

Gee Whiz Components



**Gee Whiz**TM
Education

Teaching Guide

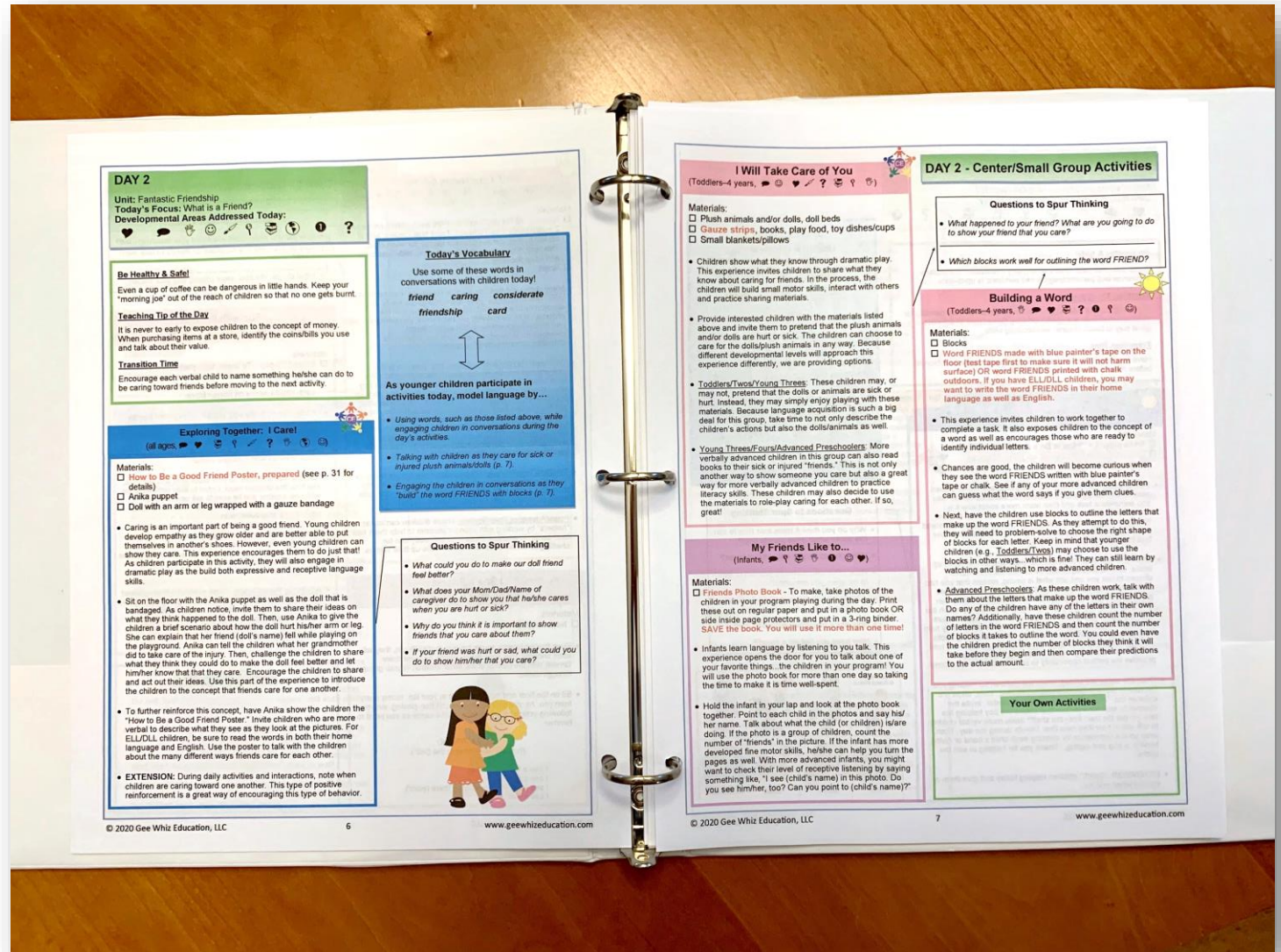
FEATURES

- 10 days of lesson plans 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 your own creative ideas
- Adaptations ready if you need them

What does a Gee Whiz Teaching Guide look like?



