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Early Childhood Education

A PAM SCHILLER BOOK

# The Complete Daily Curriculum

Revised

FOR EARLY  
CHILDHOOD

Over 1200 Easy  
Activities to Support  
Multiple Intelligences  
and Learning Styles

Pam Schiller and  
Pat Phipps



# **The Complete Daily Curriculum for Early Childhood, Revised**

Over 1200 Easy Activities to Support Multiple  
Intelligences and Learning Styles

**By Pam Schiller and Pat Phipps**

## Dedication

To preschool teachers—

You are important beyond measure in the lives of the children in your care. You are “writing on their souls.” We honor you and value you.

—Pam Schiller and Pat Phipps

## Additional books written by Pam Schiller

*The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays*, with Rafael Lara-Alecio and Beverly J. Irby  
*Bountiful Earth: 25 Songs and Over 300 Activities for Young Children*  
*Bugs, Bugs, Bugs: 21 Songs and Over 250 Activities for Young Children*  
*The Complete Resource Book for Infants: Over 700 Experiences for Children From Birth to 18 Months*  
*The Complete Resource Book for Preschoolers: Over 2000 Activities and Ideas*, with Kay Hastings  
*The Complete Resource Book for Toddlers and Twos: Over 2000 Experiences and Ideas*, with Kay Hastings  
*The Complete Book of Activities, Games, Stories, Props, Recipes, and Dances*, with Jackie Silberg  
*The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants*, with Jackie Silberg  
*Count on Math: Activities with Small Hands and Lively Minds*, with Lynne Peterson  
*Creating Readers: Over 1,000 Games, Activities, Tongue Twisters, Fingerplays, Songs, and Stories to Get Children Excited About Reading*  
*Critters and Company: 27 Songs and Over 300 Activities for Young Children*  
*Do You Know the Muffin Man? 700 Literacy Activities Using Favorite Rhymes and Songs*, with Thomas Moore  
*Fabulous Food: 25 Songs and Over 300 Activities for Young Children*  
*Honk, Honk, Rattle, Rattle: 25 Songs and Over 300 Activities for Young Children*  
*The Infant/Toddler Photo Activity Library: an Essential Literacy Tool*, with Richele Bartkowiak  
*The Instant Curriculum, Revised; Over 750 Developmentally Appropriate Learning Activities for Busy Teachers of Young Children*, with Joan Rosanno  
*Me, My Family and Friends: 26 Songs and Over 300 Activities for Young Children*  
*The Practical Guide to Quality Child Care*, with Patricia Carter Dyke  
*The Preschool Photo Activity Library: an Essential Literacy Tool*, with Richele Bartkowiak  
*School Days: 28 Songs and Over 300 Activities for Young Children*  
*Seven Skills for School Success: Activities to Develop Social & Emotional Intelligence in Young Children*  
*Start Smart: Building Brain Power in the Early Years*  
*Starting with Stories: Engaging Multiple Intelligences Through Children's Books*, with Pat Phipps  
*The Values Book: Teaching 16 Basic Values to Young Children*, with Tamera Bryant  
*Where Is Thumbkin? 500 Activities to Use with Songs You Already Know*, with Thomas Moore  
*Wild, Wild West: 25 Songs and Over 300 Activities for Young Children*

## Additional books written by Pat Phipps

*Starting with Stories: Engaging Multiple Intelligences Through Children's Books*, with Pam Schiller



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Illustrated by Deb Johnson



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# Introduction

As Ms. Ramirez, a new parent in the community interested in finding a school for her child, passed Ms. Carter's prekindergarten classroom, she paused to look in. This classroom was very different from what she had expected. Instead of seeing children sitting in neat rows listening attentively to their teacher, she saw children happily engaged in a variety of activities, working in pairs or small groups all over the room. How could all this playing be productive, she thought? She could not resist going inside to ask Ms. Carter to explain what was happening.

Ms. Carter welcomed the opportunity not only to explain what was happening, but also to take Ms. Ramirez on a tour of the classroom so she could see firsthand what the children were learning. Ms. Carter told Ms. Ramirez that the children were engaged in a thematic unit of study on zoo animals. She went on to explain that she used a multiple intelligences (MI) approach to her curriculum, which is a way of providing activities and experiences that address all of the ways that children are "smart." These different intelligences include spatial, interpersonal, naturalist, logical-mathematical, bodily-kinesthetic, musical, linguistic, and intrapersonal.

"What do you mean, Ms. Carter?" asked Ms. Ramirez.

"Children learn in a number of different ways, and I want to make sure I offer them the opportunity to learn in the ways in which each of them learns best," Ms. Carter explained. As they walked around the classroom, Ms. Ramirez saw children

- In the Art Center cooperatively using yellow construction paper, oval sponges, and brown tempera paint to create giraffe skin patterns by sponging the brown paint onto the yellow paper in a design of their choice (spatial, interpersonal);
- In the Science/Discovery Center sorting plastic zoo and farm animals according to where the animals live (naturalist, logical-mathematical);
- In the Math Center playing a game called Feed the Seal. Each seal had a different number on its back and the children were counting out the number of fish crackers to match the number on each seal and placing the crackers in each seal's mouth (logical-mathematical);
- In the Dramatic Play Center dancing, singing, clapping, and following the leader's movements in a game of Monkey See, Monkey Do (bodily-kinesthetic, musical, interpersonal);
- In the Language Center making signs to label the zoo cages (for example, Aviary, Reptiles, Monkeys, Aquarium, Lions, and so on) in the Block Center (linguistic);
- In the Language Center dictating stories to a parent volunteer, then illustrating them for the class book on favorite animals (linguistic, spatial, intrapersonal).

Developing a comprehensive and inclusive early childhood curriculum is a challenging task. The children who will engage in the curriculum activities have myriad individual differences. They represent a range of ages and ability levels.

They possess different learning style preferences and intelligences. Add to this the need to make sure that curriculum covers all the developmental domains (physical, social, emotional, and cognitive), includes all subject areas (science, social studies, language, math, and so on) and that it sparks the interests of the children, and you can see the early childhood teacher has his or her hands full.

A teacher's preparation of curriculum is comparable to an orchestra conductor's preparation of a musical score. Both teacher and conductor have many parts to coordinate. For the conductor, it is the many different sounds of the musical instruments that he or she must bring into harmony. For the teacher, it is the many individual ways that children are different that he or she must bring into accord. As the teacher and conductor facilitate the performances of their respective students and musicians, they must continue to stay alert to many elements. When the performance appears virtually effortless to outsiders, you know you are witnessing the results of comprehensive preparation.

*The Complete Daily Curriculum for Early Childhood, Revised* is designed to help teachers weave the many elements of a comprehensive curriculum together with lessons and activities that:

- Include suggestions that encompass all **learning style preferences**,
- Offer learning center suggestions to enhance each of the eight **multiple intelligences** (high ability levels),
- Encompass all aspects of the **developmental domains**,
- Cover all **subject areas**, and
- Are thematically based to appeal to the **interests of the children**.

Let's look briefly at each of these curriculum ingredients and the role they play in a quality early childhood program.

## Learning Styles

When you try to learn something new, you may prefer to learn by listening to someone talk to you about the information. Others prefer to read about a concept to learn it; and still others need to see a demonstration of the concept. Learning Style Theory proposes that different people learn in different ways and that it is good to know your own preferred learning style.

Most of us have a particular preference as to how we channel information to our brain. Some of us are auditory. This means that it is easiest for us to pay attention to information that is presented to us orally. Others are visual, which means that we learn best when we are allowed to actually look at what is being presented to us. Still others are kinesthetic. This means that we pay attention best when we are allowed to explore "hands on" the information we are trying to learn. In a few cases, individuals are equally balanced, which means they use each learning style to the same degree when attempting to learn.

Think about the last time you wrote a check at the grocery store. When the checker gave you the total did you just write the check? Did you look at the register for verification? Did you take the receipt in hand before writing the check? Your response to these questions might give you some insight as to your own learning preference.

Let's look at an example from the early childhood classroom. When a teacher reads a story, she speaks, which benefits the auditory learner. She shows the illustrations as she reads the story, which assists the visual learner. The kinesthetic learner is involved if allowed to actually hold the book (or a copy of the book) or help turn the pages as it is read. If teachers use all three approaches to learning when they are providing information, it is more likely that all children will be able to attend to what is being presented.

