

# Gee Whiz Components



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2020-2021



# Teaching Guide

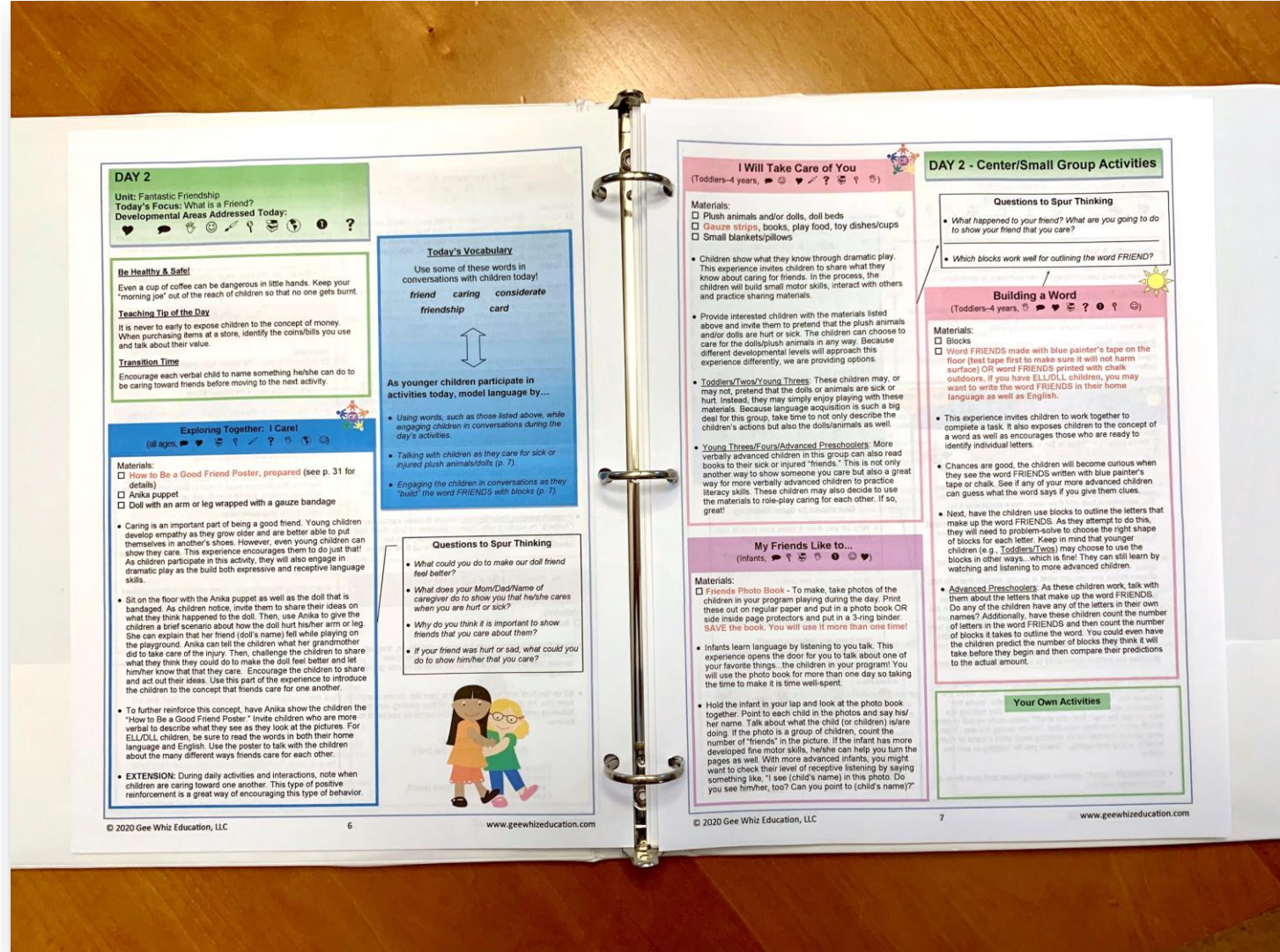
## FEATURES

- 10 days of activities per unit (20 per month)
- Every day – Exploring Together (group), 2 small group + 1 infant
- Picture codes linking to 10 developmental areas
- Chart linking Learning Indicators (skills) to planned experiences
- Developmental level adaptations + ELL/DLL suggestions

