



Pinnacle

Thank you for your interest in **Pinnacle Curriculum™** as a tool for providing quality programming in your child care center. **Pinnacle Curriculum™** is designed to engage children in developmentally appropriate activities that move them toward their potential in all areas of child development. It provides teachers with daily resources that make creating meaningful learning experiences possible, eliminating the time consuming research that lesson planning often takes.

Pinnacle Curriculum offers six age-specific teacher guides for each month. **Infants, Toddlers, Twos, Threes, Fours and School-Agers all have their own developmentally- appropriate and age-specific curriculum guide for each month of the year.**

What does Pinnacle Curriculum include?

- An easy-to-follow daily or weekly format
- Lesson plan guide
- Options for enriching activity centers every day and week
- Suggested book lists and “ready-to-send” parent letters
- Academic Options
- Daily, weekly, and monthly supply lists
- Art patterns for classroom enrichment

In the accompanying information you will find a sample of materials for each age group. We are confident that you will find **Pinnacle Curriculum™** to be your solution in providing children a curriculum that offers the opportunity to grow and develop to their greatest potential.

If you need additional assistance, please do not hesitate to contact ChildCare Education Institute at 1.800.499.9907. Ask for a Pinnacle specialist who is available to answer your questions or assist you in placing an order.

Sample Infant Curriculum Guide

SAMPLE

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Welcome to Sample Pinnacle Curriculum™



"Winter Wonders"

The beginning of a new calendar year is upon us! It is a time of fresh starts, promising futures, and winter weather. This January, make an effort to hold onto your holiday joy throughout the month that sometimes brings the winter blahs. Create a warm, friendly, and cuddly environment that is a treasure to you and your little ones. Enjoy one-on-one interaction time with the babies as you snuggle and read a book about winter. Introduce them to seasonal clothing, animals, and words during this, their very first winter!

As you introduce new winter words with a mixture of books and real world experiences, find opportunities to repeat them often. Not only will your infants' language skills grow as they hear and mimic the words you say, but they will also expand their cognitive skills by associating meanings with the new winter words.

Keep the great outdoors in your plans, even as the temperature drops! Going outside will give your bundled up babies an opportunity to experience these new winter words you have introduced them to. Pediatricians agree that brief trips outdoors are beneficial for both physical and emotional health. Ask parents to send coats, hats, and mittens each day, and label them with each child's name for your sanity's sake! Be sure to organize warm outerwear in cubbies to make preparations for going outdoors easier. In a short time, your little ones will know that outside time is coming when they see the coats and mittens come out of the cubbies!

January's arrival also brings the opportunity to make New Year's resolutions. Take time to look at each of your infants, and set a special goal for working with them during the new year. Will you read a book each day to them? Will you take an extra opportunity to make them feel special with a snuggle? Will you help them learn to balance as you "walk" together? Look at the babies' individual needs, and resolve to help the babies meet them during their time with you in this new year!



Pinnacle: Sample, Week 1

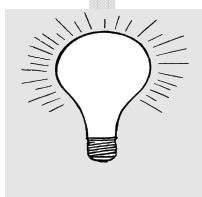
Unit Theme: "Snow, Snowflakes, and Ice"



Introduction

Let it snow, let it snow, let it snow! With lots of sensory adventures, this week is full of opportunities for your infants to hear, see, and feel what winter is all about. Your little ones will learn new words, such as "cold," "winter," and "snowflakes," read a special snow story, and build a snowman (even if there's no snow to be found!). So bundle up, get ready, and enjoy a month of winter wonders with your infants!

As you feel refreshed and energized at the opportunity for a "new start," devote yourself to one-on-one time with your babies this week. Talk to them about the new year and the winter weather you may be experiencing. Cuddle your babies to keep them warm inside as you look at the cold weather outside. Or bundle them up and take a short walk outdoors to explore all the wonders of this season!



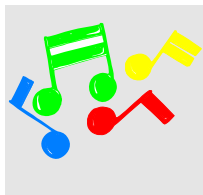
Room Enrichment Ideas

Decorate the room by hanging snowflake cutouts over the diaper-changing table and from the ceiling. Your infants will delight at the sight of them as you change their diapers. Create a big friendly snowman to hang on the wall and add paper icicles to the windows. Make a snowflake label for each child's cubby and crib for a nice wintry touch.

