3059 Peachtree Industrial Blvd. N.W. Suite 100 Duluth, GA 30097 800-499-9907 www.cceionline.com

CHILDCARE EDUCATION INSTITUTE
The Industry Leader for Online Professional Development

Pinnacle

Thank you for your interest in **Pinnacle Curriculum™** as a tool for providing quality programming in your child care center. **Pinnacle Curriculum™** is designed to engage children in developmentally appropriate activities that move them toward their potential in all areas of child development. It provides teachers with daily resources that make creating meaningful learning experiences possible, eliminating the time consuming research that lesson planning often takes.

Pinnacle Curriculum offers six age-specific teacher guides for each month. **Infants, Toddlers, Twos, Threes, Fours and School-Agers all have their own developmentally- appropriate and age-specific curriculum guide for each month of the year.**

What does Pinnacle Curriculum include?

- An easy-to-follow daily or weekly format
- Lesson plan guide
- Options for enriching activity centers every day and week
- Suggested book lists and “ready-to-send” parent letters
- Academic Options
- Daily, weekly, and monthly supply lists
- Art patterns for classroom enrichment

In the accompanying information you will find a sample of materials for each age group. We are confident that you will find **Pinnacle Curriculum™** to be your solution in providing children a curriculum that offers the opportunity to grow and develop to their greatest potential.

If you need additional assistance, please do not hesitate to contact ChildCare Education Institute at 1.800.499.9907. Ask for a Pinnacle specialist who is available to answer your questions or assist you in placing an order.

Sample
Four-Year-Olds Curriculum

SAMPLE

© **ChildCare Education Institute**
3059 Peachtree Industrial Blvd Suite 100
Duluth, GA 30097
800.499.9907
www.cceionline.com

SAMPLE

Welcome to Sample Pinnacle Curriculum™

"Winter Wonders"

January is here! This new month comes with winter wonders that make it a thrilling time of year. With snow, ice, and frosty weather outside, fours can learn all about the wonders of winter as they play and explore. Whether your snowflakes are made from ice, glitter, or just cut paper, winter is fun as you work through Pinnacle Curriculum™ this month. Week one starts with a look at snow, snowflakes, and ice. Week two focuses on winter outerwear - mittens, hats, scarves, and coats. Next, in weeks three and four, comes a look at Arctic and Antarctic animals – polar bears, penguins, and seals. Finally, in week five, we'll learn about Eskimos and how they live in a very cold climate. Assess your students' interests and choose the weekly units that interest them; plan your month around these choices.

Our Character Education will focus on patience, and even fours can learn what it means to be patient! Catch your children showing patience, even if it's just a little, and praise them for their efforts.

We're going to have a great month with lots of learning going on! Stay warm!

SAMPLE

© ChildCare Education Institute, 2005 Rev. 11/05

Week 1

Pinnacle: Sample, Week 1

Unit Theme: "Snow, Snowflakes, and Ice"

Introduction

Let it snow, let it snow, let it snow! As we think of winter, regardless of where we live, we often think of snow. Children enjoy playing in and experiencing this cold substance and passing down the traditions of making snowballs, snowmen and snow angels, and sledding on white hills.

And if you don't have the magic of white snow falling in your area during the winter season, you can create your own "Winter Wonderland" with crafts, activities, and imagination!

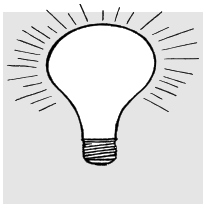
As you talk about snowflakes, discuss how snowflakes, like children, are each unique. No two are the same and each is beautiful in its own way. Reinforce this week that each of your students is different and yet uniquely special!

Strive to meet these objectives during this first week of January:

- To develop gross motor skills through imitating large motor movements
- To develop fine motor skills through writing and drawing
- To develop fine motor skills through manipulative play
- To develop language skills through exposure to stories and literature and print
- To develop language skills through providing drawing and writing experiences
- To develop socio-emotional skills through exploration of feelings and understanding of thankfulness
- To develop socio-emotional skills through small group interaction
- To develop socio-emotional skills through consistent routines and responsibilities
- To develop socio-emotional skills through building self-concept
- To develop thinking and problem-solving skills through sorting and classifying
- To develop thinking and problem-solving skills through grouping by characteristics
- To develop thinking and problem-solving skills through imitating patterns

SAMPLE

© ChildCare Education Institute, 2005 Rev. 11/05



Room Enrichment Ideas

If you currently use a calendar with the children, now is a good time to begin to teach them basic patterning skills with the calendar. Use two different shapes as day markers. Snowflakes could be even numbers and snowmen odd numbers for the month. The first pattern you will be teaching the children is snowflake, snowman, snowflake, snowman, snowflake, snowman.

Another good idea for this month is to hang snowflakes from the ceiling. On the bulletin board, have a background of a blue sky and white snow. Leave the rest blank to be decorated by the children's art as they make it!