## BENEFITS

- Engaging experiences at your fingertips
- Confidence knowing you are addressing all developmental areas
- Time saved – skills are linked to activities for you
- Flexibility to add you own creative ideas
- Adaptations ready if you need them

# What does a Gee Whiz Teaching Guide look like?







# How to Use the Teaching Guide

- Print it out or view on your computer or tablet
- Review ahead of time
- Look for items listed in **red**
- Read over the experiences – determine if adaptations are needed
- Scaffold on experiences that really engage the children – keep them going!
- Add your own creative ideas

# Add and Enhance

## FEATURES

- Ideas for materials to add to different areas
- Includes suggestions for indoors and outside



## BENEFITS




- Provide opportunities to incorporate unit topics into guided & free play
- Environmental Rating Scales – what they are looking for
- Opens the door for back-and-forth conversations that stimulate thinking and help you scaffold learning

# What does the Add and Enhance look like?

Click the picture of the Add & Enhance to access our informational booklet, “The Learning Environment and Gee Whiz.” It contains a wealth of information about how you can enhance the learning environment.

## Add & Enhance - “Creepy Crawlers”

Enhancing the learning environment is easy! Here are a list of materials you may want to add to your learning areas to enhance the unit, “Creepy Crawlers.” Feel free to add other materials you feel your children would enjoy as well. Please see our, “The Environment & the Gee Whiz Curriculum” for more information on materials you should have in your program.

<b>ART</b> <ul style="list-style-type: none"><li>• Black construction paper circles (ladybug spots)</li><li>• Black and yellow construction paper strips (bee stripes)</li><li>• Paper towel or wrapping paper tubes</li><li>• Plastic or rubber insects &amp; paint-soaked sponges or paper towels (for making insect prints)</li><li>• Photos of ants, ladybugs, bumblebees, flies, cricket + spiders displayed in this art</li><li>• White yarn or string (to use for making spider webs)</li><li>• Brown paper grocery bags cut into vest that can be used to make costumes</li></ul>	<b>DRAMATIC PLAY/DRESS-UP</b> <ul style="list-style-type: none"><li>• Striped shirts (preferably black and yellow)</li><li>• Unbreakable magnifiers, empty bug box, plastic or rubber insects</li><li>• Old cameras and child-safe binoculars</li><li>• Plush insects</li><li>• Blankets and pillows for making ant hills or bee hives</li></ul> 
<b>BLOCKS</b> <ul style="list-style-type: none"><li>• Plastic or rubber insects</li><li>• Pictures of bee hives and ant hills</li><li>• Blue painter's tape spider web on the floor (see Teaching Guide). Children can outline with blocks.</li></ul> 	<b>LITERACY &amp; WRITING</b> <ul style="list-style-type: none"><li>• Books about insects and spiders - be sure some are nonfiction and include photos</li><li>• Unbreakable magnifiers (for looking at photos in books up close)</li><li>• Writing paper cut in the shape of a spider or ladybug</li><li>• Notebooks or notecards (for recording information about insects &amp; spiders)</li></ul>
<b>GROSS MOTOR PLAY &amp; MUSIC/MOVEMENT</b> (indoors and outdoors) <ul style="list-style-type: none"><li>• Recording of, “The Flight of the Bumblebee”</li><li>• Recording of crickets chirping</li><li>• Plastic or rubber insects</li><li>• Red blanket and beanbags (toss “spots” on the ladybug)</li><li>• Hula hoops (for making a path children can hop through as they pretend to be crickets)</li></ul>	<b>MANIPULATIVE, MATH, SCIENCE</b> <ul style="list-style-type: none"><li>• How Many Spots? Game (p. 21 of Teaching Guide)</li><li>• Plastic bugs and spiders</li><li>• An ant farm</li><li>• Child-safe binoculars and unbreakable magnifiers</li><li>• Nonfiction books about insects and spiders</li><li>• Ants or bees (see pgs. 35 -36 of the Teaching Guide) cut apart and taped to blocks</li></ul> 

# Letters & Literacy Booklet

## FEATURES

- Ideas to help you address letter names, letter sounds, words, sentences with children who are developmentally read
- Activities incorporate directly with those planned in the Teaching Guide
- Easy to do and yet effective



## BENEFITS

- Provide meaningful ways of exposing children to letters, letter sounds, etc.
- Not in isolation – the way experts believe these skills should be taught
- Built into the activities you are already doing – no additional planning needed

