



SPICING IT UP

Ideas to Enhance an “Assembly Line” Curriculum

Goals

- TAKE A TYPICAL THEMATIC UNIT AND ENHANCE IT BY ADDING MATERIALS .
- MODIFYING PROJECTS TO BE MORE OPEN ENDED.
- CREATING AN EXCITING CHILD OWNED ATMOSPHERE.
- DOCUMENTING LEARNING ALONG WITH THE CHILDREN .



SEPTEMBER: ALL
ABOUT ME

A Typical “Assembly Line” Curriculum

Thematic Unit: All About Me:

Art: Self Portraits, About Me and Things I Like.

Math: The numbers; 1-5 & Measuring

Social Emotional: My Family, About Me and Things I Like.

Science: The colors; Red, Orange and Yellow and magnets.

Literacy: “A”is for Apple.



ART

Art (typical canned curriculum)

Child Collage

Supply the children with magazines with pictures of children, construction paper and glue and let them make collages.

Me Puppet

Have the children create a sock puppet by placing buttons and yarn on a colorful sock with tacky glue.

Finger Prints

Supply each child with a piece of white paper and different colored non-toxic stamp pads. Show the child how to make fingerprints on the paper, using only one finger at a time.

All About Me/

Self Portrait

Children use buttons, pom-poms and yarn to glue on to a face to look like themselves. Make an "All about Me Book," out of the portraits. (see example)

Art (Assembly Line Curriculum) continued.

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Shadow Art

Use an overhead projector, or the sun to create a silhouette on the wall. Tape a piece of paper on the wall, and trace the outline. Have the child cut out the silhouette. You may choose to have them decorate the shadow.

I like.... Collage

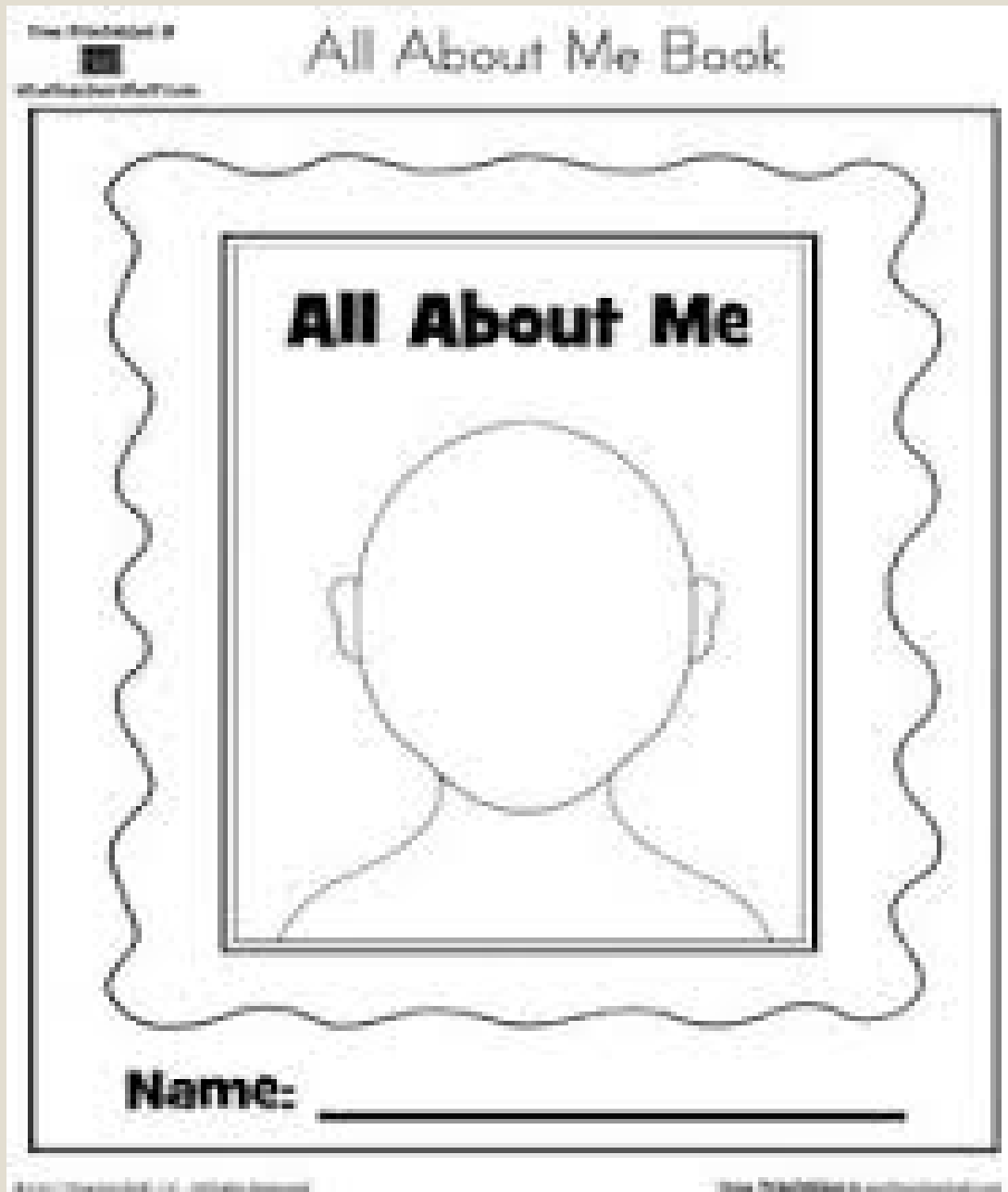
Supply the children with many different magazines, with foods, toys, etc. Let the children cut out things they like and glue them onto a piece of paper.