DAY 2
 Unit: Fantastic Friendship
 Today's Focus: What is a Friend?
 Developmental Areas Addressed Today:

Be Healthy & Safe!
 Even a cup of coffee can be dangerous in little hands. Keep your "morning joe" out of the reach of children so that no one gets burnt.
Teaching Tip of the Day
 It is never too early to expose children to the concept of money. When purchasing items at a store, identify the coin/bills you use and talk about their value.
Transition Time
 Encourage each verbal child to name something he/she can do to be caring toward friends before moving to the next activity.

Today's Vocabulary
 Use some of these words in conversations with children today!
 friend caring considerate
 friendship card

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 care for sick or injured plush animals/dolls (p. 7).
- Engaging the children in conversations as they "build" the word FRIENDS with blocks (p. 7).

Exploring Together: I Care!
 (all ages)

Materials:

- How to Be a Good Friend Poster, prepared (see p. 31 for details)
- Anika puppet
- Doll with an arm or leg wrapped with a gauze bandage

- Caring is an important part of being a good friend. Young children develop empathy as they grow older and are better able to put themselves in another's shoes. However, even young children can show they care. This experience encourages them to do just that! As children participate in this activity, they will also engage in dramatic play as the build both expressive and receptive language skills.
- Sit on the floor with the Anika puppet as well as the doll that is bandaged. As children notice, invite them to share their ideas on what they think happened to the doll. Then, use Anika to give the children a brief scenario about how the doll hurt his/her arm or leg. She can explain that her friend (doll's name) fell while playing on the playground. Anika can tell the children what her grandmother did to take care of the injury. Then, challenge the children to share what they think they could do to make the doll feel better and let him/her know that that they care. Encourage the children to share and act out their ideas. Use this part of the experience to introduce the children to the concept that friends care for one another.
- To further reinforce this concept, have Anika show the children the "How to Be a Good Friend Poster." Invite children who are more verbal to describe what they see as they look at the pictures. For ELL/DLL children, be sure to read the words in both their home language and English. Use the poster to talk with the children about the many different ways friends care for each other.
- EXTENSION:** During daily activities and interactions, note when children are caring toward one another. This type of positive reinforcement is a great way of encouraging this type of behavior.

Questions to Spur Thinking

- What could you do to make our doll friend feel better?
- What does your Mom/Dad/Name of caregiver do to show you that he/she cares when you are hurt or sick?
- Why do you think it is important to show friends that you care about them?
- If your friend was hurt or sad, what could you do to show him/her that you care?



I Will Take Care of You
 (Toddlers-4 years)

Materials:

- Plush animals and/or dolls, doll beds
- Gauze strips, books, play food, toy dishes/cups
- Small blankets/pillows

- Children show what they know through dramatic play. This experience invites children to share what they know about caring for friends. In the process, the children will build small motor skills, interact with others and practice sharing materials.
- Provide interested children with the materials listed above and invite them to pretend that the plush animals and/or dolls are hurt or sick. The children can choose to care for the dolls/plush animals in any way. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Young Threes:** These children may, or may not, pretend that the dolls or animals are sick or hurt. Instead, they may simply enjoy playing with these materials. Because language acquisition is such a big deal for this group, take time to not only describe the children's actions but also the dolls/animals as well.
- Young Threes/Fours/Advanced Preschoolers:** More verbally advanced children in this group can also read books to their sick or injured "friends." This is not only another way to show someone you care but also a great way for more verbally advanced children to practice literacy skills. These children may also decide to use the materials to role-play caring for each other. If so, great!

My Friends Like to...
 (Infants)

Materials:

- Friends Photo Book** - To make, take photos of the children in your program playing during the day. Print these out on regular paper and put in a photo book OR side inside page protectors and put in a 3-ring binder. SAVE the book. You will use it more than one time!