The lessons in *The Complete Daily Curriculum for Early Childhood, Revised* include activities that appeal to each of the learning styles.

## Multiple Intelligences

NAEYC's guidelines for developmentally appropriate practices (Copple & Bredekamp, 2009) maintain that teachers respond to children's needs, desires, and messages and adapt their responses according to the children's individual learning styles and individual abilities. In essence, responding to each child as an individual is fundamental to developmentally appropriate practice.

The concept of multiple intelligences is one of the most effective approaches teachers can take when planning for individual differences. The Theory of Multiple Intelligences comes from the work of Howard Gardner and was first published in 1983 in his book, *Frames of Mind*.

Until Gardner proposed the existence of eight ways of demonstrating one's high ability levels, we believed that intelligence could be measured by the score obtained when taking an intelligence test, primarily the Stanford-Binet. The problem with intelligence tests was that they measured only an individual's linguistic and mathematical skills. Gardner argued that there were other ways an individual could be smart. For example, musicians demonstrate a high ability to perceive, discriminate, transform, and express musical forms. Actors, dancers, and athletes demonstrate an expertise in using their whole body to express ideas and feelings. Craftspersons and sculptors show facility in using their hands to produce or transform materials.

Gardner not only expanded the identification of the number of ways an individual can be intelligent, but also the definition of intelligence. He suggests that intelligence has more to do with the capacity for solving problems and fashioning products in a context-rich and naturalistic setting than it does with performing isolated tasks on a test.



As he developed his theory, Gardner used a stringent system of eight criteria through which all potential skills, talents, and mental capacities must pass before they are determined to be true human intelligences. Thus far, only eight ways of being smart have passed the test to be recognized as intelligences.

Gardner also proposes that everyone possesses all eight intelligences to varying degrees. Some intelligences are stronger than others, and the profile of intelligences varies from person to person. Each of the intelligences can improve with practice and will continue to be enhanced over a lifetime.

The eight intelligences and their defining characteristics are described as follows:

Intelligence	Description
Linguistic (Word Smart)	The capacity to use words effectively, whether orally (for example, as a storyteller, orator, or politician) or in writing (for example, as a poet, playwright, editor, or journalist). Most teaching today is geared to the expectation that children absorb information by listening, reading, speaking, and writing.
Logical-Mathematical (Number Smart)	The capacity to use numbers effectively (for example, as a mathematician, tax accountant, or statistician) and to reason well (for example, as a scientist, computer programmer, or logician). This intelligence also follows traditional teaching practices, using number facts and scientific principles, as well as observation and experimentation. Children who are logic smart respond well to “what if” questions.
Spatial (Picture Smart)	The ability to perceive the visual-spatial world accurately (for example, as a hunter, scout, or guide) and to perform transformations upon those perceptions (for example, as an interior decorator, architect, artist, or inventor). This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize and graphically represent visual or spatial ideas.
Bodily-Kinesthetic (Body Smart)	The ability to use one’s whole body to skillfully express ideas and feelings (for example, as an actor, an athlete, or a dancer) and facility in using one’s hands to produce or transform things (for example, as a craftsperson, sculptor, mechanic, or surgeon). This intelligence is related to physical movement and the knowledge/wisdom of the body, including the brain’s motor cortex, which controls bodily motion.

Intelligence	Description
Musical (Music Smart)	The capacity to perceive (for example, as a music aficionado), discriminate (for example, as a music critic), transform (for example, as a composer), and express (for example, as a performer) musical forms. The musical learner also has the ability to pick up sounds and remember melodies. This intelligence is based upon the recognition of tonal patterns, including various environmental sounds, and also sensitivity to rhythm and beats.
Naturalist (Nature Smart)	The ability to discriminate among living things (for example, as a botanist, biologist, veterinarian, or forest ranger) as well as to be sensitive to other features of the natural world (for example, as a meteorologist, geologist, or archaeologist). The skill to recognize and classify cultural artifacts such as cars or sneakers may also depend upon the naturalist intelligence.
Interpersonal (People Smart)	The ability to perceive and make distinctions among the moods, intentions, motivations, and feelings of other people (for example, as a teacher, politician, actor, or philanthropist). Also the ability to process information both verbally and nonverbally through interpretation of all forms of dance, hand gestures, body movements and music (for example, as a dancer, mime, actor, or musician). This intelligence operates primarily through person-to-person relationships and communication.
Intrapersonal (Self Smart)	This intelligence includes having an accurate picture of oneself—strengths and limitations; awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem (for example, as a theologian, psychologist, psychiatrist, or a philosopher). This intelligence is very private and uses other intelligences for self-expression.

Howard Gardner's Theory of Multiple Intelligences is now widely accepted in most educational settings. In the past decade it has become a core component in curriculum development. There is nothing magical about planning curriculum activities that address each of the multiple intelligences. The activities are typical experiences that are usually offered on a regular basis in a developmentally appropriate environment.

The Theory of Multiple Intelligences provides a powerful framework to help teachers create authentic and innovative learning experiences. It provides scope to validate and mobilize the strengths of each individual student. Although Multiple Intelligences is not a step-by-step recipe for success, it offers a pragmatic structure for designing curriculum. In addition, Multiple Intelligences enables teachers to address the needs of each student on an individual basis and make content and curriculum exciting and accessible to every learner (Johnson, 2007).

Learning Centers provide a perfect format for helping teachers plan and implement activities that will appeal to the full range of intelligences. They allow children to engage in active, hands-on, concrete experiences, and ongoing interaction with appropriate materials, equipment, and people in the learning environment. Children have the opportunity to approach learning through one of their high ability levels, as well as the opportunity to practice using other ability levels. Learning Centers enhance all the ways in which children are intelligent. *The Complete Daily Curriculum for Early Childhood, Revised* offers suggestions for Learning Centers each day that support all eight intelligences.

## Developmental Domains

Whole-child instruction supports the concept that young children are developing in several areas or domains simultaneously and that each of these areas of development is equally important to the child. Not only are the developmental domains equally important, but they are also interwoven. Children's development and learning in one domain influence and are influenced by what takes place in other domains (NAEYC, 2009).

It has been said that the social and emotional well-being of the child fuels the intellect. Early brain development research states that social and emotional development and cognitive development walk hand in hand. A child cannot learn when his or her emotional and social well-being are threatened.

Children's growth is divided into four developmental domains. Cognitive growth centers on the mind and how the mind works as children develop and learn. Physical growth has to do with development of the body. Social growth centers on the development of skills for interacting with others, and emotional growth refers to the development of self-esteem and self-control. Lessons in *The Complete Daily Curriculum for Early Childhood, Revised* support all four areas of growth each day.

## Subject Areas

Preschool children are learning math, science, social studies, reading (language), music, and art—the same subjects as older children in elementary school. For example, when children are building with blocks they are learning math concepts, such as counting—knowing the number of blocks needed for their structure—and geometry—learning the names of the shapes of the blocks and the results of putting two blocks two together. They are learning science as they explore gravity and balance. They are learning social skills and language skills as they cooperate and communicate with one another in a joint effort to build towers, castles, and forts. Skills and concepts are being learned and taught simultaneously. A master teacher is fully aware of what is being learned and how it is being taught during routine classroom activities.

## Curriculum Integration

Because children learn through an integrated process, their experiences will be most meaningful if they are offered through an integrated curriculum. When children participate in a variety of integrated experiences, all the ways in which they are intelligent are enhanced.

By intentionally tailoring teaching methods to individual children, teachers can help children internalize deep understandings of their learning. Integrating a multiple intelligences based approach throughout the curriculum provides a framework to empower children and evoke a full spectrum of intellectual capacities to help them become successful learners (Phipps, 2010).

Christine Kunkel (2009), principal of the Key Learning Community in Indianapolis, the first MI school in the world, believes that to enhance the multiple intelligences curriculum, the school must promote theme-based and project-based learning. With a centralized theme to build daily activities around, students can make connections to the world they live in, and to the world about which we want them to learn.