# What does an activity in the Letters & Literacy booklet look like?

Activity Title	Page #	Letter(s) to Integrate	How?
Find Your Name Game	5	Letters associated with each child's name	<p>During this experience, the children will play a game where they are given cards with their names printed on them and then they must each find another card that is hidden that has their name as well. Once these children find both cards with their names, take time to talk about the letters that make up each child's name as well as the sound the beginning letter makes. Now would also be a very appropriate time to talk about syllables. Help each child clap out the syllables in his/her name. Compare and contrast the children's names. Do they all have the same number of syllables? Who has the most? The least? The same? This is a great way to incorporate math into this literacy experience.</p>



# Teaching Tool

## FEATURES

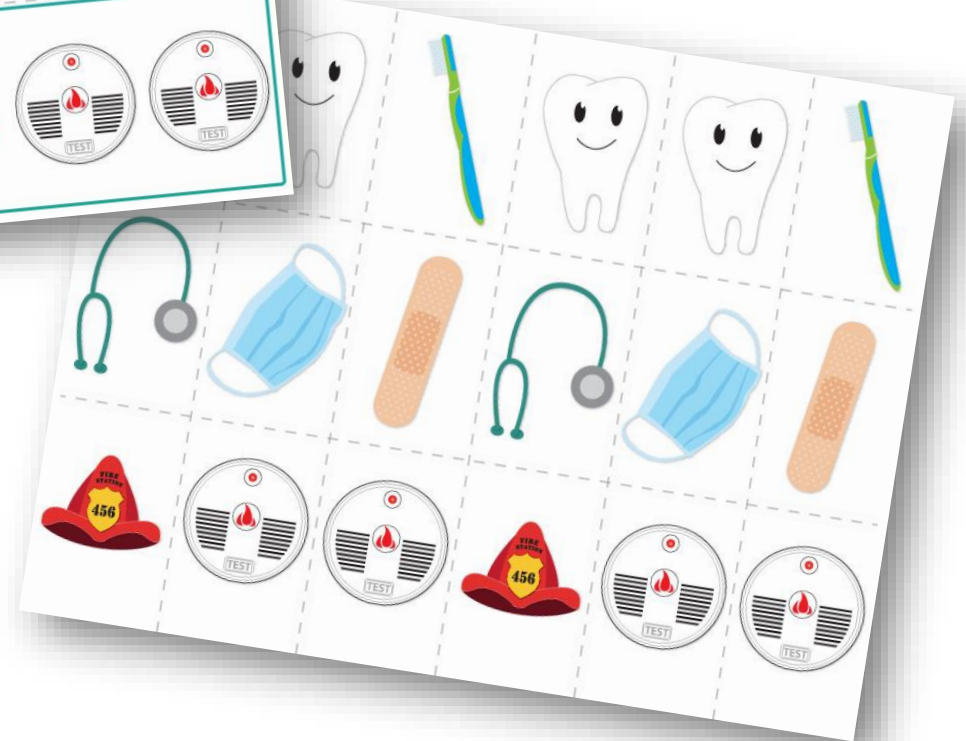
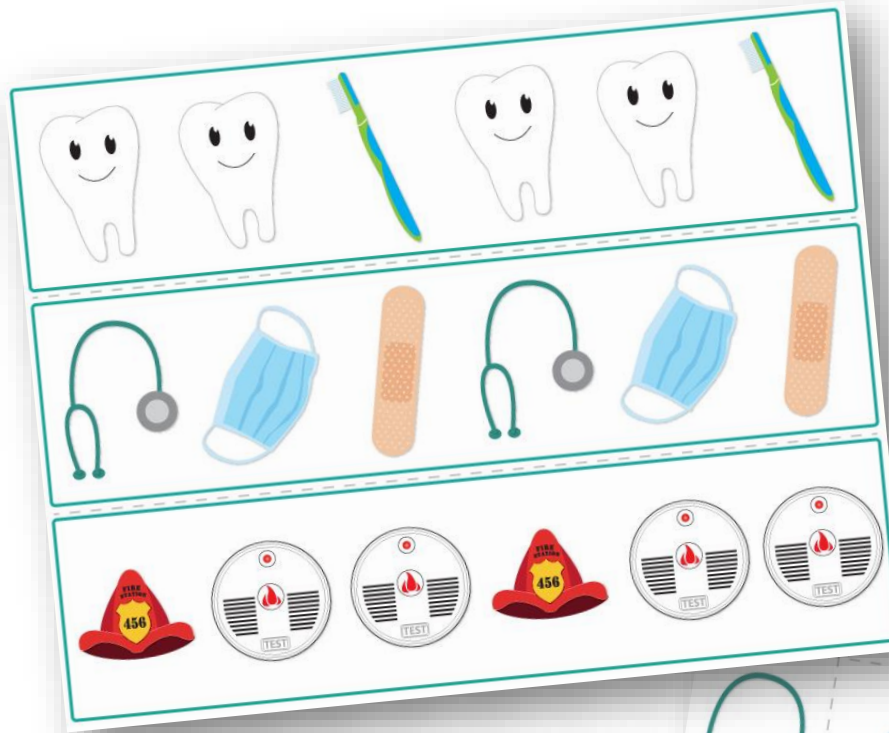
- Hands-on material that integrates with the second unit
- Ready to print and prepare
- Reinforces specific skills
- Can be used in other ways you choose