Feet Butterflies

Have children take off shoes and socks, paint the bottom of their feet with non-toxic tempera paint. Have the child step onto a piece of paper with their feet and heels together. When dry, add antennae with markers or crayons or yarn.

Me Puppet

Take a picture of each child. Have the child cut out the picture and glue to a popsicle stick.



Art Project

(Assembly Line)

Color face

Add buttons for
Eyes

Yarn For hair

Red ribbon for
mouth

Pom Pom for nose



WHAT CAN I DO INSTEAD?

How can I meet the "All About Me" Art requirements in a child centered open ended approach?

All About Me CREATION STATION

create an organized and appealing arrangement



Open ended project

- **Put mirrors and pictures up with the materials arranged for easy access and with an attractive arrangement.**
- **In group time have the children watch as you make a portrait of yourself.**
- **Let the children chose what to make you with.**
- **Be silly.**
- **Put everything in the creation station, to inspire the children.**
- **BUT LET THEM MAKE WHATEVER THEY WANT! (Children do not have to follow the lesson plan.)**
- **Some will be inspired by your example and make self portraits, some will make other things. That's OK.**
- **Leave the station out until the concept is thoroughly explored.**
- **Use natural materials: Wood, flowers, shells, nuts etc.**
- **Switch materials to renew interest.**

Use varied materials and mediums



Allow every Variety of Expression

PAPER TOWEL WATER COLOR



FELT TIPS



Early Learning Bench Marks

(make a checklist to keep on an clip board and record the bench marks as you observe them. (from OECF Benchmarks)

Uses materials in a variety of ways in creating expression (big/small brushes, single and mixed colors, tape, staples, glue, etc.)

Makes drawings, paintings, models and other artistic expressions that are creative or realistic representations of people, animals or things in the environment

Identifies his/her personal characteristics including name, age and gender.



**SOCIAL
EMOTIONAL**

Social Emotional

(typical assembly line curriculum)

I Like... , Have the children sit in a circle and say one nice thing about the child sitting next to him/her. "I like her hair" "She is a good student" "I like to play with her" . Compile these comments into an "All About Me Book" along with photo's of the child's family and favorite things.

About Me Survey Have children answer four questions on the survey sheet, fill in the answers and have them decorate it. (See Example)

Life Size Me

Have the child lay on a piece of butcher paper and trace them. Have the child color the paper, then cut it out.

Life Size Me II

Have the children make crazy poses on black butcher paper. Trace them, then have the children cut them out. Finally hang them around the room for some fun shadows. Do the parents know which one is their child?

Feeling Painting

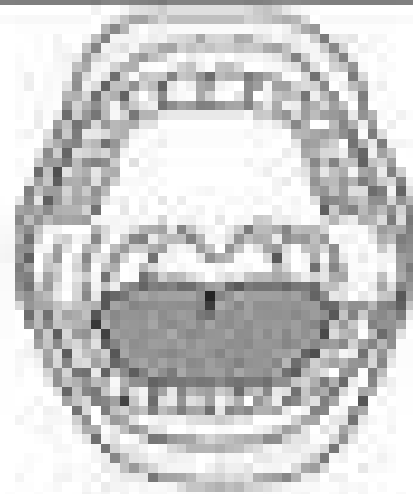
Divide a piece of paper into 4 sections. Have the children draw a picture of Happy, Sad, Mad and scared one in each of the 4 sections. Label the boxes for the children.

