

Learning about Gee Whiz



Benefits, Samples & More

What is Gee Whiz?

Gee Whiz a complete solution curriculum for providers working with children in a home-based setting (plus some centers/preschools). We are an innovative digital curriculum solution backed by free webinar training and resources. Founded in 2012, Gee Whiz has been helping providers meet the needs of their mixed-age groups every ... single ... day!



- **Intentional curriculum** based on the latest ECE research. Aligned with all state & national standards + approved in many states
- **FREE live and recorded webinars** for providers on both implementation of the curriculum and important ECE topics
- Numerous **FREE support materials** available on our website 24/7

www.geewhizeducation.com

"I love the curriculum. With my busy schedule, it's perfect to follow!"

How is Gee Whiz Different?

Exactly what providers need.

In today's world, providers need a high-quality curriculum that is easy-to-implement and affordable. The problem is ... many curriculum programs are extremely expensive, require extensive training and/or are not truly designed to meet the needs of mixed-age groups.

Gee Whiz is just the opposite ... easy-to-use, affordable and comprehensive. Plus ... because our curriculum is downloaded from our website, it is available 24/7 and we include FREE webinar training as well.



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*"I like that all age groups are addressed in the lesson plans.
This program is a real time saver!"*

Comprehensive Lesson Plans

**ALL ages ... ALL developmental areas ... every day.
That's Gee Whiz!**

Family child care and FFN providers deserve lesson plans written for a home setting that are comprehensive, easy-to-adapt and simple to execute. They also NEED hands-on experiences designed for a mixed-age group.

That is why our lesson plans include hands-on experiences for all ages ... from infants to afterschool. PLUS... we adapt experiences for different developmental levels as well.



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*"It is so handy to have activities for each age group that all merge together
with the same topic."*

How Do We Do It?

How does Gee Whiz address all ages in one curriculum?

With a lot of thinking and hard work! We make sure our experiences are easily adaptable to different developmental levels. This allows providers to do one activity in different ways for different children.

We also make sure we utilize materials providers have on hand like blankets and clothesbaskets.



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"I LOVE this! It makes planning easy and is so inexpensive."

Linking the 10 Developmental Areas to Learning Experiences

The Gee Whiz curriculum uses picture codes within each experience to help providers connect developmental areas to the learning experiences they do with children. Here are the 10 developmental areas covered in the Gee Whiz curriculum with the associated picture codes:

- ☑ Language Development 🗨️
- ☑ Approaches to Learning 😊
- ☑ Science Knowledge 🔍
- ☑ Social Studies Knowledge 🌐
- ☑ Creative Arts & Music 🎨 & 🎵
- ☑ Literacy Knowledge 📖
- ☑ Logic & Reasoning ❓
- ☑ Math Knowledge ①
- ☑ Social and Emotional Development ❤️
- ☑ Physical Development and Health 🖐️

Our User's Guide includes an entire section dedicated to the 10 developmental areas. [VIEW NOW](#)



"Love your curriculum! I've shared it with many other providers."

One Experience... Many Different Levels

See a full day sample lesson plan on the next 2 pages.

Experimenting with Movement

(Toddlers–4 years, 🗨️ ? 😊 🖐️ 🧠 ❤️)

Materials:

Baking sheets OR wooden boards OR pieces of cardboard OR all three!

Toy vehicles (cars, trucks, etc.)

• Experimenting challenges children to use higher-order thinking skills as they test their ideas. This experience will invite children to explore how using a ramp to make vehicles move in different ways. Because children at different developmental levels will approach this experience differently, we are providing different options for this experience.

• Set out the materials listed above and invite interested children to use them to experiment. Challenge them to use the materials to make the vehicles move faster and slower.

• Toddlers/Twos/Young Threes: This group will probably just have fun pushing the cars/trucks to make them go faster or slower. Provide plenty of language to describe not only how the vehicles move, but how the children's actions affect the speed as well. This is very important for ELL/DLL children. In addition, you may want to set up a baking sheet, piece of cardboard or board to make a ramp for the children to use.

• Older Threes/Fours/Advanced Preschoolers: This group can experiment to see how they can use ramps to make toy vehicles speed up or slow down. As the children explore, engage them in conversations and challenge them to share their thought processes with you.

Picture codes link the activity to the main developmental areas it addresses.

Note the use of common household materials

The first bullet point explains the "why" behind the experience.

Adaptations/modifications for different developmental levels + tips for ELL/DLL children

Questions to Spur Thinking

- *What do you think is going to happen when you let go of the (name of vehicle)?*
- *Why do you think the (name of vehicle) went faster than the (name of vehicle)?*
- *What happened when you made the baking sheet steeper? Why do you think that happened?*

Open-ended questions included for each Gee Whiz experience

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"I love Gee Whiz!"

DAY 2

Unit: Blankets, Balls & Boxes

Today's Focus: Fun with Packing Boxes

Developmental Areas Addressed Today:



Be Healthy & Safe!

Fresh air and sunshine are very important to the health and well-being of children and adults. Make sure to have outdoor play time every day...weather permitting.

Teaching Tip of the Day

Make saying, or singing, nursery rhymes a part of your daily routine. It is an excellent way to build language/literacy skills.

Transition Time

Have the children pretend to deliver packages as they move from activity to activity today.



Get Moving!

Exploring Together: Deliver the Package!