The most common form of curriculum integration is the thematic approach. Themes organize curriculum in a way that motivates children to learn. It is an ideal way to make learning meaningful and relevant. Theme-based learning also helps children connect classroom learning to their lives at home and in the community.

*The Complete Daily Curriculum for Early Childhood, Revised* offers daily activities that promote this kind of integration.

## The Interests of Children

Research indicates that all of us, including children, are more likely to learn when the information being taught is of interest to us (Sousa, 1995). Following the interests of children helps them connect what they know to new information being taught and also helps them put new information into a meaningful context.

## Using This Book

*The Complete Daily Curriculum for Early Childhood, Revised* is designed to help teachers create a comprehensive curriculum tailored to the individual differences of children. Each concept or skill is introduced during a Morning Circle activity and then reinforced in Learning Centers that offer activities that appeal to each of the eight ways of being smart and to learning style preferences. A variety of subject/curriculum areas and each of the developmental domains are addressed in each day's lessons.

Because getting children focused is so critical to learning, every Morning Circle includes a suggestion for grabbing children's attention. A Morning Message is included to add



additional focus and to help address literacy skills. Initially, teachers may want to write the message prior to the children's arrival. As children become more familiar with the Morning Message activities, teachers may choose to write the message as the children observe. In this case, the message can be read one word at a time as the teacher writes it and then it can be re-read in its entirety.

Morning Circle and Morning Message are followed with suggestions for Story Time, for Music, Movement, and the Great Outdoors, and suggestions for Learning Centers. The daily lessons end with a Closing Circle, which encourages children to reflect on their activities and new learning, and a Home Connection, which offers a suggestion for extending the learning to connect with families. Home Connection activities can be posted on a white board outside the classroom, sent home on monthly calendars or in individual notes, or simply suggested to children.

Each thematic group of lessons includes suggestions for assessing children's understanding of the skills and concepts presented in those lessons by using strategies that appeal to the eight ways of demonstrating high ability levels (multiple intelligences).

Lessons in this book are flexible. You can use them with scheduled units or themes or to address children's interests as they arise. Lessons can last one day, one week, or as long as the children are interested.

You will notice that some activities are repeated within different themes. Repetition is an important part of learning. It strengthens children's understanding of patterns and helps clarify information for them. Repetition of skills is critical to mastery. When children practice what they have learned by repeating an activity, they extend their understanding of that skill. Think about riding a bicycle. Every time you ride you become better at balancing. Your muscles become stronger from repeated use. Your awareness of bicycle etiquette expands. And most important, your self-confidence increases, allowing you to try more difficult tasks.

You will also notice that some stories are retold using different formats. Children love to hear a story over and over again. Rereading familiar stories supports the way children learn. Repetition improves their vocabulary, sequencing, and memory skills. Research shows that children often ask as many, and sometimes the same, questions after a dozen readings as they do after the first reading. This is because they are learning language in increments—not all at once. Each reading brings a little more meaning to the story.

The Appendix includes songs, fingerplays, chants and rhymes, stories, recipes, games and dances, and directions for making games. A sample letter to parents, in English and in Spanish, describing the concept of multiple intelligences and offering ways to determine their child's high ability levels is also provided.

The lesson themes are familiar ones found in most early childhood classrooms. This means that *The Complete Daily Curriculum for Early Childhood, Revised* will fit right in with your established curriculum. What a wonderful way to view children! What a celebration of human potential! What an ideal way to build community!

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# All About Me

(Self-Concept)

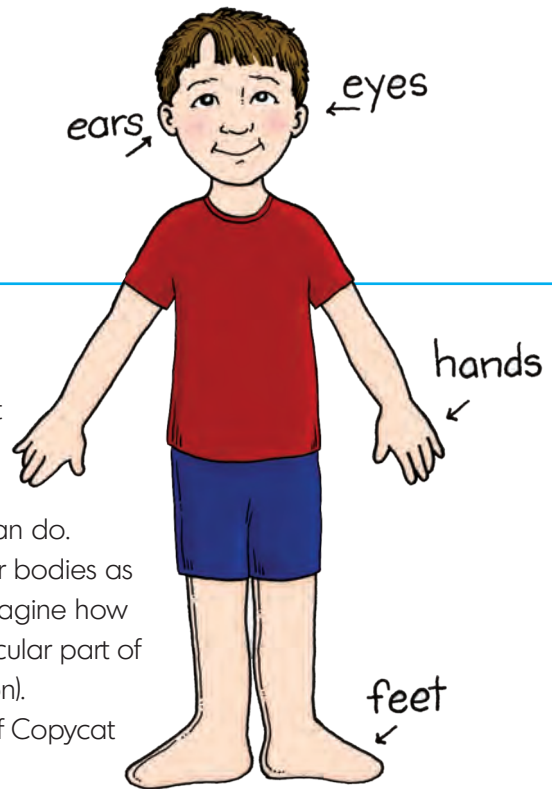




# My Body

## Morning Circle

- Tell the children that today's activities will be about body parts.
- Sing "My Hand on Myself" (Appendix page 312).
- Discuss the parts of the body and what each part can do.
- Encourage the children to show you the parts of their bodies as you discuss them. Occasionally ask the children to imagine how things would be different if they didn't have that particular part of their bodies (for example, eyes, hands, ears, and so on).
- Have the children face a partner and play a game of Copycat or Monkey See, Monkey Do (Appendix page 324).



**Morning Message:** *My body is marvelous.*

Read the message. Define *marvelous* and provide examples of ways to use it in a sentence.

## Story Circle

*First Human Body Encyclopedia* by DK Publishing

*From Head to Toe* by Eric Carle

*Head, Body, Legs: A Story from Liberia* by Won-Ldy Paye, Margaret H. Lippert, and Julie Paschkis

*The Human Body* by Sylvaine Perols and Gallimard Jeunesse

*Inside Your Outside: All About the Human Body* by Tish Rabe and Aristides Ruiz

## Music, Movement, and the Great Outdoors

- Play Punchinello (Appendix page 326), the Hokey Pokey, or Simon Says (Appendix page 327).
- Sing "If You're Happy and You Know It" (Appendix page 284).
- Act out "I Can, You Can!" (Appendix page 308).
- Ask the children to think of a favorite animal. Ask them to compare parts of their bodies to the body parts of their favorite animals. Encourage the children to move like the animals they selected.



## **ART** (Spatial, Intrapersonal, Bodily-Kinesthetic)

Lay a piece of butcher paper on the floor. It should be a few inches longer than the child is tall. Instruct the child to lie down on the paper and strike a pose. Trace around the perimeter of the child's body using a pen or marker. Invite each child to draw her features and clothing.



## **DISCOVERY** (Musical, Interpersonal)

Challenge the children to think of noises they can make with different parts of their bodies, such as stomping their feet, clapping their hands, and clicking their tongues. Let the children record the sounds they make so they can play them back and enjoy the sounds again.



## **DRAMATIC PLAY** (Spatial, Intrapersonal)

Provide a mirror and Face Paint (Appendix page 353). Encourage the children to paint a design on their faces. This activity will require your help. While you are assisting the children, talk with them about the different parts of their faces, including cheeks, chins, foreheads, eyes, eyebrows, and noses.



## **GROSS MOTOR** (Bodily-Kinesthetic, Interpersonal)

Play Twister or, using a tumbling mat, provide a space for the children to try out a few tumbling tricks, including forward rolls and Back-to-Back Lifts (Appendix page 319).



## **LANGUAGE** (Naturalist, Linguistic)

Provide Dress-Me Dolls (available at [www.gryphonhouse.com/completedailycurriculum/downloads](http://www.gryphonhouse.com/completedailycurriculum/downloads)) or real dolls and doll clothes. Encourage the children to dress the dolls. Talk with the children about which clothes cover which parts of the dolls' bodies.



## **MATH** (Logical-Mathematical)

Provide small, colored rubber bands. Challenge the children to use them to make patterns on their fingers.

## **Closing Circle** (Reflections on the Day)

Ask the children:

1. What have you learned about your body today?
2. What are some sounds you can make with your hands. What are sounds can you make with your mouth?
3. Who can name the parts of your face?
4. How are our bodies different from animals' bodies? How are our bodies the same as animals' bodies?