## BENEFITS

- Just print and prepare
- Hands-on materials that helps to reinforce specific skills and the unit
- Other ideas on how to use? Print out another copy!
- Add new learning materials to your program all year

What does a  
Teaching Tool  
look like?



# Connecting the Dots

## FEATURES

- Details the specific skills addressed by each activity in the unit
- Details the complete list of activities planned that address each skill (Learning Indicator)
- Includes space for you to document your own experiences that address each skill
- Provides space for you to link the skill codes on your chosen formal child assessment to the Gee Whiz skills


## BENEFITS

- Makes linking the skills on your chosen formal child assessment to Gee Whiz experiences easy
- Helps you match a child's needs with planned Gee Whiz experiences
- Provides documentation of the skills you address during each unit

# How does Connecting the Dots work?

Visit our website

[www.geewhizeducation.com](http://www.geewhizeducation.com) to view a recorded webinar about using this component. You will find the webinar under our Training & Support tab.

LEARNING INDICATORS (specific skills)	These experiences address Language Development 			
LD1 - <i>Understands spoken language</i>  <i>Objectives/Skills on my formal child assessment that correlates to this skill are:</i>  <hr/>  <hr/>	Who Are My Friends? (p. 4) Find Your Name Game (p. 5) Fun with Friends (p. 5) I See a Friend (p. 5) I Care! (p. 6) I Will Take Care of You (p. 7) Building a Word (p. 7) My Friends Like to... (p. 7) Do You Need Help? (p. 8) Friends Fingerprint Mural (p. 9) Mixed-Up Puzzles (p. 9) More Photo Fun! (p. 9) We Can Share (p. 10) Water and Sharing (p. 11) To Share or Not to Share (p. 11) Let's Share (p. 11)	Everyone is Included (p. 12) Water Fun for Everyone (p. 13) Mixing and Making Together (p. 13) Read Me a Story (p. 13) R.E.S.P.E.C.T. (p. 14) I Am Respectful Crowns (p. 15) Respectful Bubble Fun (p. 15) Peek-a-Boo (p. 15) My Friend Feels... (p. 16) Find a Feeling (p. 17) Feelings and Fingerprint (p. 17) If You're Happy (p. 17) Alike and Different (p. 18) Paper Plate Self-Portraits (p. 19) Choosing Activities (p. 19)	Who is That? (p. 19) Perfect Pen Pals (p. 20) Pen Pal Writing Station (p. 21) Off to My Friend's House (p. 21) Letters In. Letters Out. (p. 21) Friendship Day (p. 22) Elbow Bump Dance (p. 23) A Friendship Chain (p. 23) So Many Songs (p. 23) An Alphabet of Friends (p. 24) A Snack to Share (p. 24) Pass the Hula Hoop (p. 25) How Do You Show Respect? (p. 25) I Feel... (p. 26) Likes and Dislikes Posters (p. 26)	<b>Additional experiences I planned to address this skill:</b>

# Customized/Individualized Lesson Planning Sheet

## FEATURES



- Lists all experiences planned each day for the entire unit
- Provides space for you to add each child's name and suggested individualizations
- Available in a Word doc format (type in the boxes) or PDF (print and write)

## BENEFITS

- Provides you with a tool you can use to document how you are individualizing the Gee Whiz curriculum
- Enables you to plan individualizations ahead of time so you are prepared



