

Big Ideas of Early Childhood

at Union Public Schools

All children should have an opportunity to participate in high quality; early learning experiences- particularly ones that link parents, educators and family support specialists together.

All children are competent, capable and
zealous learners.



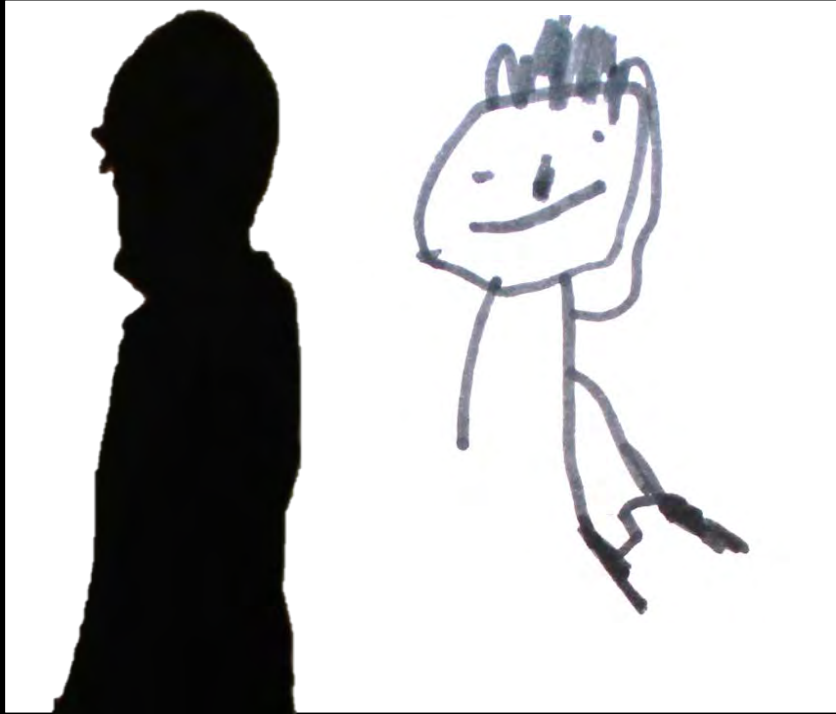


The environment is the third teacher.

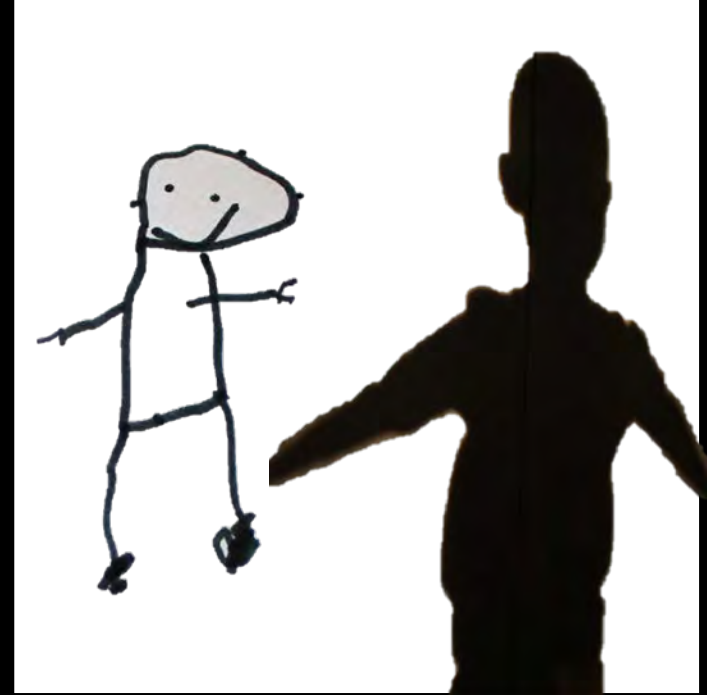




All children who feel a sense of identity,
community and friendship within a
group are the most well-adjusted and
successful in school.



Daniel Duran Gonzalez, Age 4



Diego Flores Gonzalez, Age 4

**Self-Portraits
Spring 2015**

For these self-portraits we took the opportunity to explore more about the shadows our bodies cast. We spent time moving in front of a projector to see what we could get our shadows to do. I printed out a shadow picture for each kid and asked them to draw what their body looked like to cast the shadow in the picture. They then sketched themselves twirling, jumping, crawling, and spinning and we used the pictures as our second set of self-portraits.

Princess
September 1



Princess
June 11



Princess
May 1



Miguel
November 1



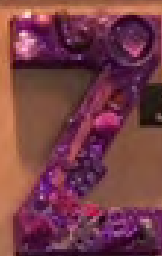
Ivy
December 1



Gabriel
July 1



Yamir
August 1



Zachary
November 1



Ashley
May 1



Kennedy
June 1



Melany
July 1



Bridget
April 1



Adrian L.
August 22



Hannah
November 1



Pamela
May 1

Family Information	
Name: _____	
Address: _____	
Phone: _____	
Email: _____	
Emergency Contact: _____	
Other: _____	

It is the responsibility of all members of our community to support the needs of our most vulnerable children. We are grateful for the support of our community and the staff of the program.

Our Family
Nuestra Familia

Every child is an artist and a musician.









We believe that long-term investigations encourage critical thinking in math, science, literacy, and social and emotional skills.

Materials

What materials do we have in the classroom to support engagement, persistence, problem solving and sociodramatic play?

- Clay
- Paints
- Collage
- Natural
- Wire/bead
- Manipulatives
- Dramatic Play
- Literature based on exploration topic

Mathematics

How will our investigation of the Big Bad Wolf encourage children's understanding of mathematical concepts including counting, comparison, and measurement?

