

WEBINAR

Creating Engaging, **Developmentally** Appropriate, and Well-Rounded Curriculum







THE PRESENTER

CYNTHIA PARKER



In this session we will discuss:

What a developmentally appropriate curriculum means

Ensuring curriculum is hands-on and flexible

How to use webbing to create rich, interconnected curriculum

Developmentally Appropriate Practice (DAP) is:

DAP involves teachers meeting young children where they are, both as individuals and as part of a group; and helping each child meet challenging and achievable learning goals.







3 CORE CONSIDERATIONS OF DAP

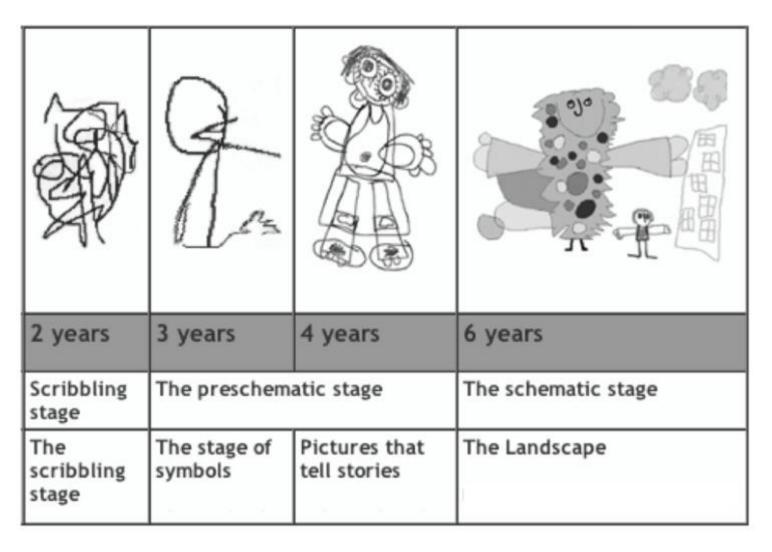
Knowing about child development and learning. Understanding what typical development and learning at different ages is a crucial starting point. This knowledge, based on research, helps us predict which experiences will support children's learning and development.

Knowing what is individually appropriate. What we learn about specific children helps us refine decisions about how to teach and care for each child as an individual. By continually observing children's play and interaction with the physical environment and others, we learn about each child's interests, abilities, and developmental progress.

Knowing what is culturally important. We must make an effort to get to know the children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family.



Knowing about child development and learning





Knowing what is individually appropriate

EQUAL











Knowing what is culturally important



Hands-On Learning

- Uses all 5 senses
- Better retention
- Higher engagement
- Critical thinking
- Supports various learning styles







