.

Modify for children with special needs: Provide special tools for children to manipulate.

Areas of Development: Science, Technology, Engineering, Art, and Math, {STEAM}.

Invite children to build a house, provide enough materials to decorate their house on their own with their favorite tools.

Invite parents to participate in this study, creating a house.

Submitted by: Dolores Dueñas and Maribel Michel.

Creative Ways to Introduce Color Mixing

Connie Maldonado, Norma Montes, Michelle Krehl

The Nurtury Preschool

Needed: Droppers, food coloring or liquid water colors, water to dilute, ice, clear gelatin, salt, clear gak (clear glue and liquid starch), basil or chia seeds, individual clear containers of different sizes, plastic spoons and knives

You cannot get more developmentally appropriate than this! The above materials can be put out individually or all together. You can change the type of utensils and containers as desired. This is an activity for exploration and not necessarily for instruction. You can talk about primary and secondary colors if you wish, and this can be extended with a wide variety of literature such as "Mouse Paint" by Ellen Stoll Walsh or "I Ain't Gonna' Paint No More by Karen Beaumont, and "My Many Colored Days" by Dr. Seuss, easel painting/paint mixing, etc.

Now Go For It!!!!



LEARNING PLAN

Dramatic Play

Name of activity and brief description: Dramatic Play

During playtime, students will be encouraged to pick an activity of their choice at the dramatic play area. They will pretend to buy and sell articles depending on the chosen activity.

Primary learning outcome: Children will be able to use their own creativity as they engage in buying and selling articles. They will negotiate, request, express their desire to obtain an item and take various roles.

Goals and Objectives

1. Children will have the opportunity to engage in pretend play, share supplies and develop language while they buy and sell articles.
2. Children will build vocabulary and develop conversational skills while they pretend to buy and sell materials.
3. Children will use their imagination while they pretend to be somebody else.
4. Children will develop math concepts while they ask for prices and do simple computations.
5. Children will build social skills while they share space, ideas and materials.

Materials and preparation:

General supplies: Cash register, pretend money, price labels, sign.

Clothing Store:

Clothes, (summer clothes, fall clothes, winter clothes). Shorts, t-shirts, dresses, jackets, sweaters, shoes, jewelry, accessories, hangers, baskets.

Pet Shop:

Pets, (plush animals), plastic animals, boxes, cages.

Restaurant:

Play food, dishes, table covers, menus, kitchen set, and chef uniform, price chart.

Doctor's office:

Doctors kit, dolls or pets.

Procedure:

The dramatic play area can be already set up before students arrive to class or they can participate in creating the play by deciding which box to pick. Students will engage in dramatic play. They will buy and sell articles, besides they will be able to dress up.

At the restaurant, they will pretend to order food, pay, cook, serve and eat the food and clean up the area.

At the pet shop, they will be able to choose a pet, buy it and pretend they take it home.

At the doctor's office, Students will pretend to be doctors and patients.

Fall into Fun 2018 Curriculum Plan

Title of Activity- "The Helicopter Song"

Appropriate age- 12 months to 36 months

Materials Needed- Song lyrics, props or flannel board (if needed)

Suggested Instructions- Ask children if they would like to sing a song. Gather children in an area large enough to accommodate the group. Teacher sings the verses slowly so that children can become familiar with the words and tune. Repeat verses as needed or as long as children are engaged.

Modifications and/or variations-

- Add props (toy helicopters, books) for children with attention challenges
- Provide flannel board and characters for children with speech delays or physical challenges
- Add movements to the lyrics for children needing to move their bodies
- Hang helicopters/props from ceiling for immobile children
- Add items found in the sky (i.e., toy helicopters, planes, birds) to sensory table and cotton balls for clouds (if age appropriate) for children uncomfortable participating in large group activities

Areas of Development-

- Language: expressive and receptive
- Social/Emotional: participating in large group activity; attention maintenance; self control
- Physical: large motor skills (locomotor) as children move along with lyrics
- Science: how things fly in the air/sky

Submitted by: Hayley Burnette, Infant/Toddler Lead Teacher

The Helicopter Song

Written by: Hayley Burnette

****(tune of "The Wheels on the Bus")****

The helicopter flies through the air, through the air, through the air.

The helicopter flies through the air, high up in the sky.

The propeller spins round and round, round and round, round and round.

The propeller spins round and round, high up in the sky.

The pilot glides through the clouds, through the clouds, through the clouds.

The pilot glides through the clouds, high up in the sky.

The helicopter lands on the ground, on the ground, on the ground.

The helicopter lands on the ground, from high up in the sky.