____ Friends, Holding Hands

Fill in the blank with the name of your class. Write this title in the middle of a piece of butcher paper. Then individually, paint a child's hands with a paintbrush and non-toxic paint. Using a paintbrush will increase the quality of the print, opposed to dipping the hand in paint. Have the child make a handprint around the edge of the paper. Wash the child's hand and repeat with all the children and teachers in your class.



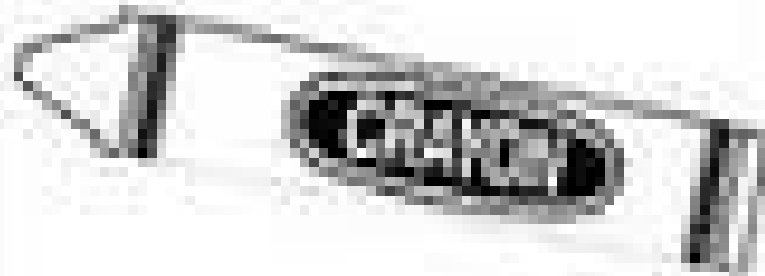
I have _____ hair.



I have _____ teeth.



I am _____ handed.



My favorite color is _____.

About Me Survey

(Assembly Line)

Match crayon to hair and color.

Count teeth and fill in the number

Color the right or left hand.

Color the crayon your favorite color



WHAT CAN I DO INSTEAD?

How can I have children share about themselves in a child centered open ended approach?



Best times

Sharing Circle

Have children bring favorite photos and mementos from home.

Ask the parents to help the child select pictures of keepsakes that tell stories.

Encourage them to share photos of family and pets.

Each day take turns sharing a photo or memento and a story: teacher too.

Make a display for the children to see.

Leave it in the room all month.

Record the children's stories as they share.

Display their words in a photo art Gallery.



BEST TIMES Photo Gallery

Notice how the stories are posted next to the photos for the children to revisit.

The children will ask you to read them again and again.

Put mementos on a table near the photo display.

Early Learning Bench Marks

(from OECF Benchmarks)

(Make a checklist to keep on an clip board and record the bench marks as you observe them.)

- Tells a story to others
- Carries on a conversation either verbally or by another means to extend thoughts and ideas.
- Tells and retells stories from experiences.
- Creates a visual representation of their experiences (collage after a walk, photo album with family members)

Math and Science (typical assembly line curriculum)

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Hair Color Chart

Have the children raise their hands if they have brown hair. Count and record the number of children that have brown hair. Repeat for red, blonde and black. Graph the results. Ask the children "what color hair do most of the children in our class have?"

Height Chart

Measure each child's height and create a graph to represent the children's height in your class.

Eye Color Chart

Have the children raise their hands if they have brown eyes. Count and record the number of children that have brown eyes. Repeat for blue, green and hazel. Graph the results. Ask the children "what color eyes do most of the children in our class have?"

Where's Your?

Ask the children "Where's your ____?" Fill in the blank according to their age.

Here are some examples:

head, eyes, nose, foot (easy)

fingers, ankles, knees, neck, forehead (medium)

knuckles, wrist, thigh, forearm, palm, spine (hard)