Radical Routines



Send each little one you work with the message that he or she is unique, special, and loved by you! Focus on your one-on-one interactions this week. During the routines of the day like diapering, arrivals, and departures, make it a point to give each child your full attention. At mealtimes, sit with the children and encourage conversation. Even though your conversations may seem one-sided, infants are listening and learning from the things you say. Take time to observe and learn about each child's individual needs and interests. Infants are growing and changing so rapidly. Tune into the changes they are going through and the new skills they are developing. Support their development by challenging them to go to the next level. Provide interesting and new experiences but be careful not to overstimulate or frustrate your infants. Observe closely. Reflect on what you see and help each child grow to his or her potential!



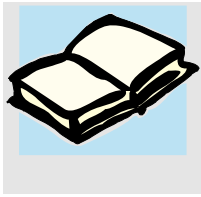
Music, Movement, and Fingerplays

Sing a song to the tune of "Twinkle, Twinkle Little Star:"

Falling, falling little snow,
Falling, falling, shine and glow.
In the light it looks so white,
Falling, falling through the night.
Falling, falling all around,
Snow is falling to the ground.

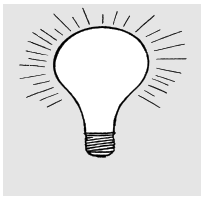
Use this fingerplay to tickle the baby's toes:

This little snowflake has a shimmer.
This little snowflake has a glimmer.
This little snowflake is new and white.
This little snowflake shows the light.
This little snowflake is beautiful and bright!



Language/Cognitive

- 0 – 3 Months: Play or sing lullabies to the babies. How about trying to sing one in another language? Check your local music store, library, or ask parents if they have recorded music that they can share with you.
- 3 – 6 Months: Sing winter songs and rhymes often. As you sing about snowflakes, show the children a snowflake cutout, a picture from a book, or better yet, if you're having a snow shower, take them to the window and show them the real thing!
- 6 – 9 Months: Collect several books about winter to add to the book area. Show the babies pictures of snow and things that you can make with snow. For example, point out pictures of snowmen and children making angels in the snow. Create your own story using the pictures you see in the books and the children in your class as the characters.
- 9 – 12 Months: Expose the children to winter words throughout the day. Extend the activity by asking open-ended questions and then answering them for the children. For example, say, "Look at the snow falling. Where do you think it's coming from? That's right; it's coming from the sky." Or say, "Let's put your mittens on. These will help keep your hands warm. Can you say mittens?" This is a great way to foster language and cognitive development using winter words!



Pinnacle Point

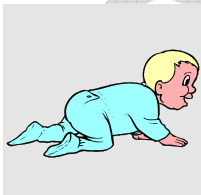
If children experience similar childrearing patterns at home and at school, their comfort, trust, and sense of security grow. Take time to ask parents about their babies' sleep, feeding, and playing patterns at home. Help bridge home and school for the infants by using the familiar comforts and routines from home at school. Open communication with parents is key to a successful infant program!



Fine Motor

- 0 – 3 Months: Place different textured rattles and teethers in the middle of the baby’s hand and encourage him or her to hold them. Praise the baby each time he or she grasps or holds a toy. When the baby drops the toy, replace it with one that has a different texture and talk to the baby about the different textures he or she is feeling.
- 3 – 6 Months: Tie a knot at the end of a soft piece of rope. Fray the ends to make a tassel at the knotted end. Hang the rope above the baby, just barely within his or her reach. Encourage the baby to grasp the knot and feel the tassel at the end. *Caution: Be sure to use the rope in such a way that it does not present a choking hazard for the babies.*
- 6 – 9 Months: Place several small blocks inside a clear 28-gallon plastic storage container. Sit with the baby on the floor in front of the container. Talk to him or her about the blocks in the container and encourage the baby to reach in and get one.
- 9 – 12 Months: Have fun playing with the baby using a Chinese checkerboard. Try the following:
 - Poke fingers through the holes
 - Touch each other’s fingers
 - Look at each other through the holes
 - Play “Peek-a-Boo” over the top and to the side of the board, etc.

This provides an opportunity to not only work on fine motor skills but social/emotional development as well!



Gross Motor

- 0 – 3 Months: Play or sing an upbeat tune or nursery rhyme and gently move the baby’s hands to the beat of the music. Discontinue if the baby seems agitated or uncomfortable. This activity helps the babies develop muscle tone and rhythm.
- 3 – 6 Months: Sit with the baby on your knees while you move your knees from side to side and repeat the following rhyme:

Ride little baby, ride the little mare.
Ride little baby, going everywhere.
Riding up the road and right back down again.
Ride and ride and ride, the fun will never end!

