

Success for All Foundation

Alignment to the Ohio Early Learning & Development Standards—Birth to Kindergarten

Social and Emotional
Development

Curiosity Corner 2nd Edition

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**Alignment to the
Ohio Early Learning & Development Standards—
Birth to Kindergarten
Social and Emotional Development
Standards for Self and Relationships**

Introduction

The Curiosity Corner 2nd Edition program is presented through 18 themes, 17 of which are two weeks in length. (A special three-day unit is included to be used during the week of Thanksgiving.) All instructional activities unfold in the themes over a period of ten days and within a series of instructional components. Short video clips produced by Sesame Workshop, Sirius Thinking, and the Success for All Foundation are infused throughout the day to help support lesson content. The instructional components include:

Greetings, Readings, & Writings: Children put away belongings then self-select a learning lab (center) to explore with peers.

Gathering Circle: Children are called together for general “housekeeping” activities such as attendance, calendar, weather chart, classroom jobs, etc.

Move It! Children participate in a short activity that develops gross motor skills and gets the blood pumping.

Clues & Questions: With the help of the class mascot, Curiosity (a cat puppet), teachers introduce the theme content, vocabulary, and letter of the day.

Rhyme Time: Children recite poems, rhymes and songs, and then use the content to engage in activities that develop phonological and phonemic awareness.

Getting Along Together: Children learn to control their emotions and to deal with social problems in a positive way.

Plan & Play: Children engage in imaginative play within theme-related scenarios (the airport, a farm, a grocery store, etc.)

STaR (Story Telling and Retelling): Children are engaged in ongoing discussion as teacher read quality literature aloud. On the subsequent day, they engage in an activity such as dramatization or picture sequencing to retell the story content.

Math Moments: Children develop mathematical concepts and skills by participating in a short mini-lesson each day.

Question/Reflection: Children review the daily thematic content and vocabulary, check their progress on cooperative behaviors and demonstration of Getting Along Together skills, and participate in a theme extension activity.

Home Link: Children watch a special Home Link show four nights per week that includes videos seen in class that day (or different videos that cover the same content), plus a digital story book. The shows reinforce and expand concepts for children and also inform families about what was learned at school.

Curiosity Corner 2nd Edition is an update of our original Curiosity Corner Preschool curriculum that has been a nationwide favorite since 2000.

Pre-Kindergarten

Self

Awareness and Expression of Emotion

Recognize and identify own emotions and the emotions of others.

In the Getting Along Together (GAT) component of Curiosity Corner, children are taught to control their emotions and to deal with social problems in a positive ways .They rate the intensity of their feelings and are taught a series of steps to calm down and to go to a Thinking Spot when they feel like they are about to lose control because they are angry or upset as an intervention to acting out.

Getting Along Together lessons focus on feelings in the following units:

- Unit 2: Marvelous Me, week 1
- Unit 3: Family Matters, week 2
- Unit 4: Places and Faces in Communities
- Unit 5: Fall into Fall
- Unit 8: Express Yourself, week 1
- Unit 12: Baa-Baa, Moo-Moo, Woof, Meow, week 2

Communicate a range of emotions in socially accepted ways.

A group of specific, concrete strategies for dealing with emotions are taught as a part of the Getting Along Together lesson, and practiced throughout the remainder of the day. These include:

- “I” Messages: An “I” Message allows a student to tell how he or she feels and why. Students learn to use the sentence stem “I feel _____ when _____.” This provides students with a mechanism to start the conflict-solving process.
- The Feelings Thermometer: In addition to learning many words that can describe a person’s feelings, using the Feelings Thermometer helps students to understand that each feeling can be felt in degrees. One person might be moderately happy about something while another is ecstatic.
- The Feelings Tree: Students learn to name and recognize a wide variety of feelings throughout the Getting Along Together lessons. As these feelings are identified, the feelings words are added to the Feelings Tree. The tree serves as a reminder for students when they need to express how they feel.
- Stay Cool Steps: Students learn to use a set Stay Cool Steps to help them calm themselves down before their feelings erupt into conflicts. They use self-talk and self-soothing techniques so they can proceed with resolving conflicts. Several Getting Along Together lessons focus on understanding and managing emotions.
- Lessons promote the development of empathy. Examples from Unit 1: Welcome to Curiosity Corner:
 - During the Clues & Questions part of the day, children are engaged in the following activities:
 - Day 9, p. 120: Children learn about sharing.
 - Day 10, p. 134: Puppet friends share things they both like and things that one likes to do and the other does not.
 - Empathy is also addressed during Getting Along Together lessons. There are lessons on cooperation, joining in play, giving apologies, and including others.

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Self-Concept
Identify the diversity in human characteristics and how people are similar and different.
<p>Curiosity Corner lessons introduce children to a variety people, families, and cultures throughout its lessons. These lessons always present opportunities to discuss similarities and differences. For example:</p> <ul style="list-style-type: none"> • Unit 1: Welcome to Curiosity Corner— Classroom culture and routines, building a classroom community, making new friends • Unit 3: Family Matters—Family members, types of living quarters (houses, apartments, etc.), ways family members can communicate (talking, sign language, phone, text, instant message, letters) • Unit 4: Places and Faces in Communities— Institutions/businesses (schools, libraries, stores, fire station, etc.), community helpers • Unit 8: Express Yourself—Art and music • Unit 16: Around the World—Other countries and cultures (language, clothing, food, celebrations)
Compare own characteristics to those of others.
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Self-Regulation
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.
<p>Getting Along Together lessons in Curiosity Corner equip students with a set Stay Cool Steps to help them calm themselves down before their feelings erupt into conflicts. They use self-talk and self-soothing techniques so they can proceed with resolving conflicts.</p> <ul style="list-style-type: none"> • Thinking Spot: The Thinking Spot is an important opportunity for children to begin practicing self-management techniques in the classroom. When children need to solve an interpersonal conflict, think through a problem, or have a space to cool down, they should be able to remove themselves to the Thinking Spot and apply the skills they have learned in Getting Along Together to their particular situation. <p>Getting Along Together lessons focus on managing feelings in the following units:</p> <ul style="list-style-type: none"> • Unit 8: Express Yourself, week 1
Demonstrate the ability to delay gratification for short periods of time.
<p>Getting Along Together helps children build and use the following thinking skills that will encourage patience and the ability to delay gratification:</p> <ul style="list-style-type: none"> • Focus (also called attention): Getting Along Together gives children tools to focus their attention and hone in on what they are learning, including strategies for active listening (e.g., making eye contact, paraphrasing) and opportunities to practice focusing in the face of distractions. • Stop and think (also called inhibitory control): Being an effective learner and member of the school community sometimes requires resisting or replacing one’s natural response—for example, replacing the desire to shout out the answer with raising one’s hand. Children learn why it is important to stop and think before acting or speaking and learn strategies for doing so. <p>Getting Along Together lessons focus on patience and delaying gratification in the following units:</p>

- Unit 11: Let's Go! Transportation, week 2
- Unit 15: Roots and Shoots

With modeling and support, show awareness of the consequences for his/her actions.

Curiosity Corner and Getting Along Together lessons help children learn to be aware of the consequences of their actions:

- Stop and think (also called inhibitory control): Being an effective learner and member of the school community sometimes requires resisting or replacing one's natural response—for example, replacing the desire to shout out the answer with raising one's hand. Children learn why it is important to stop and think before acting or speaking and learn strategies for doing so.
- Time-out chair: Time out is a period during which a child is not allowed to engage in activities or interactions with others. During a time out, the child does not get to interact with the teacher, caregiver, or other children. Time out is meant to be a minor form of isolation that says, "When you do this, you can't be a part of things." Unlike the Thinking Spot, a time-out chair is used when teachers or adults need to remove a child from a situation because he or she has lost control or as a negative reinforcement (i.e., a minor form of punishment) for inappropriate behavior.