(all ages,)

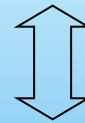
Materials:

- Max the Mail Carrier puppet
 - Packing/Mailing box with your address printed on the outside** (You can get Priority Mail boxes for free at the post office. See link on page 2).
 - Recorded music
- Let's face it...children love to move! This experience incorporates music and movement in a fun way. As the children participate, they will also engage in dramatic play as they pretend to be mail carriers delivering packages. This would be a great experience to take outdoors if the weather is nice in your area.
 - Sit on the floor with the Max the Mail Carrier puppet and one of the packing/ mailing boxes. As the children gather, invite them to explore the box. What does the box look like? Are there any words written on the outside of the box? Challenge more advanced children to point out the words they see and then read them to them. Do they recognize any letters within those words?
 - Encourage the children to talk about a time when they may have received a box like this in the mail. What was inside? Who sent the box? How do they think the box got from where it was sent to their own house? Use these discussions to help the children learn more about how boxes get from here to there. Sometimes they fly on airplanes, sometimes they go by truck and many times are delivered on foot. This would be a great time to involve Max in the discussions!
 - Next, introduce the game, "Deliver the Package." Use a lawn chair, bucket or any other object to designate the turning around point (about 15 feet from the children). Then, turn on recorded music and give one child a box. Have this child pretend to be a mail carrier as he/she runs to the turning around point and then back to the group to "deliver" the package to the next person. Continue playing until each child has a turn to "deliver the package."

Today's Vocabulary

Use some of these words in conversations with children today!

**package deliver weight
address post office**



As younger children participate in activities today, model language by...

- *Using words, such as those listed above, while engaging children in conversations during the day's activities.*
- *Talking with children as they role-play a post office (p. 7).*
- *Describing children's actions as they use boxes to make music (p. 7).*

Questions to Spur Thinking

- *What do you see on the box? What do you think those words say?*
- *How does the mail carrier know where to deliver a package?*
- *How long do you think it would take to mail a package to (place)?*
- *Who would you like to mail a package to? What would you send him/her?*



Packing and Shipping

(Toddlers–4 years, 🗨️ 😊 ❤️ ? ✂️ 📦 🧵 🖐️)

Materials:

- Assorted boxes** (see note on p. 2 about getting free boxes from the USPS)
- Assorted types of tape**, crayons/markers, **tissue paper**, scissors, etc.

- Children use dramatic play to not only show what they know but also to build skills in many other areas. During this experience, the children can pretend to pack and ship surprises to family or friends. This is also an excellent way for them to build fine motor control. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes: This age group will just enjoy putting things in boxes and taking them out. As they play, be sure to not only describe the objects they choose as well as their actions. This would be an excellent time to reinforce the opposites in and out as well.
- Fours/Advanced Preschoolers: These children can choose items to pack and then tape up the boxes in preparation for “shipping” them. As they do so, your most advanced group can even write their addresses on the boxes or can dictate them for you to write. Be sure to talk about letter names and beginning sounds during this time. Once packed, the children can even pretend to deliver their packages. Then, they can unpack them and repack them again and again. If possible, keep this learning station open for this

Pop!

(Infants, 🗨️ 🧵 😊 ❤️)

Materials:

- Box and plush animal

- Reciting rhymes is a wonderful way of exposing infants to new language and vocabulary. Adding action makes the rhyme more engaging and also challenges the infant to use his/her senses.
- Have the infant sit beside you (if he/she is able to do so) or hold him/her in your lap. Put the box in front of you. Recite the rhyme and then make the animal pop out of the box at the corresponding time.

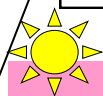
What is in the box?
What is in the box?
I will count and you will see...
What is in the box!
1...2....3....
POP!

DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- *Tell me about what you chose to pack and ship.*

- *What technique did you find worked best for using the box to make music?*



Banging on Boxes

(Toddlers–4 years, 🖐️ 🗨️ ❤️ 🎵 ? 🧵 😊)

Materials:

- Assorted boxes**
- Plastic or wooden cooking spoons**

- Using every day items in different ways is a wonderful way for children to think outside the box and use problem-solving skills. During this experience, the children will do all of these things while building fine motor control and eye-hand coordination at the same time. In addition, the children will have the opportunity to make and test predictions as well.
- Set out the boxes as well as the plastic and wooden cooking spoons. As children show interest in these materials, engage them in conversations. Challenge them to use the boxes to make music. Some children may choose to bang on the boxes with the spoons while others may choose to use their hands. Some children may choose to hit the boxes on the sides while others may use the bottoms. Whatever the children decide is great! Describe not only the children’s actions but the results as well.
- Advanced Preschoolers: These children may think of other ways to use the boxes to make music. Encourage their ideas! This may mean they need to seek out other materials...which is fine. In addition, these children can make predictions about which techniques (or materials)

Your Own Activities

Monthly Teacher Components

These materials make teaching easier!

See samples of each of these on the following pages.

- **Teaching Guide (sample on previous 2 pages)** - Each guide includes 10 days of experiences. Each day includes an Exploring Together activity (whole group), 2 small group experiences and an infant experience. The guide also includes 6 activities for afterschool children, a book list, songs/poems & more!
- **Weekly Activity Plan** - A “grid” plan you can submit or post.
- **Story Props** (1st unit) - Just print and use to build literacy skills through an original story in the first unit of each month.
- **Teaching Tool** (2nd unit) - A printable manipulative material included in the 2nd unit.
- **Letters & Literacy Booklet** - Additional activities for those children who are developmentally ready to explore letters.
- **School-Age Fun Booklet** - Additional activities for afterschool children.
- **Materials List** - A easy way to see what is needed for each day.