SAMPLE

Enrichment Ideas / Individual Instruction

© ChildCare Education Institute, 2005 Rev. 11/05

Pinnacle: Sample, Week 1 Day 1

Morning Group

- Welcome – Welcome the children to this new month with a new song to the tune of "Frère Jacques:"

Move like snowflakes,
Move like snowflakes,
In the wind,
In the wind.
Come on over to group time,
Come on over to group time,
_____'s here (fill in the children's names as they arrive),
_____'s here.

Prior to class, make name cards for each child out of ½ sheets of construction paper. On the front write their first name, on the back their first and last name. Place the cards in a circle before the children arrive. When they arrive they must find their name and place it in the box at the center of the circle. When everyone has arrived ask the children who is not present. Have them give you the name cards for the absent children.

- Radical Morning Routines:
  - Look at the calendar for the New Year and point out any upcoming birthdays.
  - Observe and record the day's weather.
  - Assign weekly jobs. Be sure that each child understands what his job is.

- Theme Talk – Play or sing "Walking in a Winter Wonderland." Talk about cold weather. If you are in an area where it does not snow, have pictures of snowmen, snowball fights, and children playing in the snow. Have the children share what their favorite activities are in the snow, or what they think would be the most fun thing about snow. Write them on a sheet of paper and post it on the wall.

- Character Education – Revisit the rules by creating a classroom constitution. Do this by creating rights and responsibilities, instead of do's and don'ts. For example, instead of "Listen to the teacher" you might write, "It's my right to be heard; it's my job to listen.") Have the children talk in turn, and encourage them to be patient and listen as others talk.

SAMPLE

© ChildCare Education Institute, 2005 Rev. 11/05

Large Group

Pass out several precut snowflakes, making sure each one is unique and different. Talk about the shapes and sizes of the snowflakes. Explain to the children that no two snowflakes are ever alike in nature. Encourage more talk about snow and winter weather. What are good parts about wintertime?

Small Group

Cover a ball with white paper and play "Cold Snowball" like the game of "Hot Potato."

Language

Phonemes are the basic sounds in words. Children have to be able to differentiate the different sounds in words before phonics can be introduced. In preschool we do this passively with poetry. This week we'll be focusing on the "s" sound in snow.

Read the following poem to the children:

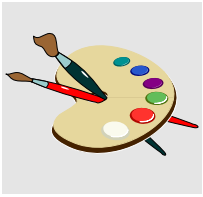
Snow, snow,
Listen to snow.
Snow is silent
Snow is slushy
Snow is soft.

Snow is…have the children fill in the blank with their own words that do not have to begin with "s".

Add winter books to the children's collection. Include favorites from last month, but be sure to add new ones as well!

SAMPLE

© ChildCare Education Institute, 2005 Rev. 11/05



Creative Arts

Give the children a plain, white paper circle 6" in diameter. Have them squeeze silver glitter glue on the page in random patterns. Fold the paper in half. Open the paper up and you have a snowflake. Put the snowflakes on the bulletin board for all to see.

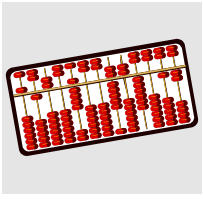
Science/Sensory

Using the directions provided on a bluing agent that can be purchased in the laundry section of any grocery store, grow a crystal garden. It takes about a week and the children can observe the process and make daily notes on the progress of the crystal growth.

Dramatic Play

Make a milk jug igloo for the children to play in. Take gallon milk jugs and connect them with nuts, bolts, and washers opening side inward until you have a structure large enough for children to enter and exit. *Caution with nuts and bolts. They can be a choking hazard. You may use staples covered with sturdy tape as well.* Add winter boots, mittens, scarves, heavy jackets, etc. to the dress up clothes. Add fishing gear as well. Provide a box sled for the children to travel in while working in the igloo.

Option: Use a large cardboard box to create the igloo. Have children paint it with white tempera paint and sponges.



Math/Manipulative

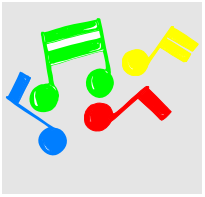
Using photographs of winter activities in your community, make a memory game. You will need two identical copies of each photograph to mount on card stock. All cards should end up with the same backing and the same size. Using familiar scenes makes the experience more meaningful than the store-bought games. **Note:** A great option is to capture children playing outdoors in the winter weather and make double prints!

SAMPLE

© ChildCare Education Institute, 2005 Rev. 11/05

Blocks

Add small plastic foam balls and ramps to the block area for children enjoyment.



Music/Movement

Sing and have the children create the movements to this song to the tune of "Here We Go 'Round the Mulberry Bush:"

This is the way a snowflake falls,
A snowflake falls,
A snowflake falls.
This is the way a snowflake falls,
On a winter morning.

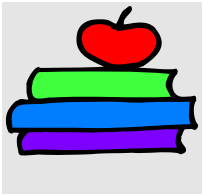
This is the way to make a snowball,
Make a snowball,
Make a snowball.
This is the way to make a snowball,
On a winter morning.

Outdoor Learning

Provide sand buckets and shovels for digging outside in the clean snow, if snow is at your center. It is always good to keep extra mittens on hand in case children have not brought theirs. If no snow is available, bring large sheets of white butcher paper outside (or white confetti) to pretend!