- Infants learn language by listening to you talk. This experience opens the door for you to talk about one of your favorite things...the children in your program! You will use the photo book for more than one day so taking the time to make it is time well-spent.
- Hold the infant in your lap and look at the photo book together. Point to each child in the photos and say his/her name. Talk about what the child (or children) is/are doing. If the photo is a group of children, count the number of "friends" in the picture. If the infant has more developed fine motor skills, he/she can help you turn the pages as well. With more advanced infants, you might want to check their level of receptive listening by saying something like, "I see (child's name) in this photo. Do you see him/her, too? Can you point to (child's name)?"

DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- What happened to your friend? What are you going to do to show your friend that you care?
- Which blocks work well for outlining the word FRIEND?

Building a Word
 (Toddlers-4 years)

Materials:

- Blocks
- Word FRIENDS made with blue painter's tape on the floor (test tape first to make sure it will not harm surface) OR word FRIENDS printed with chalk outdoors. If you have ELL/DLL children, you may want to write the word FRIENDS in their home language as well as English.

- This experience invites children to work together to complete a task. It also exposes children to the concept of a word as well as encourages those who are ready to identify individual letters.
- Chances are good, the children will become curious when they see the word FRIENDS written with blue painter's tape or chalk. See if any of your more advanced children can guess what the word says if you give them clues.
- Next, have the children use blocks to outline the letters that make up the word FRIENDS. As they attempt to do this, they will need to problem-solve to choose the right shape of blocks for each letter. Keep in mind that younger children (e.g., Toddlers/Twos) may choose to use the blocks in other ways...which is fine! They can still learn by watching and listening to more advanced children.

- Advanced Preschoolers:** As these children work, talk with them about the letters that make up the word FRIENDS. Do any of the children have any of the letters in their own names? Additionally, have these children count the number of letters in the word FRIENDS and then count the number of blocks it takes to outline the word. You could even have the children predict the number of blocks they think it will take before they begin and then compare their predictions to the actual amount.

Your Own Activities



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

Weekly Lesson Planning Sheet

FEATURES

- 2 page grid detailing all of the experiences included in the Teaching Guide
- Space to record additional materials added
- Bonus outdoor experience idea included

BENEFITS

- Quick and easy “block plan” showing all of the experiences included in the Teaching Guide
- Great for posting for families to see what is planned for the next two weeks
- Definite time saver
- Share with specialists/principals if a block plan is needed for submission

What does the Weekly Activity Plan Sheet look like?

Here is a sample of one week.

Weekly Activity Plan - Week #1 - Dinosaurs, Dinosaurs Unit							
	Large Group Activity	Small Group Activity	Small Group Activity	Infant Activity	Outside Activity	Transition	Interest Area Materials
DAY 1	Introduce the story, "Dinosaurs Lived Long Ago" Pretend to be dinosaurs.	Explore a Dinosaur Sensory Bin.	Look at nonfiction books about dinosaurs.	Explore a plush dinosaur and sing, "Little Dinosaur."	Add plastic dinosaurs (not choking hazards) to your outdoor play space.	Have the children pretend to be dinosaurs when moving from activity to activity.	
DAY 2	Hide images of fossils for children to find. Compare/contrast and count. Explore a real fossil with a magnifier (if possible).	Use baking clay and plastic dinosaurs to make dinosaur fossils.	Watch a short educational video about a volcano erupting. Then create "eruptions" with water & squeeze bottles.	Press large (not a choking hazard) seashells into playdough to create "fossils."	Make "fossils" by pressing items in either mud or snow (depending on where you live).	Have the children pretend to look for fossils when moving from activity to activity.	
DAY 3	Introduce the Brontosaurus. Use the story props. Sing and act out the first verse of the song, "Dinosaurs."	Create a Dinosaur Footprint Path the children can follow while wearing dinosaur "tails" (scarves).	Play the game, "Feed the Brontosaurus."	For infants learning to walk, hold their fingers and change the rhyme, "Stomp, Stomp, Stomp" as they walk.	Use a measuring tape to show the children how long a Brontosaurus was.	Have the children pretend to Brontosaurus as they move from activity to activity.	
DAY 4	Introduce the Stegosaurus. Use the story props. Sing the next verse of the song, "Dinosaurs" & pretend to be Stegosauruses.	Create with triangle-shaped sponges (like a Stegosaurus plate) & paint. Review the triangle shape.	Tape a construction paper triangle to each child's back. Pretend to be Stegosauruses eating leaves.	Explore a Tactile Triangle Board.	Go outside and look for triangles. Can the children find any?	Have the children look for triangles as they move from activity to activity.	
DAY 5	Introduce the Triceratops. Use the story props. Sing the next verse of the song, "Dinosaurs" and pretend to be a Triceratops.	Play the group game, "What is Under the Triceratops Horn?"	Look for Triceratops dinosaurs in books (both fiction and nonfiction).	Continue to explore the Tactile Triangle Board.	Provide cone-shaped paper cups the children can use a props when playing outside.	Have the children name animals that live today that have horns like a Triceratops before moving from activity to activity.	