Feelings Chart

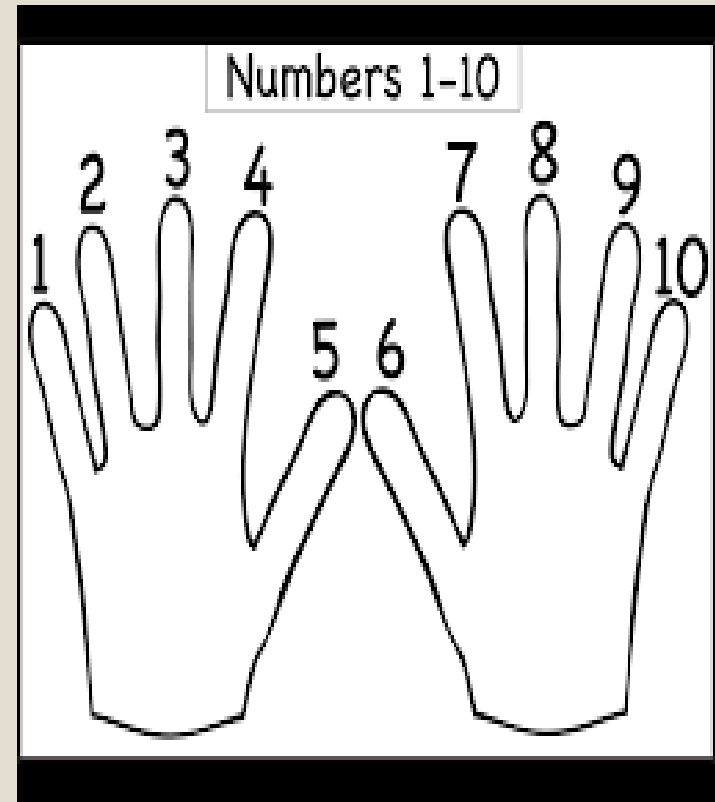
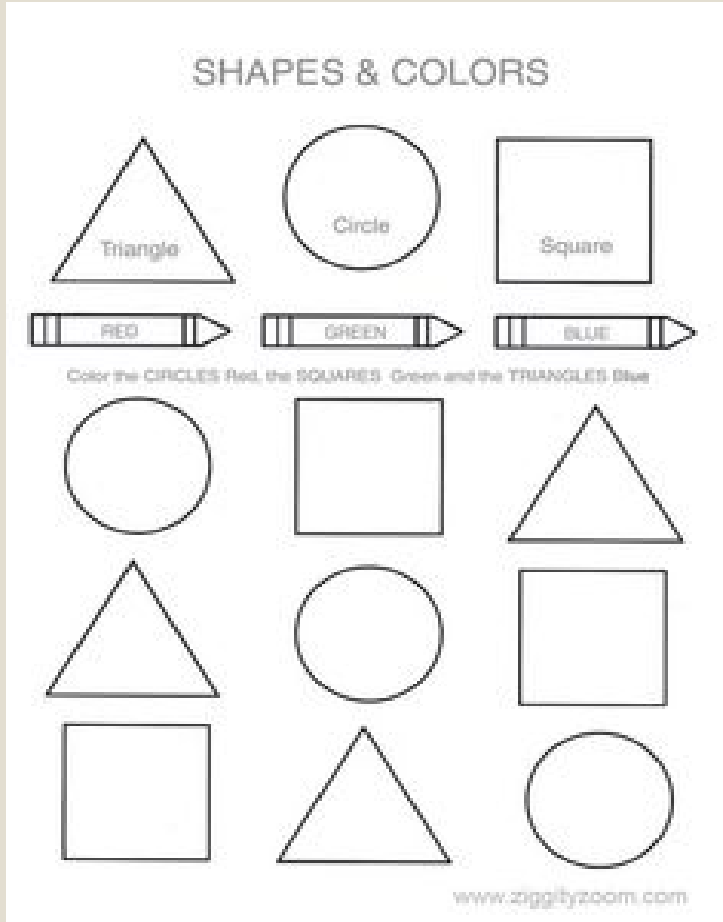
Ask the children "How do you feel today?" Record the answers and create a chart. Talk about the results.

Listen to your heartbeat

Allow the children to listen to their heartbeat with a stethoscope. The toy ones work, but some of your parents may have access to a real one.

Math: Numbers and Shapes

Science: Colors and Magnets.





WHAT CAN I DO INSTEAD?

How can I meet these requirements in a child centered open ended approach?



My House out of Shapes

Notice how open ended this is. Some children made ice cream cones. That's OK. You have still met the "shape recognition" bench mark .

As the children work engage them in conversations about the shapes they are using. Record their Learning.

Early Learning Bench Marks

(from OECF Benchmarks)

(make a checklist to keep on a clip board and record the bench marks as you observe them.)

- Recognizes simple shapes
- Describes, compares and names common shapes, their parts and attributes (circle, square, triangle, round, three sides).

Science and Math center.

Exploring natural colors that grow:
Flowers, leaves and trees.

Counting and measuring



Use hands on natural Materials

COUNTING CARDS



COUNTING CANS WITH STICKS



Early Learning Bench Marks

(from OECF Benchmarks)

(make a checklist to keep on an clip board and record the bench marks as you observe them. Display these bench Marks in the area, along with photos.)