**Home Connection:** Encourage the children to teach "My Hand on Myself" (Appendix page 312) to someone from their families.

# My Fingers and Hands

## Morning Circle

- Tell the children that today's activities will be about things they do with their fingers and hands.
- If possible, wear colorful gloves. Ask each child to show you something he can do with his hands such as clap his hands, snap his fingers, scratch his head, or pat his tummy.
- Encourage the children to think of all the things they do with their hands. Make a list of the children's ideas on chart paper.
- Briefly explain that some people use their hands to communicate with others using sign language. Teach the children to say *yes*, *no*, *thank you*, and *please* in sign language ([www.gryphonhouse.com/completedailycurriculum/downloads](http://www.gryphonhouse.com/completedailycurriculum/downloads)).
- Encourage the children to use these signs during the day.
- Challenge the children to think about what it might be like if they did not have hands. Stimulate their thinking by suggesting they imagine they are a fish or a dog.
- Encourage the children to pay close attention to all the ways they use their hands today.

**Note:** *The Infant/Toddler Photo Activity Library* by Pam Schiller and Richele Bartkowiak has an excellent large photo card of a child's hands and fingers.



**Morning Message:** *My hands help me learn.*

**Ask the children to find the letter "h" in this sentence.**



## Story Circle

*Clap Hands* by Helen Oxenbury

*Hand, Hand, Fingers, Thumb* by Al Perkins

*Here Are My Hands* by Bill Martin, Jr.

*My Father's Hands* by Joanne Ryder

*My Hands* by Alik

*Touch* by Sue Hurwitz

## Music, Movement, and the Great Outdoors

- Teach the children a partner clapping game to “Miss Mary Mack” (Appendix page 312) or “Peas Porridge Hot” (Appendix page 314).
- Sing “Where Is Thumbkin?” (Appendix page 302) or “Open, Shut Them” (Appendix page 314).
- Encourage the children to pay attention to how they use their hands on the playground.  
When you return to the classroom discuss their observations.
- On the playground, have the children attempt to play while holding a piece of fabric. Ask them how holding on to the fabric changes their play.

**Note:** Supervise appropriately. Remind children to drop the fabric if they are in danger of falling.

# Learning Centers



## **ART** (Spatial, Intrapersonal, Bodily-Kinesthetic)

Provide Tactile Fingerpaint (Appendix page 355) and encourage the children to create a painting. Encourage the children to describe how the paint feels.



## **DISCOVERY** (Naturalist)

Invite the children to look at their hands through a magnifying glass. Provide a stamp pad. Encourage the children to make fingerprints and examine the finger prints with magnifying glasses. Do any two prints look exactly the same?



## **FINE MOTOR** (Bodily-Kinesthetic, Spatial)

Teach the children how to Finger Crochet (Appendix page 336). Encourage the children to make necklaces, bracelets, or belts with their yarn.



## **LITERACY** (Linguistic)

Provide blank paper folded and stapled into a book. Also provide tactile pieces of fabric and wallpaper coverings. Challenge the children to make a Tactile Book. Teach the children how to finger spell their names ([www.gryphonhouse.com/completedailycurriculum/downloads](http://www.gryphonhouse.com/completedailycurriculum/downloads)).



## **MUSIC** (Musical, Intrapersonal, Logical-Mathematical)

Encourage the children to create clapping and snapping patterns with their hands. Let the children record and then play back their rhythmic patterns.



## **MATH** (Interpersonal, Intrapersonal, Logical-Mathematical)

Take digital photos of the children's hands. Print the photos, cut them apart, and use them to play a matching game. Can each child find his own set of hands? Can the children match their friends' hands?

## **Closing Circle** (Reflections on the Day)

Ask the children:

1. In what ways have you used your hands today?
2. How do you spell your name using your fingers?
3. What have you found out about your fingerprints?



**Home Connection:** Suggest that the children teach their families how to finger spell their names.



# My Legs and Feet

## Morning Circle

- Meet the children at the door and invite them to hop, skip, or jump to the Morning Circle area. Tell the children that today's activities will be about the many ways they use their legs and feet.
- Invite the children to brainstorm a list of the things for which they use their feet and legs.
- Remind the children to pay close attention to their legs and feet today.

**Note:** *The Infant/Toddler Photo Activity Library* by Pam Schiller and Richele Bartkowiak has an excellent large photo card of a child's feet.



**Morning Message:** My feet can run, walk, and dance.

Encourage a volunteer to identify and circle the letter "a" in the sentence.

## Story Circle

*Alfie's Feet* by Shirley Hughes

*Dance, Tanya* by Patricia Lee Gauch

*Drumbeat in Our Feet* by Patricia A. Keeler

*The Foot Book* by Dr. Seuss

*Funny Feet* by Leatie Weiss

*Hello Toes! Hello Feet!* by Ann Whitford Paul

*Hop Jump* by Ellen Stoll Walsh

*How Many Feet in the Bed?* by Diane Johnston Hamm

*Lili at Ballet* by Rachel Isadora

*My Feet* by Alike



## Music, Movement, and the Great Outdoors

- Invite the children to dance creatively to classical music or march to marching music.
- Sing along and move to the "Hokey Pokey," "It's a Very Simple Dance to Do" (Appendix page 322), "The Grand Old Duke of York" (Appendix page 281), or "Head, Shoulders, Knees, and Toes" (Appendix page 283).



## **ART** (Spatial, Intrapersonal, Bodily-Kinesthetic)

Invite the children to make Footprint Designs (Appendix page 337). Challenge the children to make creative foot designs in a path on the paper. For example, they might walk in a circle or on their toes.



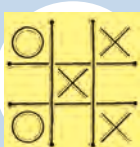
## **DISCOVERY** (Naturalist, Logical-Mathematical)

Take digital photos of the children's feet. Print the photos and cut them into separate right and left feet to create a matching game. Challenge the children to match each set of right and left feet.



## **FINE MOTOR** (Bodily-Kinesthetic)

Provide small objects such as spools, beads, straws, and other items for the children to pick up with their toes. Challenge the children to move all the items from one tray to another using only their feet.



## **GAMES** (Bodily-Kinesthetic, Interpersonal)

Ask the children to find a partner. Have the partners stand side by side. Tie the partners' inside legs together and encourage the partners to try to walk.

**Note:** Supervise appropriately.



## **GROSS MOTOR** (Bodily-Kinesthetic)

Place a piece of masking tape on the floor to create a "start" line. Encourage the children to jump as far as they can from "start." Explain that this is called broad jumping. **Note:** Provide appropriate supervision.



## **MUSIC** (Musical, Intrapersonal, Bodily-Kinesthetic)

Play music. Invite the children to make up a dance or create a dance step to the music. Give the children rhythm band instruments. Which instruments can they play with their feet? Let the children record the music they create with their feet.

## **Closing Circle** (Reflections on the Day)

Ask the children:

1. What was your favorite activity today? Why?
2. What did you learn about your legs and feet?
3. Is it difficult to pick things up with your toes? Why?
4. How are your toes like your fingers? How are they different?



**Home Connection:** Suggest that the children show their families how they can use their toes to pick up a small toy or a sock.

# My Ears

## Morning Circle

- Hide a music box or musical toy in the classroom. Meet the children at the door as they arrive at school and challenge them to use their ears to find the source of the music. Hold Morning Circle in the spot where they find the toy.
- Tell the children that today's activities will be about ways they use their ears.
- Recite "My Ears" (Appendix page 312) with the children.
- Encourage the children to think of all the ways they use their ears. Ask them what would they think it would be like if they did not have ears?
- Discuss the care of the ears. How do we clean our ears? What happens if we listen to music that is too loud?

**Note:** *The Infant/Toddler Photo Activity Library* by Pam Schiller and Richele Bartkowiak has an excellent large photo card of a child's ear.



**Morning Message:** *I hear with my ears.*

Ask the children to identify the letters that are the same in hear and ears.

## Story Circle

*Bunny's Noisy Book* by Margaret Wise Brown

*The Ear Book* by Al Perkins

*The Five Senses: Hearing* by Maria Rius

*Here's Ears* by Shirley Greenway

*How Jackrabbit Got His Very Long Ears* by Heather Irbinskas

*Listen to the Rain* by Bill Martin, Jr. and John Archambault

*Mr. Brown Can Moo! Can You?* by Dr. Seuss

*Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr.