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“I love the fact that I can download the materials.”

Weekly Activity Plan (2 pages) - sample of one page

Weekly Activity Plan - Week #1 - My Five Senses

	Large Group Activity	Small Group Activity	Small Group Activity	Infant Activity	Outside Activity	Transition	Interest Area Materials
DAY 1	Introduce the 5 senses. Move to music and then sing the action song, "I Have Five Senses."	Use the 5 senses while playing in the sand.	Explore a sensory bin filled with items. Talk about how the feel, look, smell, sound.	Sing the song, "My Eyes Help Me See."	Have the children describe what they see while playing outside.	Sing the song, "I Have Five Senses" as the children move from activity to activity today.	
DAY 2	Explore sense of touch. Play the game, "Find a Texture."	Add textured material (e.g., salt) to fingerpaint.	Mix warm and cold water together while talking about the sense of touch.	Make sensory water bags (warm and cool) to explore together.	Have the children find bumpy textures outside.	Have children name things they like to touch before moving from activity to activity today.	
DAY 3	Use the "Safe Senses" Story Prop to discuss things that are safe (and not safe) to touch.	Make goop with the children. Talk about how it feels.	Use bubble wrap and paint to create art. Talk about the texture of the bubble wrap.	Provide puffed rice or puffed wheat for infant to pick up and eat.	Provide assorted types of balls for the children to play with and talk about textures.	Have the children name things they should not touch before moving from activity to activity today.	
DAY 4	Use hands as binoculars to introduce the sense of sight. Share the story, "Safe Senses." Recite the rhyme, "Your Eyes."	Have the children draw without looking by putting their hand in a box with a hole.	Take unbreakable magnifiers outside and invite the children to explore.	Hang shiny items above the diapering area and talk about what they look like.	Take some child-safe binoculars outside for the children to use.	Recite the rhyme, "Your Eyes" when moving from activity to activity today.	
DAY 5	Explore sight safety by singing the movement song, "I Must Keep My Eyes Safe." Explore sunglasses.	Play the game, "See and Count" with blocks and numeral cards.	Make sun visors with art/craft materials.	Fingerpaint with 2 colors (sight and touch)	Have the children use blankets to make shade spots while playing outside.	Sing the song, "I Must Keep My Eyes Safe" as the children move.	

Story Props (# of pages varies) - sample of one page



gluestick



scissors



paper



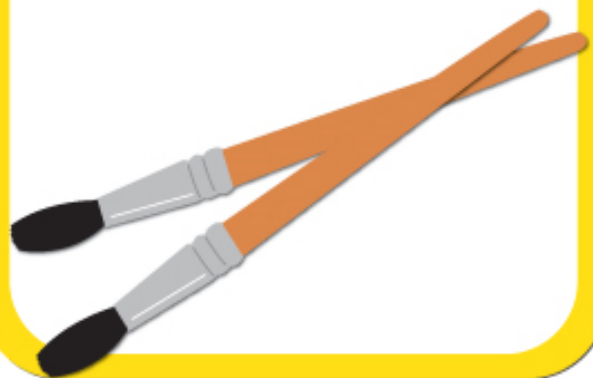
playdough



paint



paintbrushes



Letters & Literacy Booklet (4 pages) - sample of one page

Letter Exposure Activities for “So Strong!”

Activity Title	Page #	Letter(s) to Integrate	How?
Let's Stay Hydrated	5	Letters associated with each child's name	During this experience, the children will be creating special cups they will use when drinking water. As part of this experience, those children who are developmentally ready can write their names on their cups with a permanent marker (adult supervision required!). If the child is not ready to write his/her own name, you can write it for him/her. Either way, be sure to talk about letters as the children (or you) write their names. Now would also be a meaningful time to talk about beginning sounds. If the children are more advanced, they may even be able to help you write the names of younger children on their cups as well. This would open the door for even more reinforcement of letters and letter sounds.
Muscles, Muscles	6	M + many other letters	During this Exploring Together experience, the children will explore how they use their muscles to do many things. As part of this experience, with children who are ready, print the word <i>muscles</i> on a sheet of paper as the children watch. Talk about the letter M at the beginning of this word. Can the children hear the sound this letter makes? Do any of them have a name that begins with the letter M? Next, have the children work together to use blue painter's tape (indoors) or sidewalk chalk (outdoors) to make a giant letter M on the floor or sidewalk/driveway/patio. Then, have the children demonstrate motions that utilize the large muscles in their legs as they move along the letter M. They may choose to hop, skip, take giant steps, walk backwards, etc. Take photos or videos of the children as they participate to send to parents/guardians and add to their digital portfolios.
My Shin Bone	9	B	During this experience, the children will learn more about their shin bone. As part of this experience, with children who are ready, print the word <i>bone</i> on a sheet of paper. Name each letter as you write it. What is the first letter in this word? Do any of the children have a name that also begins with the letter B? Next, measure each child's shin bone and print their names and measurements on a large sheet of paper (e.g., Jamie's bone = 10 inches). Talk about letters, letter sounds and words in the process. To expand this experience further, have the children choose other bones to measure and add to the chart such as their upper arm bone (humerus), the bone in their thumb, etc. The children can then compare and contrast the measurements using the chart.

Down on the Farm Unit

Focus: What Grows on the Farm?