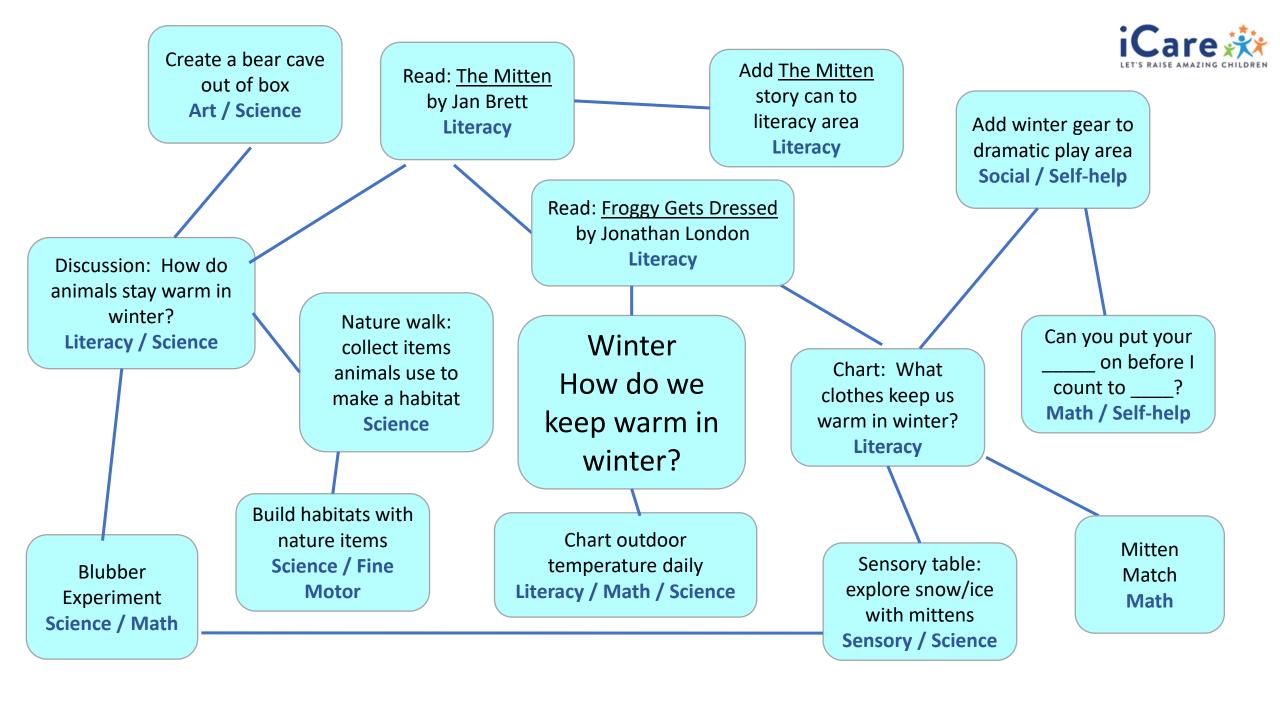
Different ways to web Closing time using all five sense When you are mad, take a deep breath and count to 4 Daniel Tiger - When You Feel So Mad You Want to Roar Song Center time Count the jelly bean Slime(Touch/ smell) Jelly bean graph chart Sensory Time Bag of jelly bean with 4 colors Let's make slime using Music Use rice, beans, and macaroni to Borax, glue and water. Make music instruments Circle time Shakers, rattles Seiz Emoor A Sake Angelay to vide to the students of the stude Center time Group discussion Blindfold tasting with lemon slices (sour). About the jelly beans graph chart Marshmallow (sweet), and salted cracker Who got the most jelly beans? Science Using hands, shoulders, knees and toes song Math Activities tables Teach students to dance Movement and Music Make ice slush with Kool aid I'm A Little Teapot green apple taste neme My Five Senses Read Senses in the City by Shelley Rotner And bring students to walk around the neighborhood Explore the different sounds they can hear from the streets Social Studies Art table Art and Dramatic Play Make play dough using cookie dough Literacy Field Trip and cake mix Children museum of Art Use Kool Aid to paint Children can paint and play Shaving cream and paint **Dramatic Play** with different art material Turn the dramatic area to an eye doctor office Material: White lab coat A big Spoon to cover the eye Eye chart (ABC letter) Mirror Circle time discussion Chairs What are the five senses? Nurse uniform Touch, smell, sight, taste, hearing Prescription pad (notebook) he Five Senses) by Rebe Read out loud: My Five Senses Big Book by Aliki Me and My Senses by Joan Sweeney Senses in the City by Shelley Rotner Fun with My 5 Senses: Activities to Build Learning Readiness by Sarah A. Williamson Five for a Little One by Chris Raschka



Ask Yourself

- What are children interested in?
- What do children already know?
- How is this relevant to their lives?
- What do you hope children will learn?
- What are children ready to learn?
- How can children actively engage in their learning?





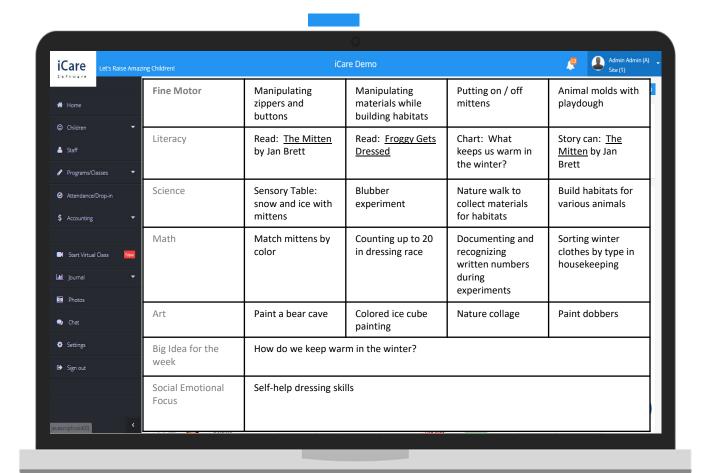
Fine Motor	Manipulating zippers and buttons	Manipulating materials while building habitats	Putting on / off mittens	Animal molds with playdough
Literacy	Read: <u>The Mitten</u> by Jan Brett	Read: <u>Froggy Gets</u> <u>Dressed</u>	Chart: What keeps us warm in the winter?	Story can: <u>The</u> <u>Mitten</u> by Jan Brett
Science	Sensory Table: snow and ice with mittens	Blubber experiment	Nature walk to collect materials for habitats	Build habitats for various animals
Math	Match mittens by color	Counting up to 20 in dressing race	Documenting and recognizing written numbers during experiments	Sorting winter clothes by type in housekeeping
Art	Paint a bear cave	Colored ice cube painting	Nature collage	Paint dobbers
Big Idea for the week	How do we keep warm in the winter?			
Social Emotional Focus	Self-help dressing skills iCare			

Curriculum planning with iCare



How can iCare support your curriculum planning?

- Customized lesson plans
- Ability to review
- Share with parents







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Working Hours

Daily: 9 AM - 7 PM

Weekend: Closed