*Robby Visits the Doctor* by Martine Davison

*Why Mosquitoes Buzz in People's Ears* by Verna Aardema



## Music, Movement, and the Great Outdoors

- Take a listening walk. On a clipboard, list the sounds that the children say they hear. If possible, take digital photos of the sources of the sounds and use the photos to create a short "On a Listening Walk" book.
- Play Musical Hide-and-Seek (Appendix page 325).
- Sing "Do Your Ears Hang Low?" (Appendix page 280).

# Learning Centers



## **ART** (Spatial, Intrapersonal)

Encourage the children to color while listening to music in a variety of tempos.



## **DISCOVERY** (Musical, Logical-Mathematical)

Provide music- or sound-making toys for the children to explore, including music boxes, jack-in-the-boxes, and tops. If you have access to a Simon™ game, place it in the center and encourage the children to play it.



## **FINE MOTOR** (Naturalist, Interpersonal)

Invite the children to look through magazines for things that make sounds. Challenge the children to cut the pictures out of the magazines and sort them into things that make loud sounds and things that make soft sounds.



## **GROSS MOTOR** (Bodily-Kinesthetic)

Place a service bell on the floor and provide beanbags for the children to toss at the bell.



## **LISTENING** (Linguistic)

Provide a story for the children to listen to. You may want to use a recording that was made by a special person at school or by someone from one of the children's families.



## **MATH** (Logical-Mathematical, Musical)

Prepare five Music Makers (Appendix page 340). Encourage the children to arrange the Music Makers in order from the one that makes the softest sound to the one that makes the loudest sound.

## **Closing Circle** (Reflections on the Day)

Ask the children:

1. What have you learned about sounds today?
2. What is the best thing you heard with your ears today? Why?
3. What are some things we do to take care of our ears?



**Home Connection:** Encourage the children to talk with their families about things they do to take care of their ears.



# My Eyes



## Morning Circle

- If available wear a pair of large sunglasses or regular glasses (without lenses). Teach the children “Eye Rhymes” (Appendix page 304). Note the different eye colors of the children.
- Encourage the children to pay attention today to things for which they use their eyes.
- Have the children cover their eyes. Describe an object such as a book or a doll that you have pre-selected and are holding behind your back. Are the children able to guess what the object is without seeing it?
- Discuss how difficult it is to know what someone is describing when you can’t see it. Show the children the object you were describing.
- Ask the children what their favorite things are to look at. Does anyone mention a loved one’s face?
- Discuss how to take care of our eyes. How do we wash them? What happens if we look at bright lights or the sun? How do sunglasses help our eyes? Why is it important to have proper lighting when we read?

**Note:** *The Infant/Toddler Photo Activity Library* by Pam Schiller and Richele Bartkowiak has an excellent large photo card of a child’s eyes.



**Morning Message:** *I see with my eyes.*

Invite the children to identify the letter “e” in the sentence.

## Story Circle

*Arthur’s Eyes* by Marc Brown

*The Boy with Square Eyes* by Juliet Snape

*The Eye Book* by Dr. Seuss

*Eyes* by Ruth Thomson

*The Five Senses: Sight* by Maria Rius

*Look at Your Eyes* by Paul Showers

*Look! Look! Look!* by Tana Hoban

*My Travelin’ Eye* by Jenny Sue Kostecki-Shaw

*Sight* by Sue Hurwitz

## Music, Movement, and the Great Outdoors

- Move to “Eye Winker” (Appendix page 299), “Here Are My Eyes” (Appendix page 301), or “Little Red Apple” (Appendix page 311).
- Play I Spy (Appendix page 322) outdoors.





## **ART** (Spatial)

Encourage the children to draw or paint faces or something they can see with their eyes.



## **DISCOVERY** (Naturalist)

Provide a variety of eye equipment, such as sunglasses, binoculars, and magnifying glasses, for the children to explore. Talk with them about how to use each item.



## **DRAMATIC PLAY** (Intrapersonal, Interpersonal, Musical, Linguistic)

Provide paper plates; tongue depressors; eyes, noses, and mouths cut from felt; paint, and yellow, brown, black, and red yarn. Help the children make Me Puppets with these materials and paper plates. After the puppets are made, encourage the children to use the Me Puppets to put on a puppet show.



## **FINE MOTOR** (Spatial)

Provide Playdough (Appendix page 355) and wiggle eyes for the children to use to make playdough faces.



## **GROSS MOTOR** (Bodily-Kinesthetic)

Give the children wiggle eyes and a shallow bowl. Challenge the children to toss the wiggle eyes into the bowl.



## **MATH** (Logical-Mathematical)

Make an Eye Graph (Appendix page 335) for the children to use to record their eye colors. Ask the children to predict which eye color will be most dominant. Each child looks in a mirror, determines her eye color, and then places a sticky note under the eye color that matches her eyes.

## **Closing Circle** (Reflections on the Day)

Ask the children:

1. Looking at the graph we made of eye colors, which color eyes do most of us have?
2. What is the prettiest thing you saw today? What is the funniest thing you saw today?
3. What would you have to do differently if you had eyes on the top of your head? Or if your eyes were located under your ears?



**Home Connection:** Suggest that the children identify the color of the eyes of the members of their families. Does everyone in each family have the same color eyes?

# My Nose

## Morning Circle

- If available, wear a clown nose. Tell the children that today's activities will be about noses and smelling things.
- Sing "Little Skunk's Hole" (Appendix page 287). What did the skunk do?
- Encourage the children to brainstorm a list of good smells. Write their list on chart paper or a chalkboard.
- Talk with the children about how we take care of our noses.
- How do we blow our nose? How do we clean our nose?
- Suggest to the children that they pay attention to what their noses smell today.

**Note:** *The Infant/Toddler Photo Activity Library* by Pam Schiller and Richele Bartkowiak has an excellent large photo card of a child's nose.



**Morning Message:** *I smell with my nose.*  
Count the words in the sentence.

## Story Circle

*Arthur's Nose* by Marc Brown

*The Biggest Nose* by Kathy Caple

*Errol and His Extraordinary Nose* by David Conway

*The Fairy with the Long Nose* by Claude Boujon

*The Five Senses: Smell* by Maria Rius

*The Holes in Your Nose* by Genichiro Yagyu

*The Nose Book* by Al Perkins

*Smell* by Sue Hurwitz

## Music, Movement, and the Great Outdoors

- Have the children act out "Let's Pretend to Bake a Cake" (Appendix page 363). Be sure to pretend to smell each ingredient as you add it to the cake.
- Go on a nature walk and collect items to make potpourri. Place the nice smelling items inside netting and tie with a strip of narrow ribbon.



## ART (Spatial)

Mix Scratch-and-Sniff Paint (Appendix page 355) and invite the children to use this paint to make a picture. When the picture dries, let the children scratch the paint to release the scent.



## DISCOVERY (Naturalist)

Make a set of six Aroma Canisters (Appendix page 330). Encourage the children to match the scents that smell the same.



## DRAMATIC PLAY (Interpersonal, Spatial)

Make Vanilla-Scented Playdough (Appendix page 355). Give the children cookie cutters and a cookie sheet to use to make pretend cookies.



## GROSS MOTOR (Musical, Bodily-Kinesthetic)

Place a piece of masking tape on the floor to create a "start" line and a second piece of tape about 6" from the first to create a "finish" line. Encourage the children to use only their noses to roll a ball from the "start" line to the "finish" line. Challenge the children to sing a song while they roll the ball.



## LANGUAGE (Linguistic)

Invite the children to use scented markers to copy the list of smells that they named in Morning Circle or to write their names. Can the children identify the smell of each marker?



## MATH (Logical-Mathematical, Linguistic)

Invite the children to prepare Apple Cider (Appendix page 349). Call attention to the aroma of the cider as it brews.

## Closing Circle (Reflections on the Day)

Ask the children:

1. What aromas and smells did you notice today?
2. Which did you like best? Can you describe that aroma or smell?
3. Which activity did you enjoy most today? Why?