SAMPLE

© ChildCare Education Institute, 2005 Rev. 11/05



Academic Options

- We've chosen this wintry time of month to focus on the letter "W"! Here are a few ideas to get you children learning about the letter W:

    - Call attention to the letter "W" in your alphabet chart and the "W" in Wednesday on your calendar.
    - Search together for any other "W"s that might be in the room.
    - Books with the letter "W" in the title, such as Where the Wild Things Are by Maurice Sendak (HarperCollins, 1998), encourage the development of the concept that letters make "words" and words make stories!
    - Create a variety of "W's" made from different textures reinforce the shape of "W".
    - Add templates of capital and lowercase "W" for tracing or rubbing activities this week.
    - "W"s can easily be made from toothpicks, straws, pretzels, and other straight objects. (Be sure to supervise activities with these materials closely.)
    - For some large motor practice too, make "W"s out of children's straight bodies lying on the floor!
    - Create a large "W" template for each child to glue wallpaper scraps to.
    - Add wigs and wallets to the housekeeping area.
    - Make your classroom a "winter wonderland" and celebrate "winter weather" this week!

- **Sound Circle:** Polish up your little red "wagon" and wheel it in filled with items that begin with the letter "W". (Make sure to include items that begin with "w" and not with the "wh" blend to stay developmentally appropriate for fours!) Fasten that capital and lowercase "W" to the side of that wagon, park it in the middle of your sound circle, and let the fun begin! As you look together at each "W" item together, emphasize the beginning sound of each word. Here are some suggestions of "W" items to fill your wagon with: wafers, waffles, walkie talkies, a wallet, walnuts, wallpaper, watercolors, a watch, a wig, a wishbone, wool, a piece of wood, and even a real worm if you're up to the challenge! Display the wagon so the children can see the "W" items all during the week. Do your families participate by bringing items from home each week? If so, you probably don't even have to remind them; but if not, the New Year is a wonderful time to cultivate some good habits, so keep trying! This means today is a reminder day for bringing "W" items tomorrow.

SAMPLE

© ChildCare Education Institute, 2005 Rev. 11/05

Gather the Following Items:

Construction paper name cards	Snowy pictures
"Walking in a Winter Wonderland"	Precut snowflakes
White ball/white-covered ball	Winter books
White paper	Silver glitter glue
Bluing agent	Classroom igloo
Winter boots	Sand buckets
Mittens	Jackets
Fishing gear	Box sled
Double print memory game	Shovels
Styrofoam balls and ramps	"W" items
Blue and white bulletin board paper	White confetti
Pictures of snowmen	White butcher paper
Pictures of children playing in snow	White paper circles
Pictures of snowball fights	Sponges
White tempera paint	Large box
Pictures of winter activities (pairs)	Glue
Card stock	Buckets
Nuts, bolts, and washers or sturdy tape	Gallon milk jugs

SAMPLE

Enrichment Ideas / Individual Instruction

© ChildCare Education Institute, 2005 Rev. 11/05

Weekly Lesson Plan for Four-Year-Olds

Sample, Week 1

Area	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Group	Singing, talking about cold, and making a class constitution	Singing, discussing winter clothing, and playing "Silly Songster"	Singing, discussing snow and ice, and enjoying a frozen treat	Singing, discussing a snowman, and reading about patience	Singing, discussing crystals, and growing a tree
Large Group	Discussing snowflakes	Reading a winter story	Discussing the three states of water	Discussing boxes and size	Reading about snow and ice
Small Group	Playing "Cold Snowball"	Putting on winter clothing and making a snow word picture	Making a water picture collage	Painting boxes white	Making rock candy
Language	Reading a poem, discussing snow, and reading about winter	Learning Spanish clothing words	Enjoying books on tape	Enjoying books on tape	Putting recipe cards in order
Creative Arts	Creating snowflakes	Dressing paper dolls	Making three-dimensional sleds	Creating snowmen	Using glittery, white paint
Science/Sensory	Growing a crystal garden	Reading a wintry science book and observing the crystals	Exploring shaving cream	Examining materials for making snowmen and observing crystals	Observing crystals
Dramatic Play	Playing in an igloo and wearing winter clothing	Playing in an igloo and wearing winter clothing	Playing in an igloo and wearing winter clothing	Making snowmen	Playing in an igloo and wearing winter clothing
Math/Manipulative	Playing a winter activity memory game	Completing winter-themed puzzles	Making snowflake and snowmen patterns	Sorting by size	Making snowflake and snowmen patterns
Blocks	Using plastic foam balls and ramps	Using cotton filling	Using plastic foam balls and ramps	Building a snow fort	Making winter creations
Music/Movement	Singing and moving like a snowflake	Singing about icicles	Playing "Silly Songster"	Moving like the wind	Having a "Freeze Dance"
Outdoor Learning	Digging in snow	Going on a nature walk	Playing "Fox and Geese"	Building a snowman	Building a snowman
Academic Options	Exploring "W"	Exploring "W" and white items	Exploring the star shape and "W"	Exploring "5" and "W"	Having a "wild and wacky day" and reviewing concepts

Sample