# How do you use the Customized/ Individualized Lesson Planning Sheet?

## Customized/Individualized Lesson Planning Sheet

Unit: "Fantastic Friendship"

Dates Unit Taught:

8/17/20 – 8/31/20

My Name

Beth Smith

	Child's Name:  Trena	Child's Name:  Jamie	Child's Name:  Raul
<p>DAY 1 (pgs. 4-5)</p> <p>Exploring Together: Who Are My Friends?</p> <p>Center/Small Group: Find Your Name Game</p> <p>Center/Small Group: Fun with Friends</p> <p>Infant: I See a Friend</p> <p>Additional Activities Planned:</p>	<p>WAMF: Hold Trena and help her roll the ball.</p> <p>FYNG: Put stickers on Trena's cards for her to match instead of her matching her printed name.</p> <p>FWF: Describe the "friend blocks" Trena chooses to help her build receptive vocabulary.</p>	<p>WAMF: Make sure to use a large ball that is easier for Jamie to handle.</p> <p>FYNG: Pair Jamie with Raul when playing the game.</p> <p>FWF: Make sure Jamie has larger "friend blocks" that are easier for him to handle.</p>	<p>WAMF: Have Raul assume a leadership role when playing the game by inviting him to help lead the song.</p> <p>FYNG: Encourage Raul to identify the letters in his name as he finds his name cards.</p> <p>FWF: Invite Raul to make additional "friend blocks" using old magazines and/or art supplies.</p>

# Story Props

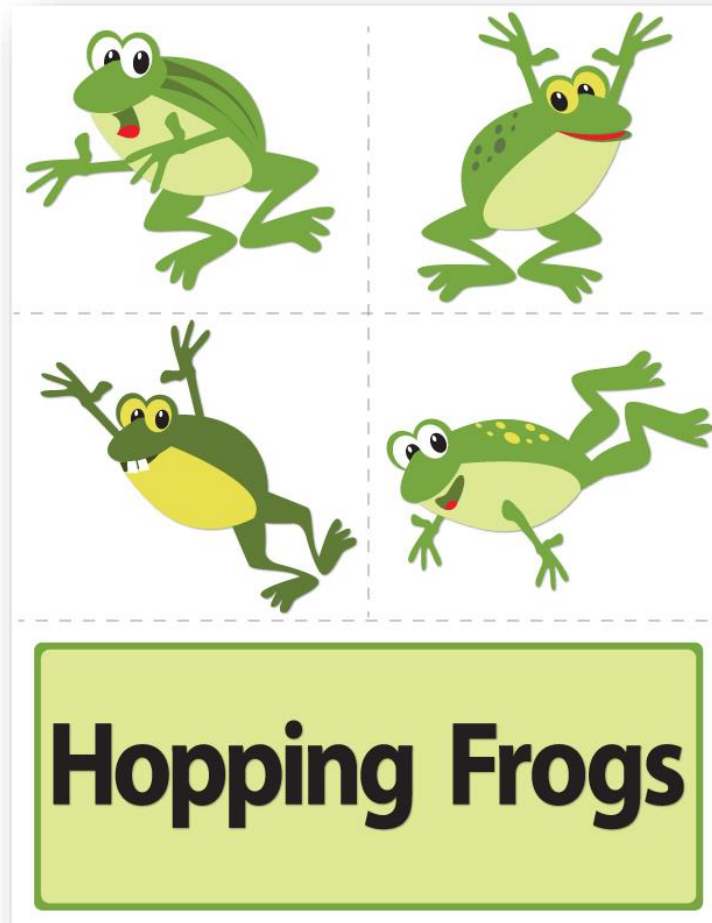
## FEATURES

- Included with the first unit
- Original story
- Integrates into the lesson plans
- Just print and prepare