Growing Corn

(Developmental Areas: )

Materials:

- Access to a computer or tablet
- Cornbread mix (+ additional ingredients needed) OR ingredients for making your favorite cornbread recipe**
- Mixing bowl, measuring cups, large spoon**
- Baking pan for cornbread OR muffins**

- Today, the children will learn about one of the many crops grown on farms ... corn. Some of the children in your group may live on a farm or be familiar with farms. Others may not. As you conduct this experience, be sure to adapt and modify it based on the children in your group. The children will then use corn (cornmeal) to make a tasty treat everyone can enjoy. As they follow the directions, they will utilize measurement and practice reading skills.
- Put the box of cornbread mix (with other ingredients needed) or the ingredients to prepare your favorite cornbread recipe on the table. Invite the children to share what they know about the ingredients. Focus on the cornmeal. Where does cornmeal come from? What plant is used to make cornmeal? Invite the children to share.
- Next, show a short video about how corn is grown and harvested on farms. Here is one option: https://www.youtube.com/watch?v=F2pLonUh_Qk. After watching the video, encourage the children to talk about what they learned.
- Then, have the children help make cornbread to eat! They can either use a boxed mix or your favorite recipe. Be sure to involve the children in reading the directions and measuring. Once the cornbread is done, eat and enjoy!
- **EXTENSION:** Serve corn on the cob for a special lunch treat! The children can help husk the corn.

Be sure to check with parents/guardians before serving any foods.

Questions to Spur Thinking

- *How are the two types of flour the same? How are they different?*
- *What did you learn about growing and harvesting wheat by watching the video?*
- *Why do you think whole wheat flour is better for our bodies than all-purpose white flour?*

It Comes from Wheat

(Developmental Areas: )

Materials:

- Baking tray with edges
- Whole wheat flour AND all-purpose white flour**
- Access to a computer or tablet

- Another grain that is often grown on farms is wheat. Today the children will learn more about how wheat is transformed into flour. The children will also use their senses to compare/contrast whole wheat flour to all-purpose white flour. They will learn more about the importance of whole grains in the process.
- Put a handful or so of whole wheat flour on one side of a baking tray with edges and a handful of all-purpose white flour on the other. As children become curious, invite them to share what they know about flour. Then, challenge them to compare and contrast how the whole wheat flour is the same (and different from) the all-purpose white flour. Now would be an excellent time to discuss why whole grains (like whole wheat flour) are much better for our bodies.
- After the children explore the flour, talk about the crop farmers plant to create flour ... wheat. Show a short video, such as this one, to help them learn more about the growing and processing of wheat: <https://www.youtube.com/watch?v=CWVrNNy6kRs>. After watching the video, encourage the children to share what they learned. Invite the children to share the types of things their families prepare at home that use flour.
- **EXTENSION:** Have the children explore food cartons to discover which contain whole wheat or regular flour. This is an excellent way for them to practice reading skills while learning to decipher food labels at the same time.

Questions to Spur Thinking

- *What do you already know about how corn is grown?*
- *What did you learn by watching this video? What would you still like to learn about how corn is grown and harvested?*
- *How is cornbread is different from regular bread? How is it the same?*

Materials List (3 pages) - sample of one page

Materials List - "Friendship Fun" Unit

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

Monthly Child & Family Involvement Components



Keeping parents & guardians both informed and involved is so important!

Gee Whiz makes this goal easier to reach consistently.

See samples of each of these on the following pages.

- **Family Letters** - 2 per month. Each letter includes an overview of the unit + activities to do at home.
- **Digital Family Notes** - 4 per month. Fun activities in a textable format.
- **“All about My Week” Reports** - 4 per month. Keep families up-to-date about their children’s interest and progress.
- **Let’s Read Together! Booklets** - 2 per month. Simple “stories” families can read to their children at home. A great tool for building literacy skill!
- **Make It! Sheets** - 4 per month. These hands-on sheets as designed to enhance skills in many areas both during program time and at home.

[All of these components are available in both English & Spanish.](#)

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“This is a great tool and investment for my program!”




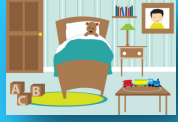
Just for Families!



Our next unit, "Growing & Changing," will challenge your child to think about how people grow and change. In addition to themselves, the children will explore a few common adult and baby animals like cats/kittens, dogs/puppies, duck/ducklings and more. Now would be a great time to go for a walk in your neighborhood and look for adult and baby animals. Here are the main concepts we will explore:

- * People Grow and Change
- * Now I Can ... Later I Will
- * Puppies and Dogs
- * Ducklings and Ducks
- * Growing Strong & Healthy
- * When I Was a Baby...
- * Kittens and Cats
- * Bunnies and Rabbits
- * Baby and Adult Birds

The following activities will help you reinforce the unit, "Growing & Changing" at home.

<p>Bath Time:</p>  <p>If you have a plastic baby doll that can get wet, invite your child to give the doll a bath. Compare the size of your child's hands and feet to the doll's.</p>	<p>Mealtime:</p>  <p>If your child is ready, provide him/her with a training spoon or fork so that he/she can learn to feed him/herself.</p>
<p>Out & About (traveling):</p>  <p>When riding in the car, look for mothers, fathers or other caregivers pushing babies in strollers or carrying them in carriers. Count how many you see.</p>	<p>Bedtime:</p>  <p>At bedtime, read books and look for babies in the photos or illustrations.</p>

Sing the following song and invite your child to pretend to be a baby bunny.

