



## 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 Two-Year Olds Curriculum**

SAMPLE

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SAMPLE

# Welcome to Sample Pinnacle Curriculum™



## "Winter Wonders"

The beginning of a new calendar year is upon us! It is a time for fresh starts, promising futures, and winter wonders! With snow, ice, and frosty weather all around, it's a thrilling time of year. This month, we'll kick off the New Year by exploring the wonders of winter. In Week 1, we'll look at winter weather through the theme "Snow, Snowflakes, and Ice." Week 2 has us bundling up in "Winter Wear" as we head outdoors. Then we'll take a peek at animals that live in the cold – penguins, seals, and polar bears – in Weeks 3 and 4. Finally, we'll see how the Eskimos handle the bitter cold of the Arctic and learn about how they live in Week 5.

As you introduce new winter words to your twos with a mixture of books and real world experiences, encourage the children to repeat them often. Not only will their language skills grow, but they will also expand their cognitive skills by associating meanings with the new winter words.

Keep the great outdoors in your plans, even as the temperature drops! Pediatricians agree that brief trips outdoors are beneficial for both physical and emotional health. Ask parents to send coats, hats, and mittens each day, and label them with each child's name for your sanity's sake! Be sure to organize warm outerwear in cubbies to make preparations for going outdoors easier. And as always, continue to foster independence and self-help skills for your children by encouraging them to dress themselves. Provide assistance as necessary and be sure to give them lots of praise for their efforts!

Twos love an adventure, and the season is filled with new activities for them to try, from sledding to snowman building. See winter's wonders from their excited, curious perspective and get a fresh look at the world in January!

Happy Teaching!

## Pinnacle: Sample, Week 1

Unit Theme: "Snow, Snowflakes, and Ice"



### Introduction

Let it snow, let it snow, let it snow! Whenever we think of winter, regardless of where we live, we often think of snow. Two-year-olds will especially enjoy playing in and experiencing this cold substance. They'll hear new words – "winter," "cold," "snow," "snowman," and "snowflake" – and see a snowman grow before their little eyes (even if there's no snow to be found).

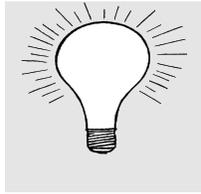
And if you don't have the magic of white snow falling in your area during the winter season, you can create your own "Winter Wonderland" with crafts, activities, and imagination!

So bundle up and get ready to enjoy the week with your twos!

Strive to meet the following objectives this week:

- To encourage the development of positive relationships with peers and adults through positive reinforcement
- To encourage the development of a positive self-concept through self-expression and through exploring and understanding feelings
- To encourage the development of language skills through reading and storytelling
- To encourage the development of language skills through recalling and retelling stories
- To encourage the development of thinking and problem-solving through matching with real objects
- To encourage the development of thinking and problem-solving through sorting by color and shape
- To encourage the development of large motor skills through climbing, walking up and down steps, and running

- To encourage the development of fine motor skills through scribbling, drawing, and painting



## Room Enrichment Ideas

This week, turn your classroom into a “Winter Wonderland.” Cover an area of the floor with white butcher paper. *Caution: Use a low traffic area where tripping and slipping hazards won’t be a problem!* Hang snowflake cutouts from the ceiling. Create snowmen and snowballs to hang on the walls. Spray canned “snow” onto windows around the room and use poly filling to create snow on windowsills and shelves.

 Enrichment Ideas / Individual Instruction

## Pinnacle: Sample, Week 1 Day 1



### Morning Group

Bring pictures of snow or children playing in snow to circle time. Talk to the children about the pictures. Ask them if they know what the white stuff they see is called. Explain to them that in winter, we have special weather outside called "snow." Invite them to share their experiences. Tell them that snow is white and cold and you can make lots of fun things with it. If possible, show pictures of snowmen, snowballs, and snow angels. Encourage the children to talk about what they see. Then teach the children a new song to the tune of "Row, Row, Row Your Boat" and do the accompanying motions:

#### "Snowflakes and Snowmen"

Snow, snow, snow falls down, (Flutter your fingers down.)  
Quietly on the ground. (Flutter your fingers to the ground.)  
Children gather it to make (Use your arms to gather.)  
Snowmen fat and round. (Use your hands to outline a snowman.)

The snowman will only stay (Smile.)  
Outside if it's cold. (Wrap your arms around yourself.)  
But if Mr. Sun comes out, (Make large circle with arms.)  
He'll surely melt, we're told! (Melt down to the ground.)



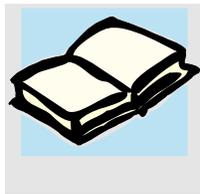
### Large Group

Can the children remember what the white stuff they see outside on the ground is called? Remind them of the word "snow." Is snow hot or cold? Gather a few warm items and a few cold items beforehand and pass them around for the children to feel. Encourage them to describe how each item feels. After everyone has had a turn, sing the song from Morning Group.