Math

- Counts up to ten
- Uses number concepts and vocabulary such as: first, last, next to, before, after, etc.
- Combines, separates and names "how many" concrete objects.
- Recognizes numerals 1 – 10
- Compares various sizes of items (longer, shorter, same)
- Explores, compares and describes length, weight or volume.

Early Learning Bench Marks

Science

- Using items in the environment. Explores a variety of materials to learn about weight, size, texture, shape, color and temperature.
- Uses a variety of tools and objects to explore and discover the world and how things work in the world (magnets, microscope, scales, thermometer, etc.)
- Makes observations and predictions, and tries things out to discover what will happen.
- Identifies and discusses changes that occur in nature and man-made materials over time (observes weather changes, leaf colors, food molding, etc.)
- Shows curiosity through exploration of objects and materials.
- Uses appropriate materials for problem-solving and exploration of the physical world (magnifying glasses, magnifying bug container, videotape, photos, etc.)



*6 A' IS FOR APPLE



Typical
Assembly Line
Project \ "A"
with apple
prints.

It takes five
minutes to do this
project.



WHAT CAN I DO INSTEAD?

How can I have children learn their letters open ended approach?



Apples

Apple prints can be great!
But instead of one aspect, thoroughly explore apples. Taste different varieties. Bake them with cinnamon, Explore the various sizes, colors and shapes. Examine the seeds, and find the star inside. Visit an orchard. Print with them, but use all the varieties of real apple color: Red ,green ,Gold, pink.

Open Ended Alphabet Creations

Stick Alphabet



Alphabet wood blocks



Early Learning Bench Marks

(from OECF Benchmarks)

(make a checklist to keep on a clip board and record the bench marks as you observe them. Display these bench Marks in the area, along with photos.)

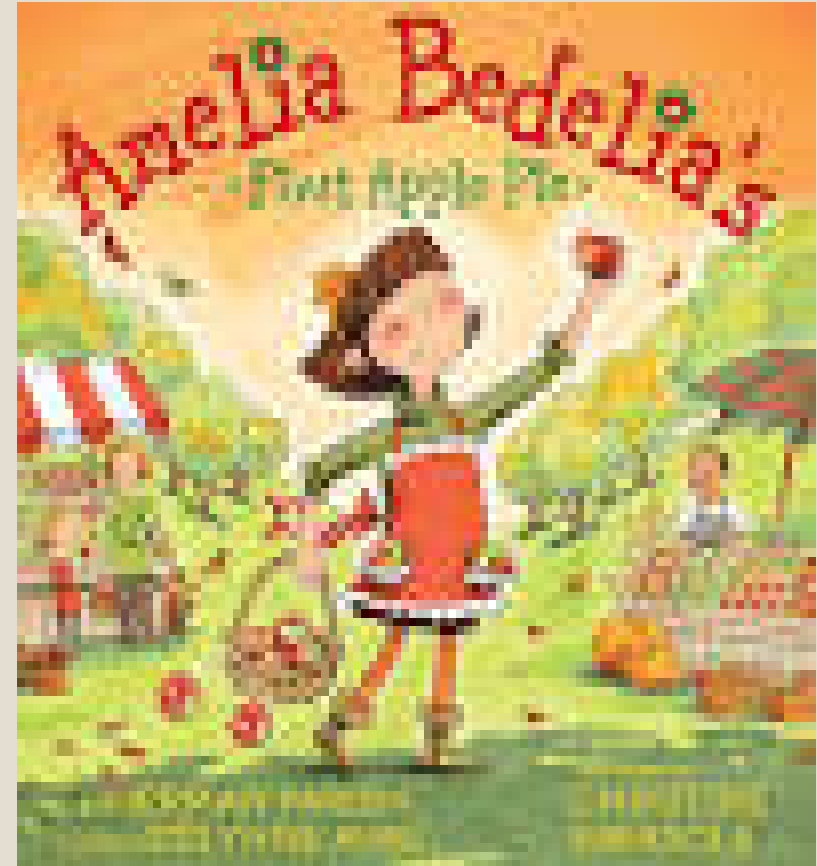
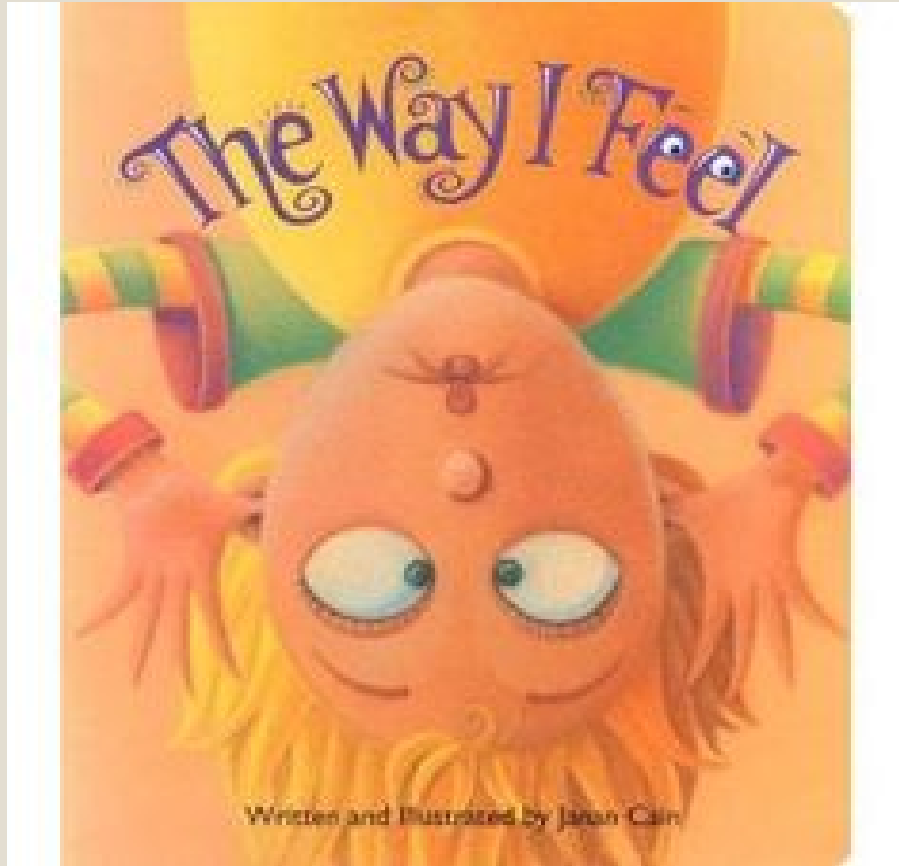
- Identifies most letters of the alphabet
- Understands that words can be written down and read.
- Associates sounds and written words (looks at books, sees familiar letters and makes letter sounds and might even say letter name)