HOP, BABY BUNNY
(tune: "Are You Sleeping?")

Hop, baby bunny,
Hop, baby bunny,
Hop...hop...hop!
Hop...hop...hop!
Hopping up and down,
Hopping all around.
Hop...hop...hop.
Hop...hop...hop



Sample of the Digital Family Notes

These are JPEG files that can be texted.

Did you know that dancing is an excellent form of exercise? Turn on some upbeat music and dance, dance, dance with your child. Not only will you have a lot of fun, you will get your heart beating, too!



While giving your child a bath, talk about bones and muscles. This is also the perfect time to point out how strong your child is becoming and how much he/she is growing!



Sample of an "All About My Week" Report



All About My Week

Name: _____ Date: _____

This week, the activity I enjoyed most was:

This week, I spent a lot of time playing with:

- art materials
- sand
- blocks
- play food
- playsets
- other _____
- books
- water
- riding toys
- dolls
- balls
- toy vehicles
- puzzles
- toy/plush animals
- dress-up clothes
- playdough

I am trying very hard to learn how to:

I am getting very good at:



All About My Week

Name: _____ Date: _____

This week, the activity I enjoyed most was:

This week, I spent a lot of time playing with:

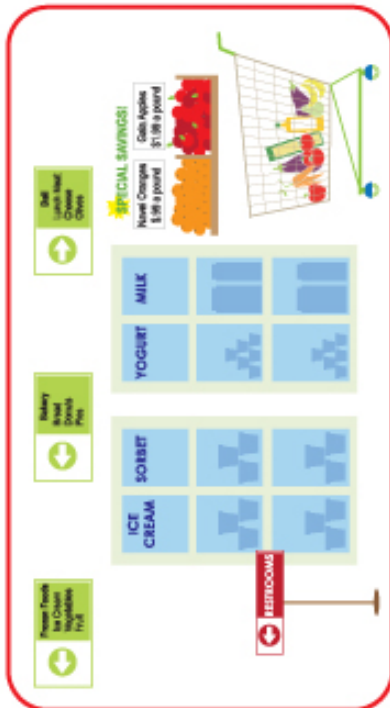
- art materials
- sand
- blocks
- play food
- playsets
- other _____
- books
- water
- riding toys
- dolls
- balls
- toy vehicles
- puzzles
- toy/plush animals
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I am trying very hard to learn how to:

I am getting very good at:

Letters, Letters, Are All Around

staple



staple

1.

Letters, letters are all around.
I see them in books.
Do you see them, too?

Friends on the Playground

This is My Crazy!

Friends for Life

2.

Letters, letters are all around.
I see them on toys.
Do you see them, too?

A

B

C

3.

Letters, letters are all around.
I see them on a cereal box.
Do you see them, too?

Krispies

cereal with corn

32 oz.

A K Q N V S Y P R E X M
F T G H Z O B
C B L U D W P K R E X M A K Q N V S

**Letters, letters are all around.
I see them on crayons and markers.
Do you see them, too?**

4.

A K Q N V S Y P R E X M
F T G H Z O B
C B L U D W P K R E X M A K Q N V S

**Letters, letters are all around.
I see them on the computer.
Do you see them, too?**

5.

A K Q N V S Y P R E X M
F T G H Z O B
C B L U D W P K R E X M A K Q N V S

**Letters, letters are all around.
I see them every day.
Do you see them, too?**

6.