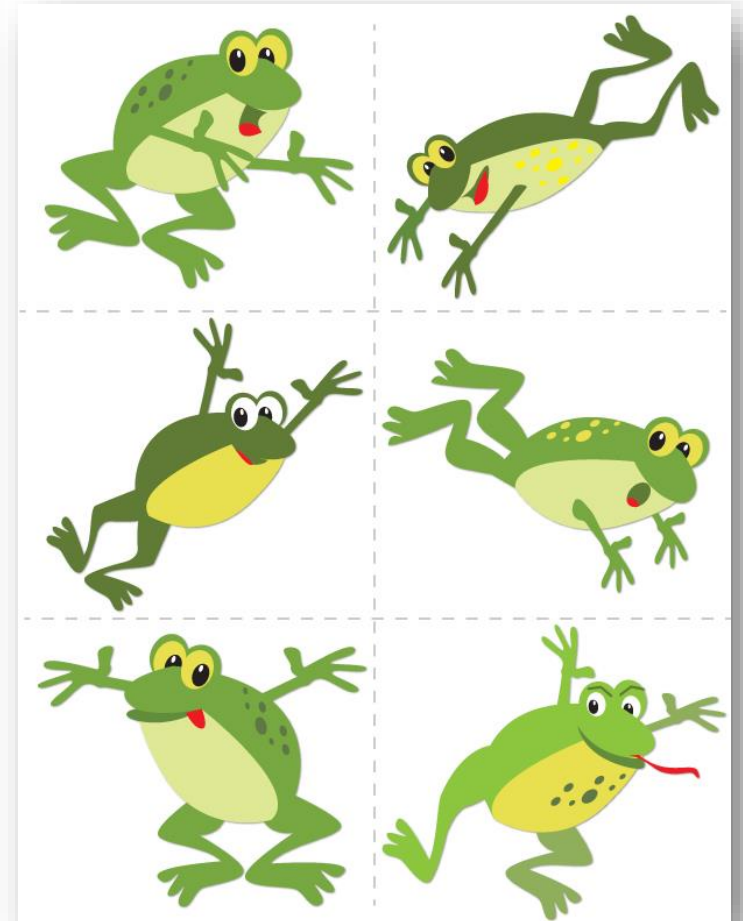
## BENEFITS

- Tool for helping children build many different literacy skills
- Easy to prepare and use
- Can be added to your language area (print an additional copy)

What do the  
Story Props  
look like?



This prop was used with a blue  
blanket or towel (pond).