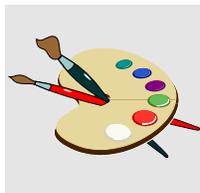
## Small Group

Create beautifully colored snowballs for the children to enjoy! Prior to class, use a blender to crush ice or purchase a bag of crushed ice. Place the crushed ice in small plastic cups for the children. Sit with the children and ask them if they know what is in the cup. What does it feel like? Reinforce the words "cold," "hard," and "ice." Provide cups of cold water mixed with food coloring and encourage the children to choose the colors they would like to pour onto the snowballs. Then, let them enjoy the "snow cones." While the children eat, ask if the ice is making their mouths, tongues, or tummies cold.



## Language

As you work with the children this week, be sure to use new winter words such as "cold," "snow," "snowflake," and "ice" often.



## Creative Arts

Give each child white paper, black construction paper, and a simple boy or girl cutout. Provide glue so the children can glue the cutouts onto the construction paper. Encourage them to tear the white paper into small pieces and glue them onto the construction paper. When they are finished, write "\_\_\_\_\_ (child's name) Playing in the Snow" at the top of each child's paper. Display the pictures in the room at children's eye level.



## Science/Sensory

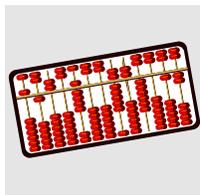
Fill the sensory table with shredded white paper.



## Dramatic Play

To give the dramatic play area a “Winter Wonderland” feeling, cover the floor with white butcher paper. Create a fireplace by painting flames in the middle of a large piece of cardboard. Surround the flames with brick print paper. **Note:** This is available at craft stores.

For a special touch, add rocking chairs so the children can pretend to come in from the cold and warm up by the fire.



## Math/Manipulative

Two-year-olds are beginning to identify sizes, especially big and small. Cut out large and small snowballs from sturdy white paper and encourage the children to sort them into two piles.



## Blocks

Cover blocks with white paper for building snow structures.



## Music/Movement

Encourage the children to lie on the floor and move their arms and legs up and down to make “snow angels.”



## Outdoor Learning

Build a real snowman or invite the children to draw one in the sandbox.

### DAILY SUPPLY LIST

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#### Gather the Following Items:

White butcher paper	Glue
Snowflake cutouts	Crushed ice
Small plastic cups	Food coloring
Snowman cutouts	Poly filling
Pictures of children playing in snow	White paper
Pictures of snowmen	Canned "snow"
Pictures of snowballs	Rocking chairs
Pictures of snow angels	Pictures of snow
Various warm and cold items	Paint
Black construction paper	Brick print paper
Boy and girl cutouts	Scissors
Large piece of cardboard	Sturdy white paper

 Enrichment Ideas / Individual Instruction

# Weekly Lesson Plan for Two-Year-Olds

## Sample, Week 1

<b>Area</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<i>Morning Group</i>	Discussing snow, ice, and snowflakes and singing	Pretending to make a snowman and singing	Playing a guessing game and singing	Describing warm and cold places and singing	Telling a winter flannelboard story and singing
<i>Large Group</i>	Playing "Cold Snowball" and singing	Pretending to make large snowballs and singing	Pretending to be snowflakes and singing	Pretending to go on a winter walk and singing	Repeating the "pretend" activities and singing
<i>Small Group</i>	Making colored snowballs to eat	Tasting warm and cold juice	Wrapping ice cubes	Identifying hot or cold items	Feeling warm and cold items
<i>Language</i>	Using felt snowmen on a flannelboard	Using "snowflake" faces to discuss feelings	Recording what happens to snowmen in warm weather	Identifying pictures of hot or cold items	Retelling the winter flannelboard story
<i>Creative Arts</i>	Making snowflakes	Making snowflakes	Ice cube "painting"	Using sponges to make snowflakes	Decorating a paper class snowman
<i>Science/Sensory</i>	Exploring crushed ice	Watching colored ice cubes melt	Exploring warm and ice-cold water	Enjoying a hot and cold snack	Touching warm and frozen water bottles
<i>Dramatic Play</i>	Playing in a "Winter Wonderland"	Dressing a snowman	Shoveling balls	Pretending to be snowpeople	Playing in a "Winter Wonderland"
<i>Math/Manipulative</i>	Sorting large and small snowflakes	Putting cotton balls in ice cube trays	Making a paper snowman	Sorting paper snowflakes	Completing winter puzzles
<i>Blocks</i>	Building snow structures	Using playdough snowmen	Building with others	Plowing cotton balls	Using plastic shovels and people
<i>Music/Movement</i>	Pretending to be the wind	Pretending to be snowpeople	Pretending to shovel snow	Playing a hot and cold ball game	Dancing with snowmen
<i>Outdoor Learning</i>	Making a snowman or drawing one in sand	Playing "Follow the Leader"	Reading a book outside	Walking on a balance beam or chalk line	Taking a winter walk