A K Q N V S Y P R E X M
F T G H Z O B
C B L U D W P K R E X M A K Q N V S

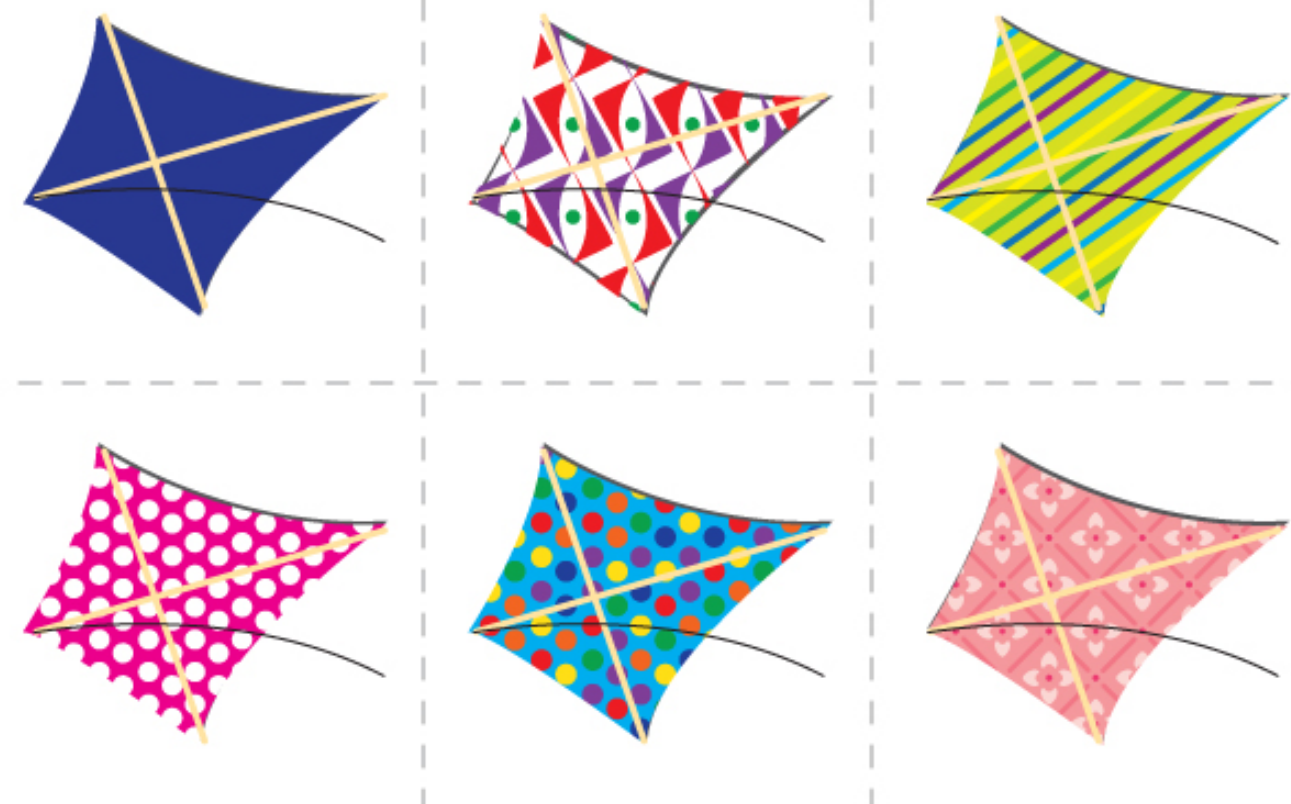
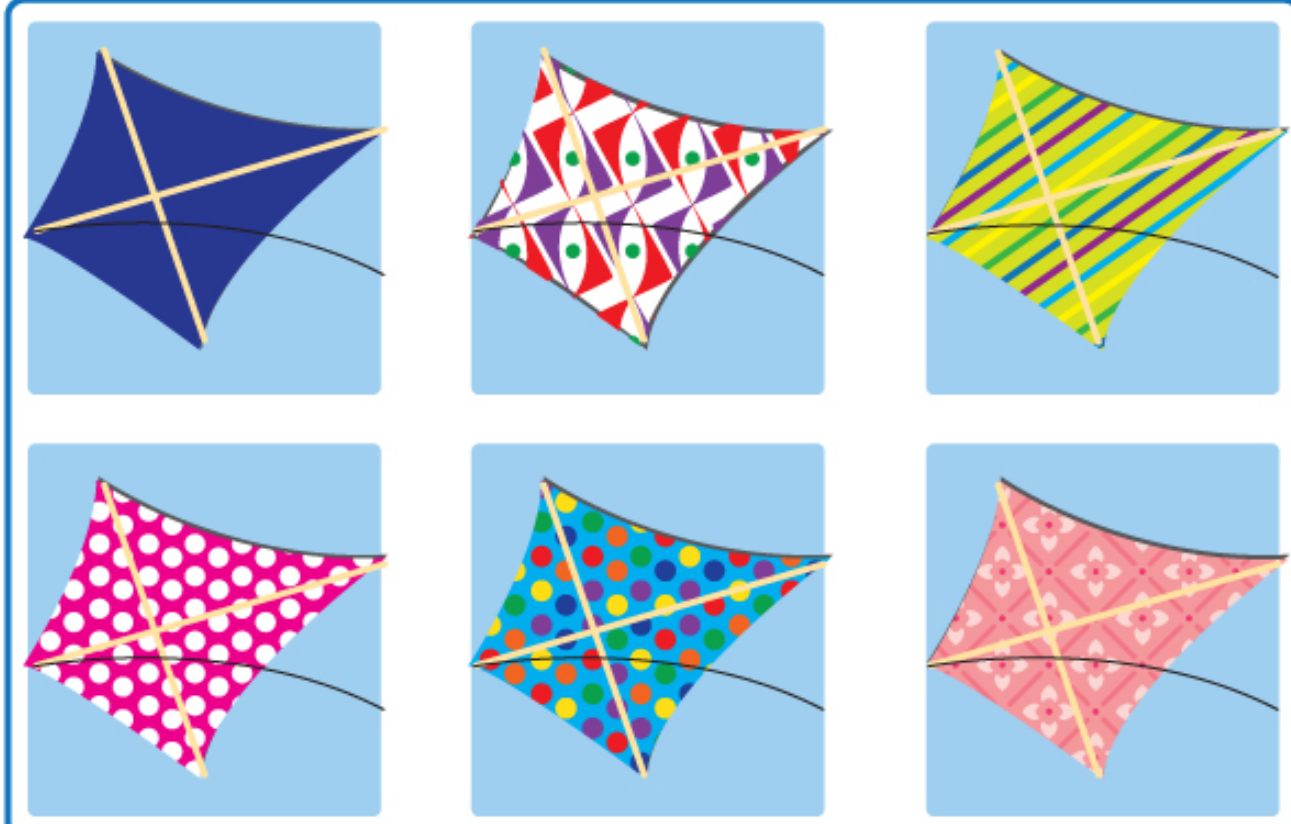
Ask your child these questions after sharing the story (if he/she is verbal). These are open-ended questions so in most cases, there is not a "right" or "wrong" answer.

Where do you see letters every day?

Why do you think it is important to learn the letters of the alphabet?

Words are made when you put letters together in a specific order. What letters do you have in your name? What do you think would happen if you mixed up the order of the letters in your name?