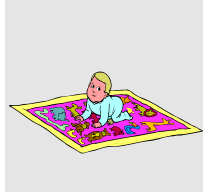
- 6 – 9 Months: Be sure to provide “tummy time” for your infants. Place a soft blanket on the floor and scatter a few toys at one end of the blanket. Put the baby on the blanket on his or her tummy, and encourage the baby to crawl or scoot to get the toys. **Note:** Providing infants with time to be on their stomachs helps strengthen their back and neck muscles. This leads to enhanced motor skills, eye hand coordination, and balance. All of these impact the muscles necessary for crawling!
- 9 – 12 Months: This activity is for babies who are beginning to pull themselves up to a standing position. Place several soft, lightweight toys on a low shelf approximately 16 inches high. Show the baby where the toys are, and encourage him or her to get one by saying, “Can you get the toy by yourself?” or “I think you can reach the toy!” Provide positive reinforcement for the baby’s success. Say, “You got it!”



Social/Emotional

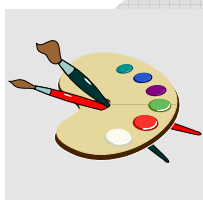
- 0 – 3 Months: Sit in a rocking chair and share a very special winter story, The Snowy Day by Ezra Jack Keats (Viking 1996), with the baby. When you’re finished, be sure to tell your babies that they are just as special and unique as the snowflakes in the story!
- 3 – 6 Months: Attach pictures of children to the floor by covering them with contact paper. Place them in locations where the babies will see them as they move around the room or lie on their stomachs. **Note:** Toy shelves or mats can also be used to display pictures.
- 6 – 9 Months: Collect pictures of the children in your classroom. Enlarge them to approximately 8” x 10” in size on a color copy machine. Laminate or cover the pictures with contact paper and attach hook and loop fastening tape to the backs. Attach strips of the tape backing to a wall, approximately 16 inches off the floor. Place the pictures where the children can see them. Encourage them to pull the pictures off the wall to look at. Extend this activity by including pictures of other children from various cultural and ethnic backgrounds. **Note:** If the backs of toy shelves are exposed, these can also be used to display pictures.
- 9 – 12 Months: Make books with pictures of the children in your classroom, other children from various cultural and ethnic backgrounds, and children with special needs. Laminate or cover the pictures with contact paper and trim them so that the pictures are the same size and there are no sharp edges. Punch a hole in the top left corner of each picture and bind the pictures with a large metal “O” ring.

Place the books in a child-safe basket or on a low shelf for the babies to find and explore.



Sensory Exploration

- 0 – 3 Months: Rub a cotton ball against the baby’s hands as you hum or sing a soft song. Talk to the baby about how the cotton ball feels. *Caution: Only do this activity during one-on-one interaction and never allow the babies to explore cotton balls on their own.*
- 3 – 6 Months: Place a wrapper from crackers inside a mesh bag. **Note:** Onions or oranges usually come in mesh bags. Encourage the baby to explore the textures and sounds of this new toy!
- 6 – 9 Months: Provide the baby with items that have contrasting textures. For example, provide sandpaper and copy paper for rough and smooth, wooden blocks and cloth-covered foam balls for hard and soft, etc. Talk to the baby about the different textures he or she is feeling.
- 9 – 12 Months: Place crushed ice in a dish tub or plastic container for the baby to explore. Talk about the texture and temperature of the ice. Provide a tub of warm water next to the ice for the baby to compare and to warm his or her hands at the same time. *Caution: Make sure the water is not too hot. Only place a small amount of water in the container (one-half to one-inch is enough) and never leave the baby unsupervised during this activity.*



Art Options

- Encourage the older babies to glue large white circles onto blue construction paper to create their own snowmen.
- If snow falls, scoop up a small amount of clean snow and make a miniature snowman in an art tub. Encourage the babies to touch and feel it as you describe the process.