Fall into Fun 2018 Curriculum Plan

Title of Activity- Two group gross motor activities. Children hold hands and walk along a wavy rope on the floor. Second activity is children and teacher hold hands in a circle, and try to move large hoop throughout the group without using their hands.

Suggested Instructions- Use a large rope, and distribute it on floor in a wavy pattern. Have children take turns in small groups while holding hands to follow the rope. For the second activity, have a group of children hold hands, and one starts with a large hoop, and have the children maneuver the hoop across through the circle without using their hands.

Modifications and/or variations- To use a larger hoop for the activity with the hoop. For the activity with the rope, have the children walk backwards through the rope, have different children lead, and try different sized steps.

Areas of Development- The area of development for this project is gross motor skills, and body awareness.

Submitted by: Nicole Peterson

Fall into Fun
Curriculum Plan

Title:

Lacing, stringing and weaving

Appropriate age group:

Preschoolers/Kindergarten

Materials needed:

Tennis racket, Burlap, Metal wreath form, Paper plate ,Hole punch, Twine, wire, laces, yarn, Scissors, Wood beads,Feathers

Suggested Instructions:

Present the materials to the children aesthetically. Have some examples ready to observe.

Modifications and/or variations:

Provide materials with different textures, shapes, and colors.

Areas of Development:

Approaches to Learning- Self Regulation: Attention Maintenance, Shared use of Space and Materials.

Physical Development: Fine Motor Manipulative Skills.

Creativity & Self Esteem: Unique creations, feelings of accomplishment

Summited by:

Margarita Martinez – Head Start Teacher



CRAFTING
Chicks

Fall into Fun 2018

Curriculum Plan

Title:

Ramps, Ramps, Ramps.

Appropriate age group:

Preschoolers/Kindergarten

Materials needed:

Blocks, PVC tubes, plastics tubes, paper tubes, OSTP tubes and pipes, toy cars, marbles, balls, different kind of fabrics' textures masking tape, books of ramps, pictures of ramps and buildings, measuring tapes/rulers, paper and pencils.

Suggested Instructions:

Provide an aesthetic area for children to explore the materials. Have one example of ramps in the area where the children will be work. Observe their work and scaffold when necessary. Ask open-ended questions. Have a web to write findings, observations, ideas, or questions.

Modifications and/or variations:

Sensory balls, cardboard blocks, Braille texts, soft surface for noise level, graph organizers, modeling, checking for understanding, clear rules and expectations, visual and oral directions and cues, redirection and clarified if needed, small group when needed.

Areas of Development: Cognitive

Spatial Relationship: Child increasing shows understanding of how objects move in space or fit in different spaces.

Classification: Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes.

Number Sense of Quantity: Child shows understanding of number and quantity.

Number Sense of Math Operations: Child shows increasing ability to add and subtract small quantities of objects.

Measurement: Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties.

Patterning: Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity.

Cause and Effect: Child demonstrates an increasing ability to observe, anticipate, and reason about relationship between cause and effect.

Inquiry Through Observations and Investigation: Child develops the capacity to describe and record observations and investigations about objects and events, and to share ideas and explanations with others.

Submitted by:

Marcella Alessandra Barreiro, B.A. Human Development – ECE and Development

Head Start Teacher

Fall into Fun 2018 Curriculum Plan

Title of Activity- Pumpkins and golf tees

Appropriate age- 2.5 through 99

Materials Needed- A pumpkin or more, a bowl of wooden golf tees, in varying colors if you can, and some child-safe hammers. Additionally, colored rubber bands can be added to this activity to extend the engagement.

Suggested Instructions- It is often helpful to create some starter holes for the children, and then they can try to make their own as well. The children pound the golf tees into the holes or just directly into the pumpkin. This activity lasts for days (until the pumpkin starts to rot).

You can bring out the rubber bands initially or on day 2, as an extension. The children can use them as they would a Geo-Board, stretching them over the golf tees, making shapes and mazes.

Modifications and/or variations-

Pumpkins are a great seasonal material to use for a variety of activities. Simply exploring the seeds and goo inside the pumpkin is a great sensory activity. Taking the seeds out and using them for counting activities or estimating the number of seeds in a pumpkin, are other extensions. The seeds, once dried out, can also be used as part of playdough activities. An open pumpkin without tees but with guts inside can also be an easy sensory exploration for those who have fine motor challenges.

Areas of Development-

This is a great fine motor, gross motor, sensorial and creative/focused attention activity. It is highly popular, attracting a lot of engagement and determination, quantity and color are additional easy conversation pieces that arise out of this activity. Children can create their own designs using colors and patterns with this

Submitted by: Mentor Teachers Angela Glucksman, Heather Malley, Ashley Reynolds and Jody Rubin.