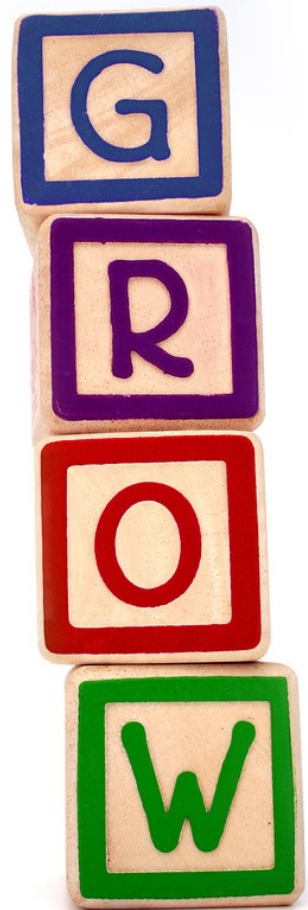
Sample Make It! Sheet



Monthly Individualization & Authentic Assessment Components

Individualization & assessment are important. That is why we include components to help providers do both!

- **Connecting the Dots** - This 16-page document is included with EACH unit. It helps providers connect the planned experiences to specific skills (we call them Learning Indicators). This enables providers to “connect” their chosen formal child assessment tool to the curriculum.
- **Individualization Web** (2 per month) - This helpful tool enables provider to individualize each unit to the children’s specific interests and/or needs.
- **Customized/Individualized Lesson Planning Sheet** (2 per month) - Providers can use this tool to help them document individualizations.
- **Observe & Reflect** (as many as they need) - This form enables providers to record anecdotal notes and then plan based on their reflections.



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Gee Whiz is simple to follow. The learning standards as specified for each activity. I know what to expect and how to observe for progress.”

Sample of Connecting the Dots - 1 booklet per unit

Each booklet is 16 pages, covering all 40 skills. We are providing one page as a sample.

Unit: "So Strong!" - August 2023

LEARNING INDICATORS (specific skills)	These experiences address Science Knowledge ? (continued)			
<p>SK2 - <i>Makes and tests predictions using simple experimentation</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Muscles, Muscles (p. 6) Muscle Power! (p. 7) A Heart Healthy Snack (p. 11) Get That Heart Rate Up! (p. 12) Movin' to Music (p. 13) Count the Beats (p. 25) Drawing with Your Feet (p. 26)</p>		<p>Additional experiences I planned to address this skill:</p>	
<p>SK3 - <i>Gathers information about the natural world through hands-on exploration</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>Healthy Henry (p. 4) Dancing is Exercise (p. 5) Muscles, Muscles (p. 6) Pedal, Push and Pull (p. 7) Muscle Power! (p. 7) Building Strong Muscles (P. 8) My Shin Bone (p. 9) Little Fingers, Little Toes (p. 9) Strong Hearts, Strong Lungs (p. 10) Thump, Bump (p. 11) Let's Get Moving! (p. 11) Get That Heart Rate Up! (p. 12) Exercising Together (p. 13) Movin' to Music (p. 13) One More Time (p. 13)</p>	<p>Coordination Fun (p. 14) My Hands Can ... (p. 18) Small Muscles Matter, Too (p. 19) "Cooking" with Sand and Water (p. 21) Exercise Day (p. 22) My Favorite Type of Exercise is... (p. 24) Making a Splint (p. 24) Count the Beats (p. 25) Making an Exercise Video (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>	
LEARNING INDICATORS (specific skills)	These experiences address Logic & Reasoning ?			
<p>LR1 - <i>Demonstrates the ability to identify a problem and then seeks ways to solve it</i></p> <p>Objectives/Skills on my formal child assessment that correlates to this skill are:</p> <hr/> <hr/>	<p>"Healthy Henry" (p. 4) Let's Stay Hydrated! (p. 5) Dancing is Exercise (p. 5) Muscles, Muscles (p. 6) Pedal, Push and Pull (p. 7) Muscle Power! (p. 7) Building Strong Bones (p. 8) Sort the Bones (p. 9) My Shin Bone (p. 9) Strong Hearts, Strong Lungs (p. 10) A Heart Healthy Snack (p. 11) Thump, Bump (p. 11)</p>	<p>Get that Heart Rate Up! (p. 12) Exercising Together (p. 13) Movin' to the Music (p. 13) Coordination Fun (p. 14) Over, Under and Through (p. 15) Stretch and Paint (p. 15) Let's Balance! (p. 16) Can You Balance? (p. 17) Stop and Balance (p. 17) My Hands Can... (p. 18) Small Muscles Matter, Too (p. 19) Putting the Pieces Together (p. 19)</p>	<p>Working Muscles (p. 20) "Cooking" with Sand and Water (p. 21) Wash, Wash, Wash (p. 21) Exercise Day (p. 22) Refreshing Fruit Shake-Ups (p. 23) Gather Around (p. 23) Making a Splint (p. 24) My Favorite Type of Exercise is... (p. 24) Count the Beats (p. 25) Let's Play Twister®! (p. 25) Drawing with Your Feet (p. 26) Making an Exercise Video (p. 26)</p>	<p>Additional experiences I planned to address this skill:</p>

Individualization Web

Child's Name:

Monthly Unit Title & Topics: Down on the Farm

Child's Interest or Area of Focus:

What Do Farmers Do? Farm Equipment
Farm Tools Crops & Orchards
Horses on the Farm Cows on the Farm
Pigs on the Farm Sheep on the Farm
Hens & Roosters on the Farm



Child Response to the Question - What would you like to learn about _____?