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

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.
- 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

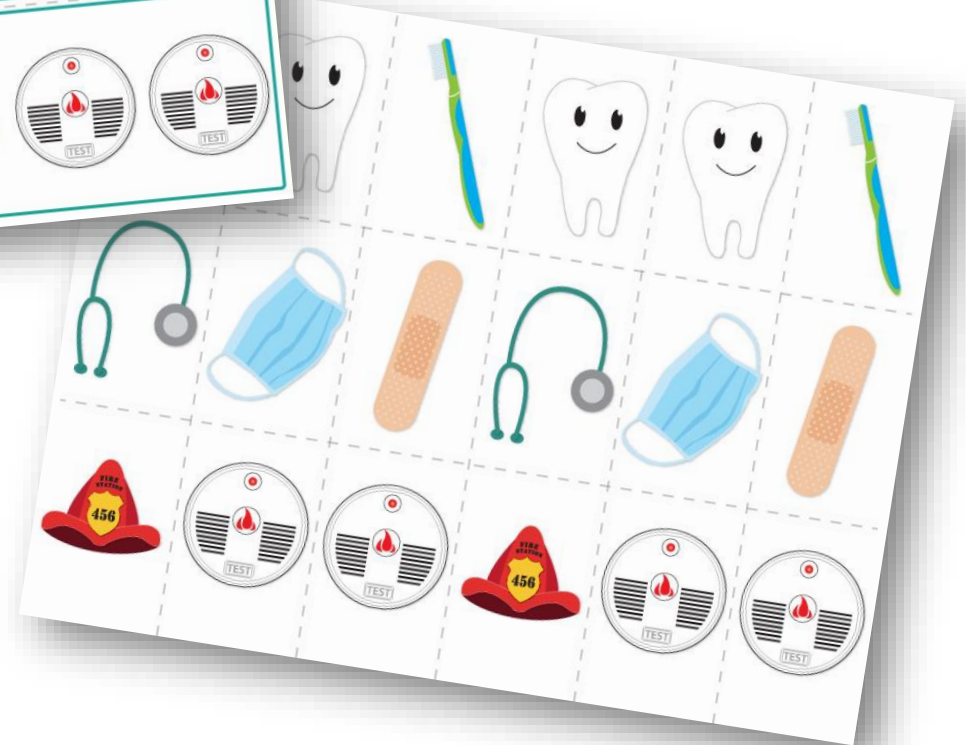
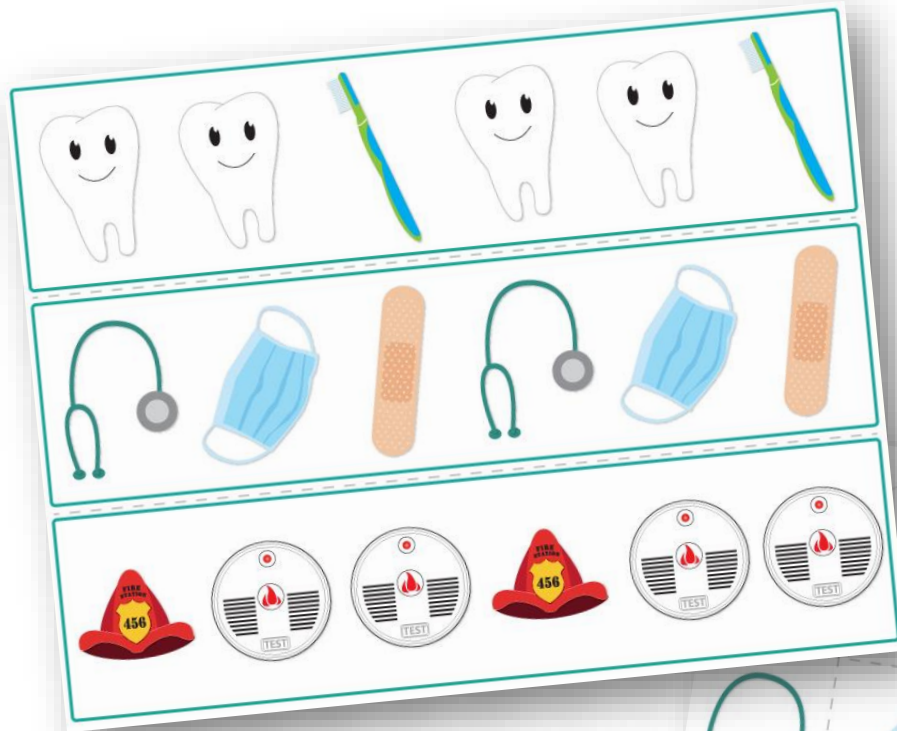
- Hands-on material that integrates with the second unit
- Ready to print and prepare
- Reinforces specific skills
- Can be used in other ways you choose