Outdoor Learning

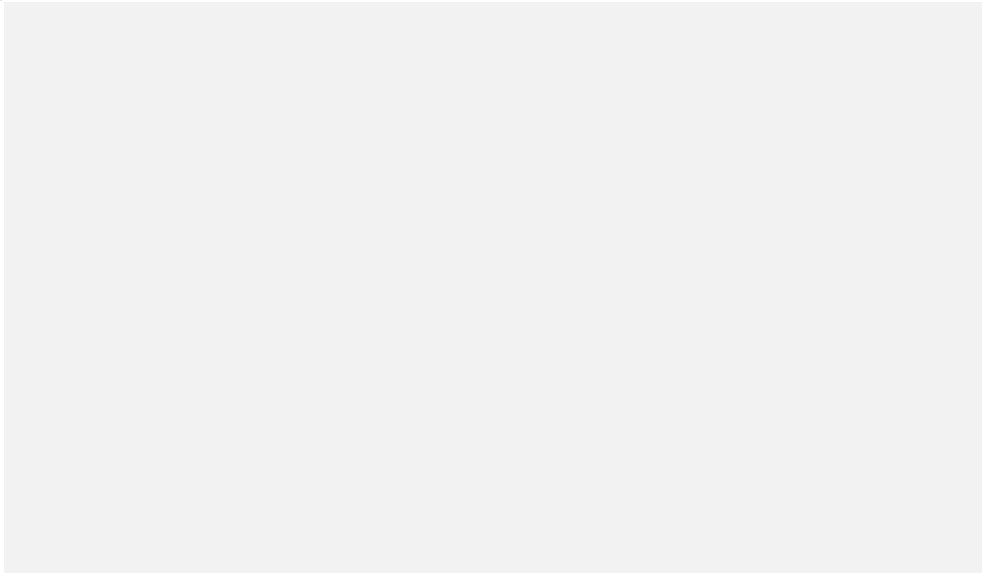
If the temperatures are not too chilly, take the infants out for short periods of time. Be sure to bundle them up with hands and heads covered. Go for a walk to see the sights or find a sunny spot where you can sit on a thick comforter and enjoy the view.

WEEKLY SUPPLY LIST

Gather the Following Items

Snowflake cutouts	Contact paper
Books about winter	Scissors
Recordings of lullabies in other languages	Soft rope
Different textured rattles and teethers	Paper icicles
Chinese checkerboard	Small blocks
Snowman picture	Tape player
Soft, lightweight toys	Hole puncher
Hook and loop fastening tape	Basket
Pictures of the children in your class	Cotton balls
Large metal "O" ring	Blanket
Pictures of snow and snow things	Glue
Pictures of children from different cultures	Mesh bag
Clear 28-gallon plastic storage container	Thick comforter
Construction paper	Crushed ice
Pictures of children with special needs	
Wrapper from crackers	
Dish tubs or plastic containers	
Items with contrasting textures	
<u>The Snowy Day</u> by Ezra Jack Keats (Viking 1996)	

 Enrichment Ideas / Individual Instruction



SAMPLE

Weekly Lesson Plan for Infants, 0-3 months

Sample, Week 1

Area	Child's Name	Child's Name	Child's Name	Child's Name	Child's Name
<i>Music and Movement and Fingerplays</i>	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay
<i>Language/Cognitive</i>	Singing lullabies in another language to the baby	Singing lullabies in another language to the baby	Singing lullabies in another language to the baby	Singing lullabies in another language to the baby	Singing lullabies in another language to the baby
<i>Fine Motor</i>	Holding different textured rattles and teethers	Holding different textured rattles and teethers	Holding different textured rattles and teethers	Holding different textured rattles and teethers	Holding different textured rattles and teethers
<i>Gross Motor</i>	Moving the baby's hands to the beat of music	Moving the baby's hands to the beat of music	Moving the baby's hands to the beat of music	Moving the baby's hands to the beat of music	Moving the baby's hands to the beat of music
<i>Social/Emotional</i>	Looking at a mobile of pictures of the babies in the class	Looking at a mobile of pictures of the babies in the class	Looking at a mobile of pictures of the babies in the class	Looking at a mobile of pictures of the babies in the class	Looking at a mobile of pictures of the babies in the class
<i>Sensory Exploration</i>	Rubbing a cotton ball against the baby's hands	Rubbing a cotton ball against the baby's hands	Rubbing a cotton ball against the baby's hands	Rubbing a cotton ball against the baby's hands	Rubbing a cotton ball against the baby's hands
<i>Art Options</i>	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman
<i>Outdoor Learning</i>	Taking a walk	Taking a walk	Taking a walk	Taking a walk	Taking a walk

*Please write in the child's name at the top of the column and check and date when each child completes each activity.