Activities Planned:

Reflection:

Customized/Individualized Lesson Planning Sheet (5 pages) - sample of one page

Customized/Individualized Lesson Planning Sheet



Unit: "Cups, Plates & Spoons" My Name:

Dates Unit Taught:

Child's Name:

Child's Name:	Child's Name:	Child's Name:	Child's Name:	Child's Name:	Child's Name:
DAY 1 (pgs. 4-5) Exploring Together What Do You Feel? Center/Small Group: Fill 'N Dump Center/Small Group: Let's Sort! Infant: A Bin of Fun Additional Activities Planned:					
DAY 2 (pgs. 6-7) Exploring Together: Cups, Cups, Cups Center/Small Group: Stacking Cups Center/Small Group: Cup Bowling Infant: What is Under the Cup? Additional Activities Planned:					

Sample of the Observe & Reflect Grid

Providers may print as many as they need.

Observe & Reflect Grid

My Name:	Child's Name:	Setting:
Date:	Child's Current Age (years & months):	
Time:		
Anecdotal Note/Observation:		
Reflection:		
Developmental Areas to Address in Planning:		

Much more than Curriculum

FREE Webinar Training

Get started on the right foot with our series of **4 Onboarding Webinars**. These webinars are available 24/7 and cover the following topics:

- *Accessing Gee Whiz & Understanding How to Use All of the Components*
- *Understanding How Gee Whiz Addresses All 10 Areas of Development*
- *Adapting & Individualizing Gee Whiz*
- *Gee Whiz & Assessment*

[CHECK OUT OUR ONBOARDING WEBINAR PAGE](#)

MORE WEBINAR OPTIONS:

Live webinars (during the week in the evening) PLUS recorded are available. Just watch and learn! Topics range from using the curriculum with fidelity to the “why” behind experiences.

[CHECK OUT OUR WEBINAR PAGE](#)



Additional Helpful Resources

Need help with family involvement? Ideas for strengthening the learning environment? Our website is packed full of free resources and printable materials designed just for providers.

www.geewhizeducation.com

“I love what you are doing! You come up with great topics all the time.”

Aligned & Approved

Recognized as a leader in early childhood, Gee Whiz is aligned with state AND national ECE standards. Our curriculum is also approved in many states. Our website contains full details and alignment charts for all 50 states + the Head Start Early Learning Outcomes Framework.



[Click here to see the Gee Whiz alignment and/or approval documentation for your state on our website](#)

www.geewhizeducation.com

“All the components together make this my choice for curriculum in Ohio as a 5-star rated Type A (large group) family child care.”

Commonly Asked Questions & Answers

Question: Do you need to sign up for a whole year?

No! Subscriptions include monthly, quarterly or yearly payment options. See the following page for pricing information. Please note that Gee Whiz is a subscription-based product. Once subscribed, you will be charged based on the option you choose (monthly, quarterly or yearly) until you cancel. If at any time you need to cancel, you can do so quickly and easily in your Member Portal.

Question: What is the research base behind Gee Whiz?

We are constantly reviewing new research related to family child care and incorporating it into what we do. The establishment of the Gee Whiz Cohort is a great example of this! To review ALL of the research upon which our approach is based, please review this section in the Gee Whiz User's Guide.

Does the program address state standards and national (e.g., Head Start) standards?

Yes! Please see our alignment page for complete details.

Does the program include an assessment tool?

The Gee Whiz curriculum is designed to be comprehensive enough that providers can choose the formal assessment tool they feel will work best for their children. Our new "Connecting the Dots" component helps providers connect the experiences in the Gee Whiz curriculum to 10 developmental areas and our 40 Learning Indicators (skills). Using this component then makes it extremely easy for them to connect to their chosen formal child assessment tool. We have a recorded webinar on this topic in the Webinar Training page of our website.

Question: Is there support if needed?

Yes! Please send any questions you may have to customerservice@geewhizeducation.com.

Question: Is Gee Whiz an approved curriculum in my state?

Gee Whiz is currently approved in many states and/or recognized as "fully aligned." Please see this page of our website for information on your state: <https://geewhizeducation.com/state-alignments-and-approvals/>

www.geewhizeducation.com

"I will definitely share my experience with other FCC providers I train in the field."

Subscription Options

3 Different Options

At Gee Whiz, we want providers to choose the subscription option that they feel works best for them. Providers choose how often they want to be charged (monthly, quarterly or yearly) and when they want to cancel. **ALL of these options include webinar training at no charge.**



**Monthly
Price**

\$24.95/month

**Quarterly
Price**

\$68.95/quarter

Yearly Price

\$245.95/year

Best value!

www.geewhizeducation.com

“What I like most about it is that it is affordable for all ages and its content is very important and applies to daily life.”

Reach Out Any Time

At Gee Whiz, we work with Quality Specialists, Coaches, Trainers and Providers all the time. If you have a question, please reach out to one of us directly so we can assist you!

If you are a Quality Specialist, Coach or Trainer, please contact either:

Beth Smith - bsmith@geewhizeducation.com

Sherry Mayberry - smayberry@geewhizeducation.com

If you are provider, please contact us at:

Customer Service - customerservice@geewhizeducation.com

www.geewhizeducation.com



"Thank you for providing all of the components which allows me to pick and choose what my group needs."