**Home Connection:** Encourage the children to smell the flowers in their yards. Suggest they ask their families to help them identify the aroma of the bath soap at home.

# My Mouth



## Morning Circle

- Talk through a megaphone. Tell the children that today's activities will be about their mouths and about using their mouths to taste things.
- Sing "Old MacDonald Had a Farm" (Appendix page 289) with the children. Ask each child to sing the song while facing a partner and to watch his partner's mouth when his partner says "E-I-E-I-O." What does the child notice about his partner's mouth?
- Discuss the many ways we use our mouths. Serve a simple snack such as fish-shaped cheese crackers.
- Point out the parts of the mouth (lips, tongue, teeth).
- Say a couple of tongue twisters such as "She Sells Seashells" (Appendix page 318) or "Peter Piper" (Appendix page 318) with the children. Explain that our tongues help us make many different sounds; however, when those sounds are similar but not exactly the same, our tongues have a difficult time saying the words. It feels like our tongues are "twisted" up around the sounds of the words.
- Talk with the children about what we do to take care of our mouths. How do we brush our teeth? How often do we brush our teeth? Sing "This Is the Way We Clean Our Teeth" (Appendix page 294).



**Morning Message:** I speak and eat with my mouth.

Have the children clap and count the words in the sentence.

## Story Circle

*Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines

*Dr. Desoto* by William Steig

*The Five Senses: Taste* by Maria Rius

*The Frog with the Big Mouth* by Teresa Bateman

*Mouths* by Jill Bailey

*Peanut Butter and Jelly: A Rhyme Play* by Nadine Bernard Westcott

*Taste* by Sue Hurwitz and Franklin Watts

## Music, Movement, and the Great Outdoors

- Sing and move to "Peanut Butter" (Appendix page 290), "I Have Something in My Pocket" (Appendix page 308), or "This Is the Way We Clean Our Teeth" (Appendix page 294).
- Play Snaggle Tooth outdoors. Stand five potato chip cans or oatmeal boxes (the "teeth") in a slight curve, similar to how our teeth are curved in the front of our mouths. Spray paint the cans or boxes, if desired. Challenge the children to stand 6'-8' from the "teeth" and attempt to knock down the teeth in the second and fourth position to create a "snaggle tooth" appearance.





## ART (Spatial)

Provide straws, paper, and tempera paint for the children to create straw-blowing designs. Ask the children where they think the air that goes through the straw comes from.



## DISCOVERY (Logical-Mathematical)

Invite the children to make Homemade Toothpaste (Appendix page 351). Show them how to use their fingers for a toothbrush and let them use the Homemade Toothpaste to brush their teeth.



## GROSS MOTOR (Bodily-Kinesthetic)

Cut a big, smiling mouth out of one side of a large box. Paint on some big red lips. Provide beanbags and challenge the children to toss the beanbags into the big, smiling mouth.



## LITERACY (Linguistic, Intrapersonal)

Create a class recipe book by asking the children to dictate a recipe for their favorite food to include in the book. Be sure to ask why the food is their favorite and include that information with the recipe.



## MUSIC (Musical)

Give the children empty ½-liter bottles, and show them how to blow across the top. Demonstrate how adding a small amount of water changes the sound. Is anyone able to create a tune? Provide a recording device so the children can record their music.



## SNACK (Linguistic, Interpersonal)

Encourage the children to follow a rebus recipe ([www.gryphonhouse.com/completedailycurriculum/downloads](http://www.gryphonhouse.com/completedailycurriculum/downloads)) for making a peanut butter and jelly sandwich. If there are children in your class who are allergic to peanuts, consider using soy nut butter or sunflower butter, although there are who are allergic to these alternatives as well. **Note:** Before serving peanut butter, or any food, make sure no one in the class is allergic.

## Closing Circle (Reflections on the Day)

Ask the children:

1. What have you learned about your mouth today?
2. What do you think we should do with our recipe book? Should we give it as a gift to our families? Would you like to share it with another class?
3. Describe how to make a peanut butter and jelly sandwich.



**Home Connection:** Encourage the children to tell their families how they made toothpaste.



# My Family

## Morning Circle

**Note:** In advance, ask each child to bring in a picture of her family or at least of one member of her family and a separate picture of herself. Photocopy the photos so that the originals aren't damaged.



- Encourage the children to show their pictures to the class and to tell their friends something about their families.
- Ask the children what a family is. Work as a group to come up with a broad definition of a family that is acceptable to and will include everyone. For example, your definition might be “a group of people who live together and support each other.” Help the children understand that there are many configurations of families and many different styles of families.
- Teach the children one of the family rhymes: “I’m a Family Helper” (Appendix page 310), “I Help My Family” (Appendix page 308), or “Family Fun” (Appendix page 304).
- If available, display a photo of your family. Tell the children that today’s activities will be about families.



**Morning Message:** I love my family.

Ask the children to find the letter “m” in the sentence.

## Story Circle

*All Kinds of Families* by Norma Simon

*All of a Kind Family* by Sydney Taylor

*Amazing Grace* by Mary Hoffman

*Big Sister and Little Sister* by

Charlotte Zolotow

*By Dawn’s Early Light* by Karen Ackerman

*Into The Napping House* by Audrey Wood

*Like Jake and Me* by Mavis Jukes

*Mama, Do You Love Me?* by Barbara M. Joosse

*Mufaro’s Beautiful Daughters: An African Tale*

by John Steptoe

*My Mom Travels a Lot* by Caroline Bauer

*No Nap* by Eve Bunting

*Not Yet, Yvette* by Helen Ketteman

*Peter’s Chair* by Ezra Jack Keats

*Relatives Came* by Cynthia Rylant

## Music, Movement, and the Great Outdoors

- Play The Farmer in the Dell (Appendix page 320). Change characters to reflect different family configurations.
- Reenact the “The Great Big Turnip” (Appendix page 362). Change the characters to reflect the family of one of the children in your class.
- Sing and move to “Ten in the Bed” (Appendix page 293).



## **ART** (Spatial, Linguistic, Intrapersonal)

Encourage the children to draw a family portrait. Ask the children questions about their drawings and print what they say about their families on the bottoms or backs of their pictures.



## **BLOCKS** (Spatial, Interpersonal, Logical-Mathematical, Bodily-Kinesthetic)

Challenge each child to use the blocks to build a home for her family. How many bedrooms does her family need? Where will the family eat dinner? Where will the bathrooms be?



## **DRAMATIC PLAY** (Interpersonal, Naturalist, Logical-Mathematical)

Provide materials for the children to set the table for their families. Ask the children questions about they need to do to set the table. How many places do you need? What goes at each place?



## **LANGUAGE** (Interpersonal, Linguistic)

Provide story patterns (available at [www.gryphonhouse.com/completedailycurriculum/downloads](http://www.gryphonhouse.com/completedailycurriculum/downloads)) for "Goldilocks and the Three Bears" (Appendix page 360) that the children can use to retell the story.



## **LIBRARY** (Linguistic)

Fill the library with books about families.



## **MUSIC** (Musical, Bodily-Kinesthetic)

Record the "Three Bears' Rap" (Appendix page 296) and let the children listen to it. Encourage the children to move like Papa Bear, to move like Mama Bear, and to move like Baby Bear.

## **Closing Circle** (Reflections on the Day)

Ask the children:

1. What have you learned about families today?
2. In what ways can families help each other?
3. Do animals have families?



**Home Connection:** Suggest that the children think of ways they can be helpful tonight when they are home.

# My Friends

## Morning Circle

- Sing "The More We Get Together" (Appendix page 288) with the children. Tell the children that today they are going to do everything with a friend.
- Ask the children what friends are. Discuss old friends and new friends. Sing "Make New Friends" (Appendix page 287) with the children.
- Encourage the children to choose a friend, a "buddy." If you have an odd number of children make one group with three buddies.



**Morning Message:** *I enjoy my friends.*

Ask the children to identify the letters they recognize in the sentence.