Fall into Fun 2018 Curriculum Plan

Title of Activity: Introducing Physical Science to Young Children
Appropriate age: 2+ years old

Materials Needed:

Sound Waves- speaker, IPod, round flat surface, grains



Pendulum- PVC pipes, string, water bottle, paint, paper



Catapult- PVS pipe, plastic spoon, rubber bands, pinballs



Seismograph- Plastic cup, markers/pens, rubber bands

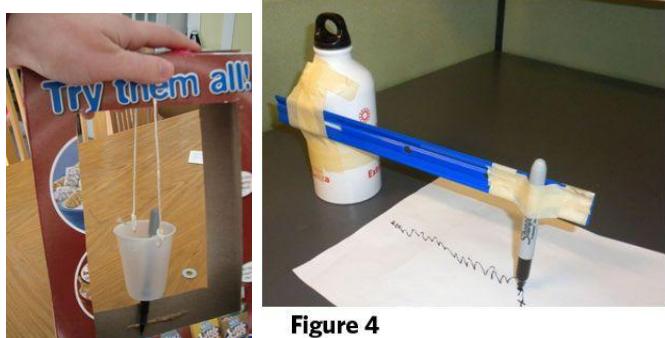
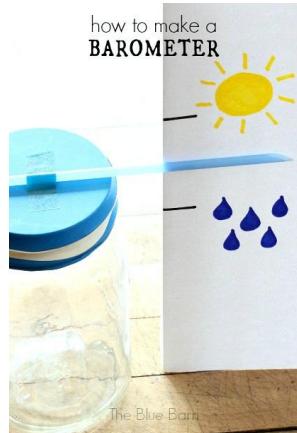


Figure 4

Barometer- glass jar, balloon, rubber band, paper & markers



Suggested Instructions-

Begin introducing a topic with simplified language. Explain it in layman's terms. We suggest incorporating visual diagrams (short videos, diagrams, small models). Hard copies of printables/samples available at workshop.

Pendulum- works with a back-and-forth motion, force (how hard you make things move) and motion (the movement of things),

Sound Waves- sound is a vibration that typically travels as an audible wave of pressure

Catapult- a device that launches things to the air or to an aimed place.

Seismograph- a device that measures movement/motion on the ground and duration of movement. This device is used to know how strong earthquakes are.

Barometer- device used to measure air pressure and predict weather. High pressure=cool weather. Low pressure=warm weather. Expose device to outdoors to measure air pressure.

Modifications and/or variations-

Sound Waves- try different speakers, or level of volumes, various songs with different pitch, instruments, frequencies, and notes

Pendulum- incorporate art with it, use paint to create patterns.

Try various ways of releasing the pendulum

Catapult- Try plastic spoons and pomp-poms with those children with better fine motor-skills

Seismograph- use small trays to simulate the movement when using it with younger children or children with fine-motor developmental challenges

Barometer- for faster results, use ice water and hot water.

Areas of Development

Sound Waves- cognitive development (listening to music and recognizing patterns, fine motor (keeping grains on tray), gross-motor (dancing), science

Pendulum- fine and gross motor by setting pendulum in motion, cognitive, science

Catapult- gross and fine motor by operating device, one to one correspondence by aiming ball when thrown, science

Seismograph- math (measuring movement), gross and fine motor movement,

Submitted by: Lourdes Ochoa- Assistant Director and Toddler Lead Teacher & Hillary Lababit- Preschool Lead Teacher
Harmon Oaks Nursery School, Lake Balboa, harmonoaks.com

Title of Activity

Apple Soap Foam

Appropriate Age: 2 to 4

Materials Needed: dish soap, water, food coloring, liquid colors, cinnamon flavor, apple flavoring, gold glitter, measuring cup, measuring spoon, vitamix (blender) or other mixture.

Suggestion/Instruction

Mix 2 tablespoon of Dawn (dish soap) followed by half cup of water. Add food coloring scent and color. Secure the lid and turn the blender to the highest level. Let it run for a couple of minutes.

NOTE: after you stop the blender the mixture may be hot. Make sure the temperature is safe before allowing children to touch.

Modification

For modification of this activity you may use different colors and variation of scents according to the classroom theme or the season. Example: cinnamon scent for fall, thanksgiving, winter, etc. For physically challenged children, you may make individual tubes to encourage their sensory development. Children may also enjoy lifting the bin and watching the soap spill over into another bucket or into a sink and watch the soap flow down.

Area of Development:

Math area: Children will be able to measure and observe the amount of ingredients used in the blender comparing the amount of foam outcome.

Science: Children will be able to differentiate between the textures before and after mixing in the blender, ex. how the blender turned the liquid into a foam.

This activity will help children to learn, play, imagine and explore.