# Printable Puppet

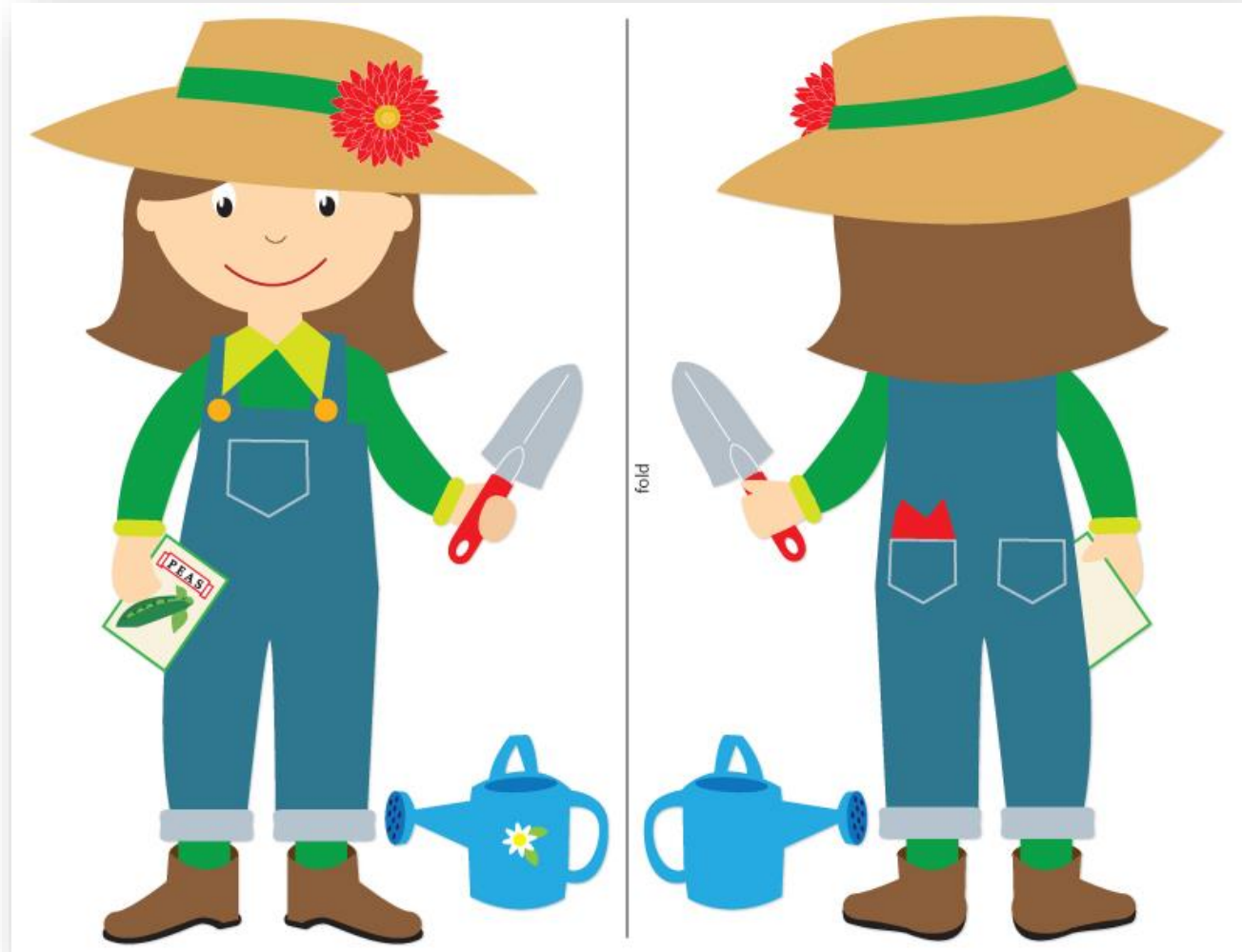
## FEATURES

- Included with the second unit
- Integrated into the lesson plans
- Just print and prepare

## BENEFITS

- Puppets are great for getting the children's attention
- Integrates into the unit and helps you introduce & reinforce key concepts
- Can be used in many other ways

What does the  
Printable  
Puppet look  
like?



Example of a pocket puppet – Just print, fold, tape and use!



# Materials List

## FEATURES

- Detailed list of everything you need to complete the activities in the unit
- Anything that might need time to prep or gather is noted in red
- Bright yellow boxes on the last page indicate materials you may need extra time to locate and/or materials you may need from families

## BENEFITS

- Saves you so much time – you can quickly see what you need to do the activities
- Provides a list of materials parents/guardians can help you locate – great for family involvement