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

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) 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

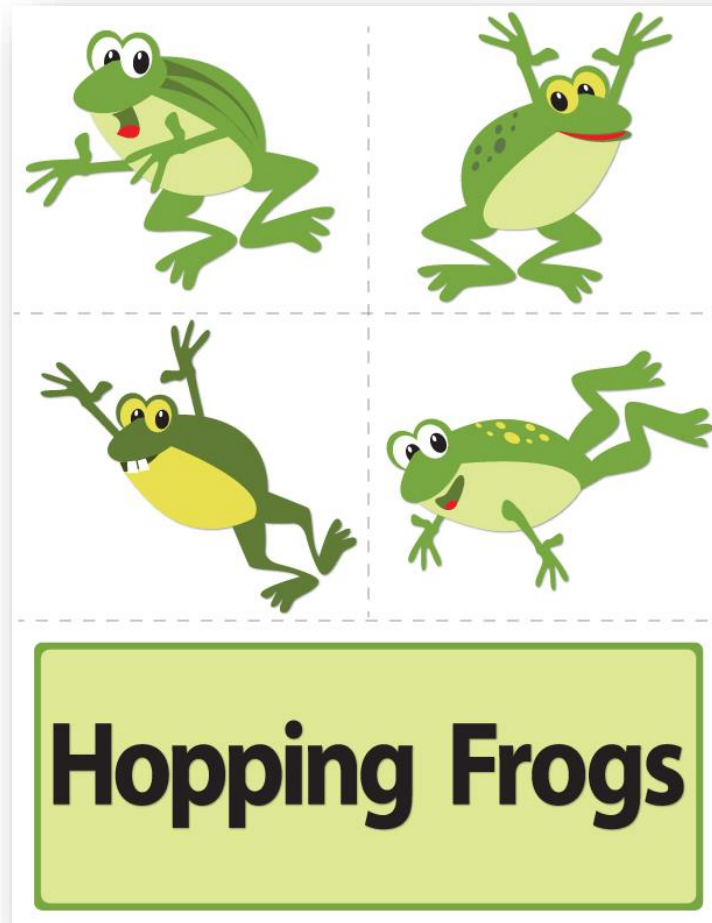
FEATURES

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

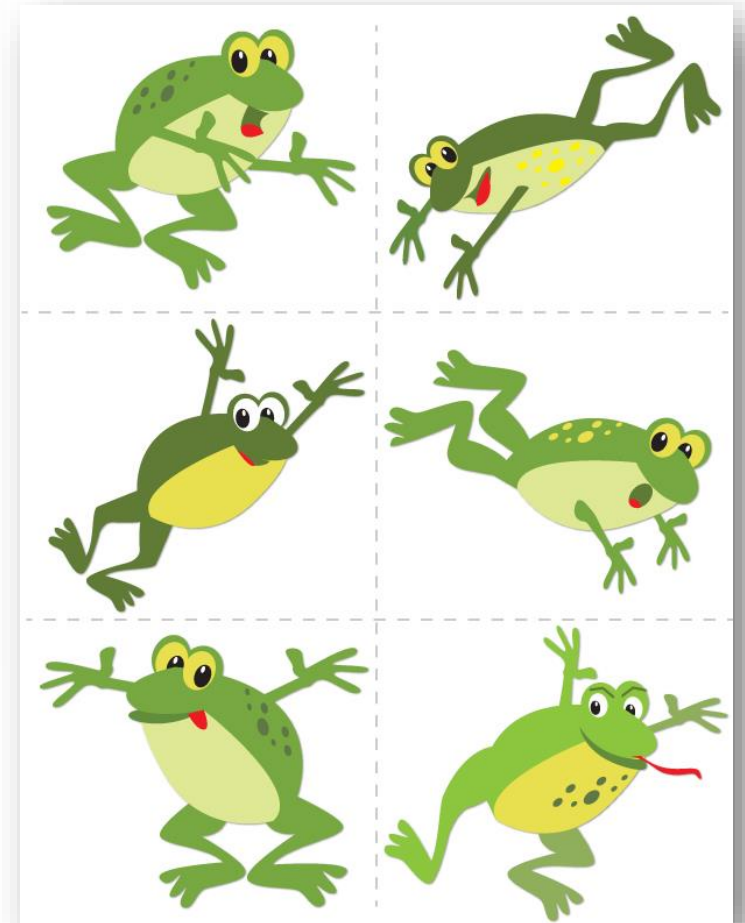
BENEFITS

- 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

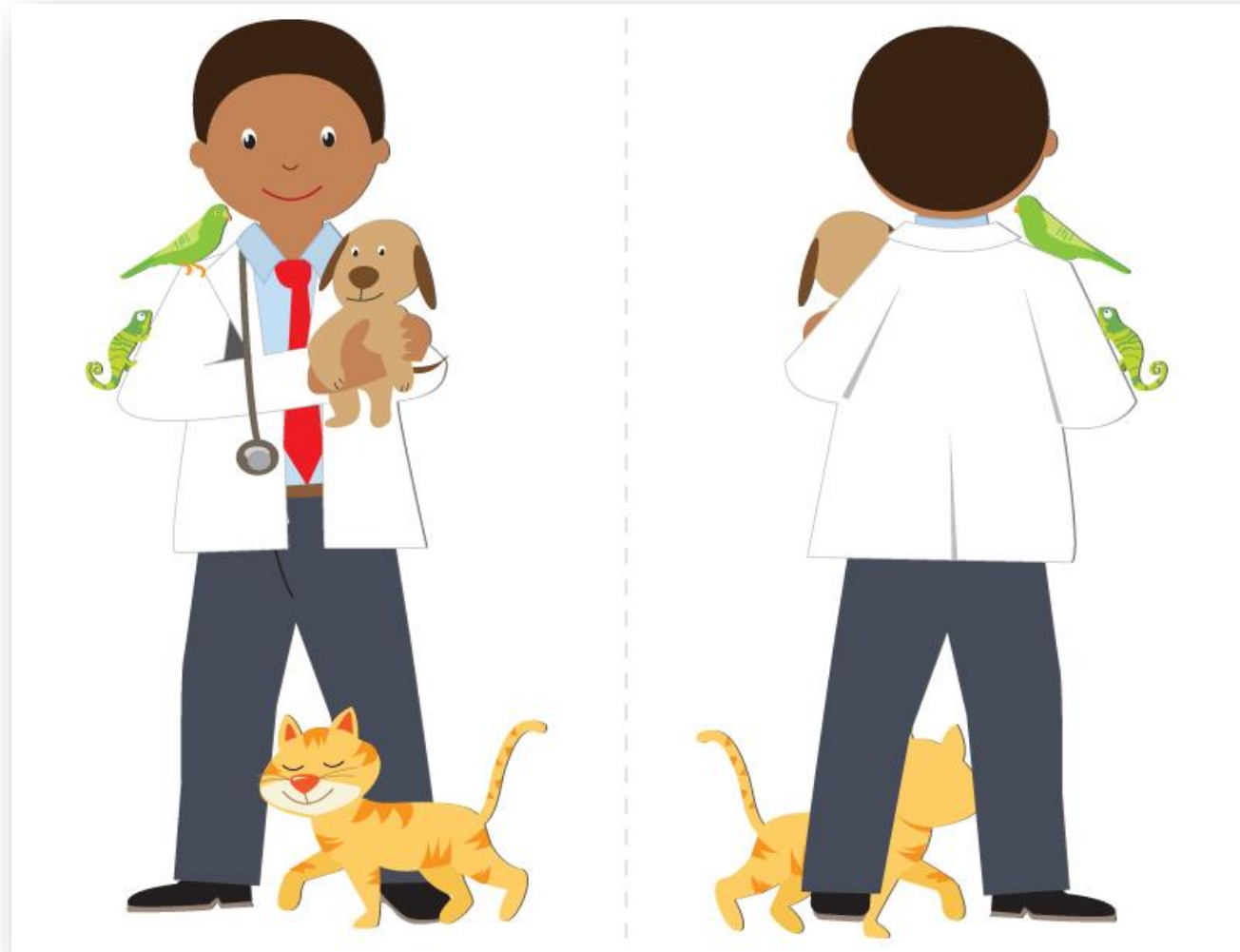
FEATURES

- 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>Exploring Together: “Who Are My Friends?” (p.4)</p> <ul style="list-style-type: none"> • Anika puppet, prepared (see p. 31) • Playground