Submitted by: Badakian Ani, Kupelian Edita (Mentors)



Fall into Fun 2018 Curriculum Plan

Title of Activity- What are the Tar Pits?

Appropriate age- 4-5

Materials Needed-

2lbs of kinetic sand, cornstarch, clear gelatin, Steven Spangler slime, measuring cup, assorted shapes and dinosaurs, liquid water color, boxes in different sizes, and bowls to place the gak in.

Suggested Instructions-

In order to create gak place 1 cup of cornstarch to half a cup of water mix until the constancy is able to be picked up.

Gelatin- use water and four parts or four packets of clear gelatin
Steven Spangler slime has its own solution to mix, which means use one part of the clear liquid to any colored slime.

Place the kinetic sand in the box or tin tray so that multiple children can play with the sand at once.

After everything is mixed place animals or dinosaurs into the "mud" allow them to compare the differences between kinetic sand, gelatin, slime and gak.

Modifications and/or variations-

To include children with sensory or texture sensitivity we can provide non-latex gloves or have them mix or pour the ingredients with a spoon.

Areas of Development-

Physical- the children will use their fingers and tools to squish and smash the gak, sand, gelatin or slime working on fine motor control.

The children will use their hand eye coordination to build or roll the gak, gelatin, slime and kinetic sand into different dimensional shapes.

Cognitive- the child will begin to build an understanding of different viscosity while playing with the kinetic sand, gelatin, slime and Gak.

The child will form his or her own idea as to how the dinosaurs and animals got stuck in the tar pit.

Social- the children will form groups of 2 and discuss the difference between the viscosity or ideas as to how they where stuck.

The children will collectively sort the animals and dinosaurs to help build verbal expressions and physical actions of sharing space.

Emotional- the children will feel a sense of power as they squish and smash the goo.

The children will learn to respect the environments and community.

Submitted by:(Rafael Samano, Tar Pits)

Fall into Fun 2018 Curriculum Plan

Title of Activity: The Preschool Writing Center

Goal: Children will examine various forms of written communication

Age Group: 3-5 years

Materials Needed: scissors glue envelopes markers; color pencils
recycled calendars/ads crayons clipboards blank paper/cardstock name cards

Suggested Instructions:

- 1.) Collect recyclables. Ask parents for donations. Gather other writing materials.
- 2.) Use a variety of cups, trays, and baskets to organize the materials in the center.
- 3.) Gather a small group of children with a transitional song, "Hi Ho, Hi Ho, It's off to Write We Go." [Children can have access to center time throughout the day.]
- 4.) Ask the children, "Has anyone of you ever received a letter in the mail?" or "Have you ever seen a menu at a restaurant?"
- 5.) Allow the children to explore all the writing materials. Encourage experimentation such as making marks, shapes, and invented forms of writing. See if they want to "write" a letter or make a menu.

Modifications and Variations:

- 1.) Allow and accept ripping paper vs. cutting as well encourage all forms of scribbling.
- 2.) Provide calendars with braille labels and tactile stickers.

Areas of Development: 1.) motor skills: performing hand-eye and bilateral coordination.
2.) language skills: identifying forms of communication; formulating "written" techniques.

Submitted by: Tracey Baca, Professor, LAVC Child Development Department

Fall into Fun 2018

Curriculum Plan

Title of the Activity: Yoga for Young Children

Appropriate Age: 3-5

Materials Needed: Yoga Cards, Carpet area/yoga mats, relaxing music

Suggested Instructions

Have a small group of children sit in a circle. Introduce children to the theme animals, alphabet, etc. Explain how animals are born in the spring and it is a season of birth and growth. Explain how these yoga poses are inspired by animals and their movements. Going around in the circle, have each student share their favorite animals and create the pose that looks like the animals. Discuss areas of development with children how yoga helps them with self - regulation and movement/flexibility.

Modifications and/or variations

Modification: Use visuals and speak verbally about the modification options for each pose. Then do the modified version yourself so that other children feel comfortable modifying too. You can say, “I am a little tired today, so I am going to modify.” Or, “Tree pose is tricky for me, so I am going to leave my toes touching the ground.” Have structure that begins and ends the lesson the same way every time. Give heads up before a transition, and if needed sitting arrangement.

Variation: You can do freeze dance yoga-style. Simply play a favorite song and have the children dance around. When the music stops, call out the name of a yoga pose and the students will then have to freeze in that pose. This also tests their knowledge of poses.

Areas of Development

Approaches to learning self-regulation, attention maintenance, self-comforting engagement and persistence.

Physical development – perceptual – motor skills and movement concepts

Presented By: Mariam Ilanyan & Amy Alabashyan