



# June 2015 Curriculum Notes: Toddlers

Please Note - The purpose of the monthly curriculum notes is to:

- Provide reminders about upcoming events and other education news/odds & ends.
- Increase awareness about the specific developmental skills/objectives that the curriculum focuses on this month
- Provide suggestions for ways to differentiate instruction to meet children's varying needs and abilities.

## Curriculum Focus

- Our June Bravo! Curriculum is designed to have some parallels to the older classrooms themes, while maintaining the repetitive, sensory & literacy rich experiences toddlers need most.

## \*Updated\* Curriculum Input Form

- Our curriculum input form is now electronic! If you have positive or negative constructive feedback, we would love to hear what you have to say. Submissions are completely anonymous and quick and easy to do. Feedback forms can be completed here: <https://www.surveymonkey.com/r/Bravoinput>

## Center Events

- June 18 & 19 – Father's Day Celebration

## \*New\* Curriculum Icons

While reviewing your June curriculum you may notice the addition of two new icons. These icons (explained below) are intended to clarify and introduce key concepts for successful implementation of the BRAVO curriculum.



**What's the big Idea?** You will notice this icon throughout lesson plans in order to draw your attention to the intention behind curriculum activities and conversations.



**Curriculum Extensions** - Any time this icon appears in curriculum it is highlighting an example of how to extend and differentiate curriculum in your classroom. Keep in mind these are *examples* of how to differentiate. Please feel free to differentiate in ways that will maintain the interest of your toddlers. Differentiation is also not limited to the activities that this icon appears next to. See more below about successfully extending and differentiating activities in your classroom.

## Reminders

- Keep an eye on the bulletin board in the faculty lounge for invitations to upcoming training sessions.
- **Infant Essentials Training!**  
**This training content is relevant for anyone working with children under the age of 2.** It helps explain the 'whys' behind each important and "essential" element of working with babies and young toddlers. Miss Lisa, a 17 year veteran infant teacher at our Cheektowaga location adds lots of commentary, tips, and tricks during this training module. <https://drive.google.com/folderview?id=0BymVo0EEWxYieVNiRDNIzIZjaHM&usp=sharing>
- **FLIP IT** – teachers love the FLIP it strategy for behavior management! If you haven't viewed the webinar yet, please do! <http://www.youtube.com/watch?v=E5TViZp2KwM&feature=g-all-u> You can also access the handouts here: <http://www.centerforresilientchildren.org/wp-content/uploads/2012/08/1-Hour-FLIP-IT-Webinar-HANDOUT-1013.pdf>
- **Useful Blog Posts:**  
Increasing Confidence with Thoughtful Interactions  
<https://doodlebugsteachers.wordpress.com/2015/04/14/increasing-confidence-with-thoughtful-interactions/>  
Lather, Rinse, Repeat – The Power of Repetition  
<https://doodlebugsteachers.wordpress.com/2015/03/02/lather-rinse-repeat-the-power-of-repetition/>  
"Oh Say Can You Say" – Using Great Language in Your Classroom  
<https://doodlebugsteachers.wordpress.com/2015/04/06/oh-say-can-you-say-using-great-language-in-your-classroom/>

## **Differentiation of Classroom Activities**

Please consider the following suggestions for differentiating the curriculum, to address the diversity of your students' needs.

This month's differentiation page focuses on using classroom assessments as a guide for differentiating activities. Below you find examples of how to differentiate for various assessment indicators.



### **Demonstrates Basic Gross Motor Skills**

The **Fitness Fun Theme** is designed to expose toddlers to new information about lots of different ways to be physically active and give them opportunities to try out new movements. The sports that are incorporated include a variety of fundamental movements that toddlers can investigate that won't require you to teach or enforce all of the rules and boundaries that go with it. For example, when considering a sport such as basketball, activities such as jumping, moving side to side, bouncing a ball, throwing and catching, and aiming at a goal are the fundamental movements involved. Think of other ways to break down specific sports this week to show little ones that they can 'play' the sports just by practicing the moves!

### **Learns to be a member of a group**

Much of the **Fitness Fun Theme** highlights good sportsmanship, positive encouragement for others, and celebration. Please use these opportunities to build community by demonstrating cooperation and how to communicate in positive ways.

### **Develops expressive language**

- Build language and vocabulary by using visual supports (such as puppets, felt props, or toys) that accompany your selected read-alouds. Props help toddlers connect the words on the page you are reading to things they can see and touch that build meaning. Differentiate by being mindful of your students when you are creating/gathering props. Are there any particular words that individual students are struggling with? Are your older toddlers ready for more describing words? Be sure to include these in your plans.



The **On the Move theme** is also a great time to build action and directional vocabulary. Words such as fast, slow, turn, up, down, forwards and backwards are easy to talk about as children are playing with toy vehicles.

### **Engages in pretend play.**

- Our **Out of This World** theme invites toddlers to play pretend given lots of different sensory, gross motor, fine motor, literacy, and art experiences. Differentiate for younger and older toddlers by tapping into each child's interest to build their imagination and confidence in playing pretend on their own! See examples below:



**Sensory Moon Sand** – Help younger toddlers pretend by demonstrating that the material is something familiar to them. "Let's make a doggy with the dough! Can you pretend he's barking?"



For Older toddlers – Challenge their imagination by asking them to play pretend with the dough themselves "What could we make with this? A rocket ship?" Help them build it and then ask them to fly it around the room! Then, ask them to come up with another thing to build.

### **Shows a beginning understanding of cause and effect.**



With lots of **Sloppy Slimy Fun** recipes to create this week, there are also lots of opportunities to explore cause and effect. Differentiate these by working in small groups and adapting the measuring tools and language used with each group. For younger toddlers, use "scoop," "pour," "mix," "stop," and "go," with just a few scoops. For older toddlers, add spoons to scoop into measuring cups and ask open ended questions about what happens to the substance when more water is added.

### **Manages own feelings**

- Feelings can be easily adapted into most themes, especially **Choose Your Own Adventure**. Adventures are full of opportunities to talk about how children are feeling (happy, nervous, excited, scared).



Some learners absorb vocabulary better when physical movement is accompanied with the conversation or skill. (Mirrors are excellent supports here as well) Here are a few ideas to try this week:



Can you show me how you look when you are excited? Show me some ways you can move your body to show that you are excited! Show me how you look when you are sad. How does your body move when you are sad? Let's pretend to be sad and walk across the room and back.



When I feel happy, sometimes I have a little hop in my steps like this! (show students your happy walk) How do you move when you're happy? For younger toddlers, just be sure to label the movement with the feeling and action: "Let's walk like we're happy!" "Let's walk like we're tired."