# What does the Materials List look like?

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p><b>Exploring Together:</b> "Who Are My Friends?" (p.4)</p> <ul style="list-style-type: none"> <li>• <b>Anika puppet, prepared (see p. 31)</b></li> <li>• Playground ball</li> <li>• <b>OPTIONAL: World map, globe OR access to a computer/tablet</b></li> </ul> <p><b>Center/Small Group:</b> Find Your Name Game (p.5)</p> <ul style="list-style-type: none"> <li>• <b>Name card for each child (see p. 5)</b></li> <li>• Music</li> </ul> <p><b>Center/Small Group:</b> Fun with Friends (p. 5)</p> <ul style="list-style-type: none"> <li>• <b>Friend blocks</b> (see p. 5 for details on how to prepare)</li> </ul> <p><b>Infants:</b> I See a Friend (p. 5)</p> <ul style="list-style-type: none"> <li>• None needed</li> </ul>	<p><b>Exploring Together:</b> I Care! (p. 6)</p> <ul style="list-style-type: none"> <li>• <b>"How to Be a Good Friend" (see p. 31)</b></li> <li>• Anika puppet</li> <li>• Doll with an arm or leg wrapped with a gauze bandage</li> </ul> <p><b>Center/Small Group:</b> I Will Take Care of You (p. 7)</p> <ul style="list-style-type: none"> <li>• Plush animals and/or dolls, doll beds</li> <li>• Small blankets/pillows</li> <li>• <b>Gauze strips</b></li> <li>• Books, play food, toy dishes/cups</li> </ul> <p><b>Center/Small Group:</b> Building a Word (p. 7)</p> <ul style="list-style-type: none"> <li>• <b>Word FRIENDS on the floor or surface (see p. 7 for details)</b></li> <li>• Blocks</li> </ul> <p><b>Infants:</b> My Friends Like to... (p. 7)</p> <ul style="list-style-type: none"> <li>• <b>Friend Photo Book</b> (see p. 7 for prep directions)</li> </ul>	<p><b>Exploring Together:</b> Do You Need Help? (p. 8)</p> <ul style="list-style-type: none"> <li>• "How to be a Good Friend" poster</li> <li>• Anika puppet</li> <li>• <b>Clothesbasket with mixed up pairs of socks (clean)</b></li> </ul> <p><b>Center/Small Group:</b> Friends Fingerprint Mural (p. 9)</p> <ul style="list-style-type: none"> <li>• <b>Long piece of mural paper OR several sheets of white paper taped together end-to-end</b></li> <li>• Paint-soaked sponges or folded paper towels soaked in paint in shallow dishes (all colors)</li> </ul> <p><b>Center/Small Group:</b> Mixed-Up Puzzles (p. 9)</p> <ul style="list-style-type: none"> <li>• 2-3 puzzles dumped into a box, paper bag or storage bin (be sure to read all options when prepping this activity, p. 9)</li> </ul> <p><b>Infants:</b> More Photo Fun! (p. 9)</p> <ul style="list-style-type: none"> <li>• Friend Photo Book (from p. 7)</li> </ul>	<p><b>Exploring Together:</b> We Can Share (p. 10)</p> <ul style="list-style-type: none"> <li>• "How to Be a Good Friend" Poster</li> <li>• Box or bag of blocks</li> <li>• Anika puppet</li> </ul> <p><b>Center/Small Group:</b> Water and Sharing (p. 11)</p> <ul style="list-style-type: none"> <li>• Water table or container of water</li> <li>• Toy watering cans, ladles, strainers, funnels, colanders, plastic cups, etc.</li> </ul> <p><b>Center/Small Group:</b> To Share or Not to Share (p. 11)</p> <ul style="list-style-type: none"> <li>• <b>Items in a pillowcase that are OK and not OK to share</b> (see p. 11 for suggestions)</li> </ul> <p><b>Infants:</b> Let's Share (p.11)</p> <ul style="list-style-type: none"> <li>• Doll (safe for an infant)</li> </ul>	<p><b>Exploring Together:</b> Everyone is Included (p. 12)</p> <ul style="list-style-type: none"> <li>• "How to Be a Good Friend" Poster</li> <li>• Paper grocery bag</li> <li>• Anika puppet</li> <li>• <b>Scavenger hunt printable</b> (see pgs. 33-34)</li> </ul> <p><b>Center/Small Group:</b> Water Fun for Everyone (p. 13)</p> <ul style="list-style-type: none"> <li>• <b>Sprinkler</b></li> <li>• <b>Children's bathing suits and towels</b></li> </ul> <p><b>Center/Small Group:</b> Mixing &amp; Making Together (p. 13)</p> <ul style="list-style-type: none"> <li>• <b>Ingredients and equipment for making playdough</b> (see p. 32)</li> <li>• Mixing bowl, measuring cups, wooden spoon</li> <li>• Cookie cutters, toy rolling pins, <b>food coloring</b> (keep out of the reach of children until ready to use)</li> </ul> <p><b>Infants:</b> Read Me a Story (p. 13)</p> <ul style="list-style-type: none"> <li>• Books about friends and friendship (see p. 30 for suggestions)</li> </ul>

This is just one page of the list. The full list is 3 pages.

# Family Involvement Components

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- Family Letter (1 per unit) – Print or email
- All About My Week Reports (2 per unit) – Overview of child's week to share with families
- Digital Family Notes (2 per unit) – Photo/Picture files that can be emailed or texted to families
- **All available in English & Spanish**



Click the picture to access our informational booklet, “Parent Involvement, Family Engagement & Gee Whiz.”

# Per Child Component

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## Make It! Sheets – OPTIONAL

These are not “worksheets” but instead a tool you can use to link home and school. **Available in English & Spanish IF the sheet includes text (e.g., a book)**

Examples of Make It! Sheets include: lotto games, patterning strips/cards, books, memory games, etc.



# Individualization Web

## FEATURES

- Per child material
- Document how you are going to integrate a child's interests/needs with each Gee Whiz unit
- Completed webs can be added to each child's portfolio


## BENEFITS

- Tool to help you document how you are individualizing each Gee Whiz unit
- Makes the individualization process much easier



# What does the Individualization Web look like?

Click the Individualization Web to access the section in our User's Guide that addresses this topic.

Individualization Web		
Child's Name:	Monthly Unit Title & Topics: Fantastic Friendship	
Child's Interest or Area of Focus:	What is a Friend?	Who Are My Friends?
	Friends Help	Respect for Friends
	Friends Include	Friends Support
	Friends Are Alike & Different	
Child Response to the Question - What would you like to learn about _____?		
Activities Planned:		
Reflection:		

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