- Where does The Big Bad Wolf live?
- How do we get there?
 - Map making
 - Sketching
 - Construction with non standard measuring tools (representations of the Big Bad Wolf, building caves or the Big Bad Wolf's houses")

**Second
Semester Spring
2016**

How will the Relationship
that Children have
Established with the Big
Bad Wolf Encourage the
use of Problem Solving
Skills and Nurture
Connections?

Room 16

Cognitive

How can the children's exploration of the Big Bad Wolf foster their creativity and symbolic thinking?

- What makes the Big Bad Wolf happy or sad ?
- Will the children continue to portray the Big Bad Wolf as bad?
- How can we represent the Big Bad Wolf?
 - Clay work (food for the Big Bad Wolf)
 - Weaving (clothes for the Big Bad Wolf)
 - Sketching (What does the Big Bad Wolf look like?)

Literacy

How can corresponding with things in nature foster emergent reading and writing skills?

- How will we record what we know about the Big Bad Wolf?
- How will children use writing as a way to expand upon their theories about the Big Bad Wolf?
 - Letter Writing (letters to the Big Bad Wolf)
 - Book Making (Who is the Big Bad Wolf? What does he like?)
 - Storytelling with props from nature
 - Sign Making to the Big Bad Wolf

The Somewhat Big Bad Wolf

Inspired by the book, The Three Little Pigs and the Somewhat Bad Wolf our class has begun an investigation of the Big Bad Wolf. The books popularity was evident when it was being asked for each day. After one of those times, Julian noticed in the book the Wolf had **"big red eyes"** when trying to visit restaurants that were closed. When asked, "Why do you think he had red eyes?" Alyanna said, **"He has angry eyes"**. When asked, "Why do you think he is angry?" Julian said, **"The Big Bad Wolf wanted pizza!"** The next day we began our exploration time with a nature walk to discover our world around us. The students found what Gabriel called an **"A little pathway"**. Teachers said, "We wonder where the little path leads?" Our class took a closer look at the end of our "little pathway" when Robert announced, **"We found the Big Bad Wolf's house!"** Later while our class reflected on our nature walks discoveries, Angel said, **"The wolf was probably at the grocery store."** Our class continued to wonder just where was the Big Bad Wolf today when we visited.

Encouraged by the nature walk and reading of our class favorite book, students continued wondering why the Big Bad Wolf had angry eyes. The students began to wonder and hypothesize especially when our class clay tools and paint brushes came up missing. Jaunie said, **"It was the mystery thief!! He came in and snatched them away."** When asked, "What should we do?" Thiago said, **"Write him a letter and say, WE WANT OUR TOOLS BACK!"** Teachers worked to write down their words and formulate a plan on when we should deliver our letter to the Big Bad Wolf's house. The next day we set out to deliver our letter. Once we arrived we found that he was not home when Mackenzie volunteered to deliver saying, **"I think he has a mailbox."** The students have been showing flexibility and inventiveness in their thinking regarding the Big Bad Wolf and his home and the possibilities of why he is angry. The students continue to use their appreciation for books to connect their recalled experiences with that of their world around them.

Classroom 16
January 2016

"Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results."
– John Dewey



FULL BELLY. HAPPY WOLF.



"Me roll like my mommy cake." -Emily



"I make the cake for the Big Bad Wolf. He hungry but the cake make him full so he not eat the pigs." - Hatziri



"I put fire on the cake so he blowed it out after we give it to him."
- Damien



"This a cake for the Big Bad Wolf. He hungry cause he was going to eat the pigs." - Aiden



"He like red. I know it his favorite color. It makes him heart happy." - Aniya



"Here Big Bad Wolf house. I see right here." -Xavier

A child's play is not simply a reproduction of what he has experienced, but a creative reworking of the impressions he has acquired.
- Vygotsky



"I think his cave is right here. Right by our school. We can go on an adventure to find it." - Grayson



"First walk out the door. Walk to gate. Jump on tily pads. Open gate. Walk on the field, go to the cave." -Aniyah



"He like cake. He eat it all. He don't eat the piggies." -Oscar



"He come out of cave, get his food." -Jerilyn

"Red, orange, blue, purple, green, brown, then again red, orange, blue, purple, green, brown."
-Hatziri



"I make the pattern blanket for the Big Bad Wolf. I make it bigger cause he really big."
-Hatziri



COZY COVERS. WARM WOLF.



"Me cut tape. I put here. He happy!" -Zahira



"He like blue and purple."
-Addie



"My blanket way bigger. I need to add a lot more to this one."
-Aiden



"This make him warm. He big. Big blanket." -Sofia



"This blue like magic. It grow bigger. I have magic blue paint!" -Donatitus



"You put it down like this, and then tape it all together." -Demi



"Look! Wolf cover. He like."
-Alexis



"Here tape." -Jacob



"Yellow blue, yellow blue, like a pattern." -Kingston



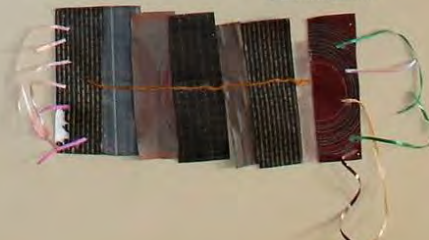
"Over, under, over, under." -Oliver



"Creativity seems to emerge from multiple experiences, coupled with a well-supported development of personal resources, including a sense of freedom to venture beyond the known."
-Loris Malaguzzi



"It has a string on this side like the other side. I make it the same." -Addie



DANCING WOLF.