## Story Circle

*The Adventures of the Rainbow Fish* by Marcus Pfister

*Amos and Boris* by William Steig

*Anna Banana and Me* by Lenore Blegvad

*Best Friends* by Steven Kellogg

*Chester's Way* by Kevin Henkes

*Friends* by Margaret K. McElderry

*Frog and Toad Are Friends* by Arnold Lobel

*Frog and Toad Together* by Arnold Lobel

*Horace and Morris But Mostly Dolores* by James Howe

*How to Be a Friend: A Guide to Making Friends and Keeping Them* by Laurie Krasny Brown and Marc Brown

*Just My Friend and Me* by Mercer Mayer

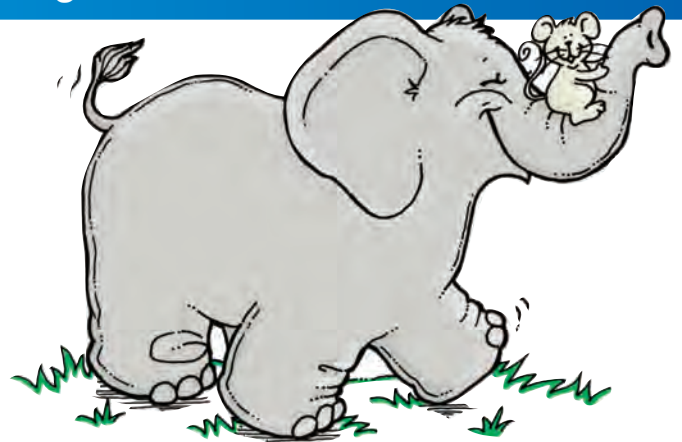
"The Lion and the Mouse" (Appendix page 364)

"Mr. Wiggle and Mr. Waggle" (Appendix page 367)

"Smart Cookie's Best Friend, Greta Graham" (Appendix page 369)

*We Are Best Friends* by Alike

*Will I Have a Friend?* by Miriam Cohen



## Music, Movement, and the Great Outdoors

- Encourage friends to lock elbows and to step high as they march around the room to march music for a Friendship March.
- Play Cooperative Musical Chairs (Appendix page 319).
- Have the children play Buddy Keep Away outdoors. Have two pairs of buddies compete.



## **ART** (Spatial, Interpersonal, Linguistic)

Encourage buddies to draw a picture of something they like about each other.



## **GROSS MOTOR** (Bodily-Kinesthetic, Interpersonal)

Encourage the children to try cooperative games like Back-to-Back Lifts (Appendix page 319) Tug of Peace (Appendix page 328).



## **LITERACY** (Linguistic, Intrapersonal)

Encourage buddies to draw a picture of what it means to be a friend. If necessary, prompt the children with questions such as, "What are some things a friend does?" or "How can you show someone you want to be his friend?" With permission, record their answers on the backs of their drawings.



## **LISTENING** (Musical, Interpersonal)

Encourage buddies to listen to music together.



## **MATH** (Logical-Mathematical, Naturalist)

Provide two photocopied photos of each child in the classroom (use the photos from yesterday) and encourage the children to find the matching photos or to match the photos of the children to the children's family pictures that they brought to school yesterday. Then have the children pair the photos according to the buddy assignments for today.



## **SNACK** (Interpersonal)

Provide juice and cookies. Invite buddies to have "Tea for Two."

## **Closing Circle** (Reflections on the Day)

Ask the children:

1. How was your day different by having a friend with you all the time?
2. Is there anything that was difficult to do with a friend?
3. What do you like to do with a friend?



**Home Connection:** Encourage the children to ask their families questions about their family members' friends.



# Things I Like to Do

## Morning Circle

- Bring an item to Morning Circle that represents something you like to do. This could be a blanket you crocheted, a photograph you took, a picture you painted, a book you enjoyed reading, and so on. Tell the children that today's activities will be about things they like to do.
- Tell the children what it is that you like to do and why. Explain that it is important to have the things we like to do be part of our lives.
- Encourage the children to talk about things they like to do. Make a list of the things they say and then use the list to make up new verses to the song "These Are the Things I Like to Do" (Appendix page 294). For example, the lines might be "This is the way I ride my bike...", "This is the way I paint a picture...", "This is the way I read a book," and so on.

**Note:** *The Preschool Photo Activity Library* by Pam Schiller and Richele Bartkowiak has photo cards of things that children like to do, such as ride a bike, play on a slide, play in the sand, and read a book.

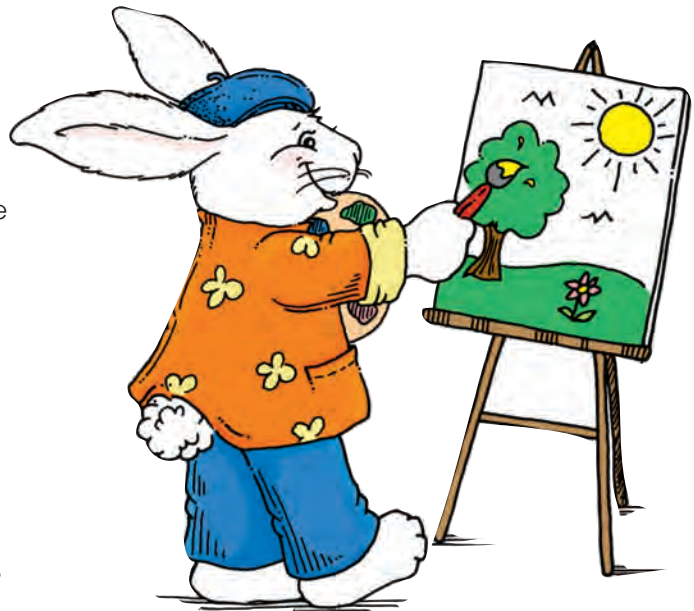


**Morning Message:** I enjoy \_\_\_\_\_.

Ask the children to fill in the blank in the sentence.

## Story Circle

*Dance, Tanya* by Patricia Lee Gauch  
*A Day at the Beach* by Mircea Vasiliu  
*I Can Build a House* by Shigeo Watanabe  
*I Like Books* by Anthony Browne  
*I Like Bugs* by Margaret Wise Brown  
*I Like Stars* by Margaret Wise Brown  
*I Like to Play* by Marilyn J. Shearer  
*I Want to Whistle* by Anne Alexander  
*Let's Play House* by Lois Lenski  
*Owl Moon* by Jane Yolen  
*Playing Right Field* by Willy Welch  
*The Snowy Day* by Ezra Jack Keats  
*A Time for Singing* by Ron Hirschi



## Music, Movement, and the Great Outdoors

- Play Tummy Ticklers (Appendix page 328).
- Provide bubbles (Appendix page 353) during outdoor play.



# Learning Centers



## **ART** (Spatial)

Encourage the children to choose their favorite colors and paint pictures of their choosing. You might suggest that they paint a picture of something they like to do.



## **DISCOVERY** (Intrapersonal)

Give the children the Things I Like to Do Pyramid (available at [www.gryphonhouse.com/completedailycurriculum/downloads](http://www.gryphonhouse.com/completedailycurriculum/downloads)). Encourage them to place the picture cards on the pyramid with their favorite activity on the top and the other cards arranged from top to bottom by the degree to which they enjoy the activity.



## **DRAMATIC PLAY** (Spatial, Interpersonal)

Provide dress-up clothes and accessories and encourage the children to dress as they like. Be sure to include a mirror.



## **LIBRARY** (Linguistic, Intrapersonal)

Encourage the children to pick their favorite book and "read" it.



## **MATH** (Logical-Mathematical, Intrapersonal)

Use the activity cards from the Things I Like to Do Pyramid (available at [www.gryphonhouse.com/completedailycurriculum/downloads](http://www.gryphonhouse.com/completedailycurriculum/downloads)) or make up your own. Encourage the children to sort the cards into "things I like to do" and "things I don't like to do." Then invite the children to sort the cards into "things I like to do some of the time," "things I like to do most of the time," "things I don't like to do ever," and "things I don't like to do sometimes."



## **MUSIC** (Musical, Bodily Kinesthetic)

Provide music and invite the children to make up a song or a dance about something they like to do.