ball • OPTIONAL: World map, globe OR 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)

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

Family Involvement Components

- Let's Read Together booklet – Promote literacy at home
- Family Letter (1 per unit) – Print or email
- All About My Week Reports (2 per unit)
- Digital Family Notes (2 per unit)

**All of these components are available
in English & Spanish**



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

Per Child Component

Let's Read Together

Available in English & Spanish

The children will enjoy reading this short story with their parent/guardians at home. A wonderful tool for promoting literacy development!

Make It! Sheets – OPTIONAL

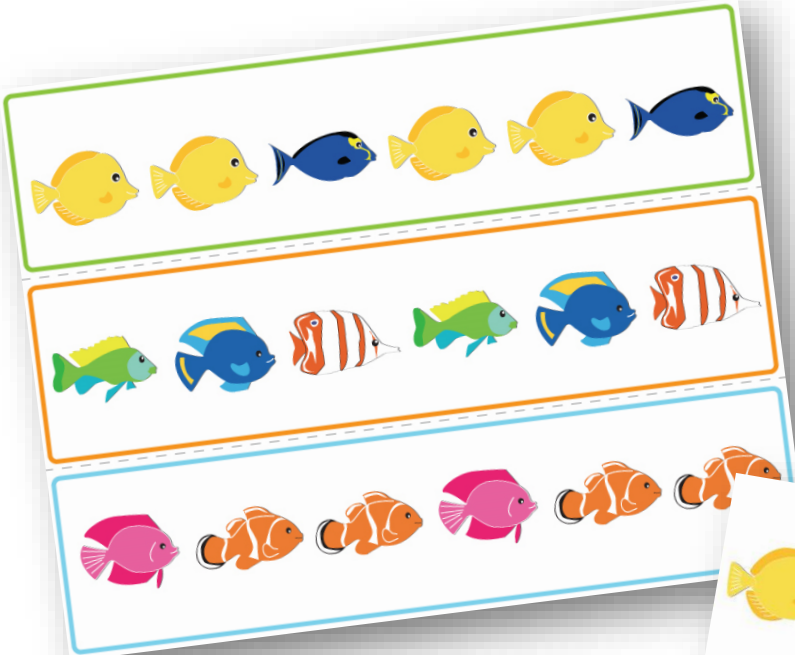
These are not “worksheets” but instead tools you can use to link home and school. **Available in English & Spanish IF the sheet includes text (e.g., a book)**



What does the Let's Read Together booklet look like?



What does a
Make It! Sheet
look like?



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 of our User's Guide that explains how to use this material.

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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