Weekly Lesson Plan for Infants, 3-6 months

Sample, Week 1

Area	Child's Name	Child's Name	Child's Name	Child's Name	Child's Name
<i>Music and Movement and Fingerplays</i>	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay
<i>Language/Cognitive</i>	Singing winter songs and rhymes and looking at winter pictures	Singing winter songs and rhymes and looking at winter pictures	Singing winter songs and rhymes and looking at winter pictures	Singing winter songs and rhymes and looking at winter pictures	Singing winter songs and rhymes and looking at winter pictures
<i>Fine Motor</i>	Feeling a tassel on a rope	Feeling a tassel on a rope	Feeling a tassel on a rope	Feeling a tassel on a rope	Feeling a tassel on a rope
<i>Gross Motor</i>	Moving the baby on the teacher's knees	Moving the baby on the teacher's knees	Moving the baby on the teacher's knees	Moving the baby on the teacher's knees	Moving the baby on the teacher's knees
<i>Social/Emotional</i>	Looking at pictures of children	Looking at pictures of children	Looking at pictures of children	Looking at pictures of children	Looking at pictures of children
<i>Sensory Exploration</i>	Exploring jelly	Exploring jelly	Exploring jelly	Exploring jelly	Exploring jelly
<i>Art Options</i>	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman
<i>Outdoor Learning</i>	Taking a walk	Taking a walk	Taking a walk	Taking a walk	Taking a walk

*Please write in the child's name at the top of the column and check and date when each child completes each activity.

Weekly Lesson Plan for Infants, 6-9 months

Sample, Week 1

Area	Child's Name	Child's Name	Child's Name	Child's Name	Child's Name
<i>Music and Movement and Fingerplays</i>	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay
<i>Language/Cognitive</i>	Reading books about winter	Reading books about winter	Reading books about winter	Reading books about winter	Reading books about winter
<i>Fine Motor</i>	Reaching for blocks in a container	Reaching for blocks in a container	Reaching for blocks in a container	Reaching for blocks in a container	Reaching for blocks in a container
<i>Gross Motor</i>	Sitting or standing up and grabbing a toy	Sitting or standing up and grabbing a toy	Sitting or standing up and grabbing a toy	Sitting or standing up and grabbing a toy	Sitting or standing up and grabbing a toy
<i>Social/Emotional</i>	Examining a wall of hook and loop fastening tape and pictures of children	Examining a wall of hook and loop fastening tape and pictures of children	Examining a wall of hook and loop fastening tape and pictures of children	Examining a wall of hook and loop fastening tape and pictures of children	Examining a wall of hook and loop fastening tape and pictures of children
<i>Sensory Exploration</i>	Exploring items with contrasting textures	Exploring items with contrasting textures	Exploring items with contrasting textures	Exploring items with contrasting textures	Exploring items with contrasting textures
<i>Art Options</i>	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman
<i>Outdoor Learning</i>	Taking a walk	Taking a walk	Taking a walk	Taking a walk	Taking a walk

*Please write in the child's name at the top of the column and check and date when each child completes each activity.

Weekly Lesson Plan for Infants, 9-12 months

Sample, Week 1

Area	Child's Name	Child's Name	Child's Name	Child's Name	Child's Name
<i>Music and Movement and Fingerplays</i>	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay	Singing about snow and doing a snowflake fingerplay
<i>Language/Cognitive</i>	Saying winter words	Saying winter words	Saying winter words	Saying winter words	Saying winter words
<i>Fine Motor</i>	Playing with a Chinese checkerboard	Playing with a Chinese checkerboard	Playing with a Chinese checkerboard	Playing with a Chinese checkerboard	Playing with a Chinese checkerboard
<i>Gross Motor</i>	Standing and reaching for a toy on a shelf	Standing and reaching for a toy on a shelf	Standing and reaching for a toy on a shelf	Standing and reaching for a toy on a shelf	Standing and reaching for a toy on a shelf
<i>Social/Emotional</i>	Looking at pictures of children	Looking at pictures of children	Looking at pictures of children	Looking at pictures of children	Looking at pictures of children
<i>Sensory Exploration</i>	Exploring tubs of crushed ice and warm water	Exploring tubs of crushed ice and warm water	Exploring tubs of crushed ice and warm water	Exploring tubs of crushed ice and warm water	Exploring tubs of crushed ice and warm water
<i>Art Options</i>	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman	Fingerpainting with vanilla pudding and touching a snowman
<i>Outdoor Learning</i>	Taking a walk	Taking a walk	Taking a walk	Taking a walk	Taking a walk

*Please write in child's name at the top of the column, and check and date when each child completes each activity.