## **Closing Circle** (Reflections on the Day)

Ask the children:

1. What is your favorite thing you did today? Why?
2. What have you learned today about the things you like to do?



**Home Connection:** Suggest that children talk with their families about the things their families like to do.

## Assessment for All About Me

By engaging in these multiple intelligences based activities, children will be able to:

- Identify the different parts of their bodies and what they do.
- Describe the similarities and differences between their bodies and others' bodies.
- Practice good personal health and hygiene habits as they relate to their bodies.
- Use their bodies to express their feelings.
- Explore the meaning of family, the various roles of members of families, and the styles of different families.
- Define what friends are and how they work and play together and help each other.

Intellectual Strength	Assessment
Linguistic/Spatial	Invite the children to draw self-portraits. Have the children tell you about their portraits and encourage them to label the parts of their bodies.
Musical Bodily-Kinesthetic	Invite the children to sing "My Hand on Myself" (Appendix page 312) or to chant "Head, Shoulders, Baby" (Appendix page 307). Encourage the children to point to the parts of their bodies as they are mentioned in the songs.
Logical-Mathematical	Have the children count different parts of their bodies. How many ears do they have? How many feet, toes, fingers, and so on?
Interpersonal	Have each child choose a partner and then compare the size of her hands, feet, legs, and arms to her partner's hands, feet, legs, and arms.
Intrapersonal	Encourage the children to show how they would use different parts of their bodies to communicate emotions and feelings. For example, they might clap their hands to show happiness, jump up and down to show excitement, or rub their eyes to show exhaustion.
Naturalist	Encourage the children to classify parts of the body by their function. For example, they might classify parts that help us move, parts that help us pick things up, and/or parts that help us express feelings.

## Books Used in All About Me

*The Adventures of the Rainbow Fish* by  
Marcus Pfister

*Alfie's Feet* by Shirley Hughes

*All Kinds of Families* by Norma Simon

*All of a Kind Family* by Sydney Taylor

*Amazing Grace* by Mary Hoffman

*Amos and Boris* by William Steig

*Anna Banana and Me* by Lenore Blegvad

*Arthur's Eyes* by Marc Brown

*Arthur's Nose* by Marc Brown

*Best Friends* by Steven Kellogg

*Big Sister and Little Sister* by Charlotte Zolotow

*The Biggest Nose* by Kathy Caple

*The Boy with Square Eyes* by Juliet Snape

*Bunny's Noisy Book* by Margaret Wise Brown

*By Dawn's Early Light* by Karen Ackerman

*Chester's Way* by Kevin Henkes

*Clap Hands* by Helen Oxenbury

*Daddy Makes the Best Spaghetti* by

Anna Grossnickle Hines

*Dance, Tanya* by Patricia Lee Gauch

*A Day at the Beach* by Mircea Vasiliu

*Dr. Desoto* by William Steig

*Drumbeat in Our Feet* by Patricia A. Keeler

*The Ear Book* by Al Perkins

*Errol and His Extraordinary Nose* by

David Conway

*The Eye Book* by Dr. Seuss

*Eyes* by Ruth Thomson

*The Fairy with the Long Nose* by Claude

Boujon

*First Human Body Encyclopedia* by

DK Publishing

*The Five Senses: Hearing* by Maria Rius

*The Five Senses: Sight* by Maria Rius

*The Five Senses: Smell* by Maria Rius

*The Five Senses: Taste* by Maria Rius

*The Foot Book* by Dr. Seuss

*Friends* by Margaret K. McElderry

*Frog and Toad Are Friends* by Arnold Lobel

*Frog and Toad Together* by Arnold Lobel

*The Frog with the Big Mouth* by

Teresa Bateman

*From Head to Toe* by Eric Carle

*Funny Feet* by Leatie Weiss

*Hand, Hand, Fingers, Thumb* by Al Perkins

*Head, Body, Legs: A Story from Liberia* by

Won-Ldy Paye, Margaret H. Lippert, and

Julie Paschkis

*Hello Toes! Hello Feet!* by Ann Whitford Paul

*Here Are My Hands* by Bill Martin, Jr.

*Here's Ears* by Shirley Greenway

*The Holes in Your Nose* by Genichiro Yagyu

*Hop Jump* by Ellen Stoll Walsh

*Horace and Morris But Mostly Dolores* by

James Howe

*How Jackrabbit Got His Very Long Ears* by

Heather Irbinskas

*How Many Feet in the Bed?* by Diane

Johnston Hamm

*How to Be a Friend: A Guide to Making*

*Friends and Keeping Them* by

Laurie Krasny Brown and Marc Brown

*The Human Body* by Sylvaine Perols and

Gallimard Jeunesse

*I Can Build a House* by Shigeo Watanabe

*I Like Books* by Anthony Browne

*I Like Bugs* by Margaret Wise Brown

*I Like Stars* by Margaret Wise Brown

*I Like to Play* by Marilyn J. Shearer

*I Want to Whistle* by Anne Alexander

*Inside Your Outside: All About the Human*

*Body* by Tish Rabe and Aristides Ruiz

*Into The Napping House* by Audrey Wood

*Just My Friend and Me* by Mercer Mayer

*Let's Play House* by Lois Lenski  
*Like Jake and Me* by Mavis Jukes  
*Lili at Ballet* by Rachel Isadora  
*Listen to the Rain* by Bill Martin, Jr. and John Archambault  
*Look at Your Eyes* by Paul Showers  
*Look! Look! Look!* by Tana Hoban  
*Mama, Do You Love Me?* by Barbara M. Joose  
*Mouths* by Jill Bailey  
*Mr. Brown Can Moo! Can You?* by Dr. Seuss  
*Mufaro's Beautiful Daughters: An African Tale* by John Steptoe  
*My Father's Hands* by Joanne Ryder  
*My Feet* by Alik  
*My Hands* by Alik  
*My Mom Travels a Lot* by Caroline Bauer  
*My Travelin' Eye* by Jenny Sue Kostecki-Shaw  
*No Nap* by Eve Bunting  
*The Nose Book* by Al Perkins  
*Not Yet, Yvette* by Helen Ketteman

*Owl Moon* by Jane Yolen  
*Peanut Butter and Jelly: A Rhyme Play* by Nadine Bernard Westcott  
*Peter's Chair* by Ezra Jack Keats  
*Playing Right Field* by Willy Welch  
*Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr.  
*The Relatives Came* by Cynthia Rylant  
*Robby Visits the Doctor* by Martine Davison  
*Sight* by Sue Hurwitz  
*Smell* by Sue Hurwitz  
*The Snowy Day* by Ezra Jack Keats  
*Taste* by Sue Hurwitz and Franklin Watts  
*A Time for Singing* by Ron Hirschi  
*Touch* by Sue Hurwitz  
*We Are Best Friends* by Alik  
*Why Mosquitoes Buzz in People's Ears* by Verna Aardema  
*Will I Have a Friend?* by Miriam Cohen

## Other Books About Self-Concept

*ABC I Like Me* by Nancy Carlson  
*All About Alfie* by Shirley Hughes  
*All About All of You: Bodies* by Sue Clark  
*All About Me* by Debbie MacKinnon  
*Best Friends* by Miriam Cohen  
*El Chino* by Allen Say  
*Everybody Has a Body* by Robert Rockwell, Robert Williams, and Elizabeth Sherwood  
*A House Is a House for Me* by Mary Ann Hoberman  
*I Can Do It Myself* by Lessie Jones Little  
*I Smell Honey* by Andrea Pinkney  
*Jessica* by Kevin Henkes

*The Me I See* by Barbara Shook Hazen  
*My Five Senses* by Alik  
*Skip to My Lou* by Nadine Bernard Westcott  
*Swimmy* by Leo Lionni  
*Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee Curtis  
*Vera's First Day of School* by Vera Rosenberry  
*What's Inside? My Body* by Angela Royston  
*Who's in a Family?* by Robert Skutch  
*Why Am I Different?* by Norma Simon  
*William's Doll* by Charlotte Zolotow  
*You Smell and Taste and Feel and See and Hear* by Mary Murphy



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**Pat Phipps, Ph.D.**, is a highly sought-after early childhood consultant. She was a professor in the Graduate School of Education at George Mason University and in the College of Education at the University of Houston. Pat served as the Executive Director of the California Association for the Education of Young Children (CAEYC) until 2005 and is the Past Vice President of the National Association for the Education of Young Children (NAEYC).



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