SPICING IT UP

WITH GREAT BOOKS

Great Books



Early Learning Bench Marks

(from OECF Benchmarks)

(make a checklist to keep on an clip board and record the bench marks as you observe them. Display these bench Marks in the area, along with photos.)

- Retells main ideas of familiar stories, songs or poem.
- Demonstrates sustained listening during story time (asks for story to be read again, wants to go back to favorite part, wants to study the picture, etc)
- Pretends to read a story
- Gains information from stories read aloud (relates events in stories to personal knowledge and experiences)
- Answers questions about the story.
- Learns to sequence and predict a story.



CREATE AN
ENVIRONMENT FOR
EXPLORATION

Use Natural Materials

For classroom Design
For Manipulatives
For Art



*Organize materials in natural containers.
Group like colors and materials together.*



Create inviting outdoor environments



Document learning by displaying the children's creations in attractive arrangements.

Egg Museum



What We Learned About Owls



Document Learning Benchmarks and make the learning visible

IN PORTFOLIOS



IN BULLETIN BOARDS SHOWING STEP BY STEP LEARNING, WITH PHOTOS AND THE WORDS OF THE CHILDREN



Question: What do I do with the worksheets?

Answer: Put them in a writing center. Children will enjoy the practice and will chose to do them, when they Feel solitary. Especially, if your writing is at a “cool” desk.



CONCLUSION

WITH THESE STEPS A TEACHER CAN ENHANCE THE DULLEST CURRICULUM . . .

BY CHANGING PROJECTS TO HAVE OPEN ENDED OUTCOMES.

PROVIDING AN ENRICHED ENVIRONMENT TO INSPIRE EMERGENT LEARNING.

DOCUMENTING LEARNING TO BUILD UPON IT AND SHOW THE ACCOMPLISHMENTS OF BENCH MARKS IN AN OPEN ENDED ENVIRONMENT.

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