Sense of Competence

Show confidence in own abilities and accomplish routine and familiar tasks independently.

Children have the opportunity to practice and demonstrate self-direction and self-help skills during the Greetings, Readings, & Writings component as they follow an established routine and put away belongings then self-select a learning lab (center) to explore with peers.

- Children are given specific instruction in self-help skills in Unit 1
- Example from Unit 1: Welcome to Curiosity Corner
 - Clues & Questions, day 3, p. 106: Children help puppets decide how to solve a problem: they both want to work in another lab and neither wants to put away the puzzle they've been playing with.

Activities to Encourage Persistence

- Many learning labs provide the opportunity to children experiment with and explore materials. Teachers are provided with ideas for challenging students who are ready (or providing support for students who are struggling) on the Learning Labs Facilitation Guide in the appendix of each theme guide.
- Examples for Unit 11: Here We Go! Transportation, Day 6, p.71:
 - Math Lab: Children make patterns with toy cars
 - Art Lab: Children use a variety of materials to create airplanes
 - Science Lab: Children test items to see which is heavier/lighter
 - Puzzle & Games Lab: Children make up stories with felt vehicles
- Teachers coach children to extend their imaginative play scenarios during Plan & Play over a period for more than one day in units 16–18.
- Children work independently or with peers in student-led activities as they explore learning labs each day. Lab activities frequently include puzzles and other manipulatives as well as paint, scissors and glue. Children have many opportunities to persist at tasks, and to develop persistence as they continue to engage in these activities throughout the year.
- One of the learning labs offered each day is the Art Lab. Children are encouraged to freely explore a variety of mediums in the Art Lab. In each unit, children can select between theme-related crafts or they can create their own pieces.
- Jigsaw puzzles, lacing cards and other items that might require multiple attempts are supplied with several units. Teachers are encouraged to incorporate their own puzzles and games as well.

Relationships
Attachment
Express affection for familiar adults.
Curiosity Corner teaches students about different family members, homes, family communication, and how people who help take care of you can feel like family. <ul style="list-style-type: none"> Unit 3: Family Matters
Seek security and support from familiar adults in anticipation of challenging situations.
Curiosity Corner teaches students about different family members, homes, family communication, and how people who help take care of you can feel like family. Lessons may discuss turning to parents, grandparents, or other familiar adults for support and help with challenging situations. <ul style="list-style-type: none"> Unit 3: Family Matters
Separate from familiar adults in a familiar setting with minimal distress
Curiosity Corner aims to help young students deal with separation anxiety and be ready to enter classrooms excited to play and make new friends. <ul style="list-style-type: none"> Depending on the child, teachers might ask the family member to stay in the classroom until the child is ready to separate. Many teachers have found that what works best is asking the family member to sit back and be boring—to refrain from making choices or doing activities for the child—and allow the child to become independent and comfortable and to seek assistance from teachers. Encourage the family member to gradually withdraw to allow the child to continue the transition successfully. Setting up a goodbye routine is especially important. Together with the family member(s), teachers will let the child know the routine before saying goodbye. For example, ask the parent to say something like, “I will help you put your things in your cubby, take you to the bathroom, and stay while you say good morning to your teacher. Then I will need to go to _____.” If accurate, the parent may add, “I will be back at the end of your day. I love you.”
Interactions with Adults
Engage in extended, reciprocal conversations with familiar adults.
During Plan & Play, adults are encouraged to interact with children, but by joining in the play as opposed to providing instruction. These interactions, combined with whole-group-instruction, help children get to know teachers and assistants.
Request and accept guidance from familiar adults.
Throughout Curiosity Corner, teachers model and guide students in a variety of interactions, with the eventual goal of releasing responsibility to students. <p>Getting Along Together lessons focus on practicing asking for help from teachers, classmates, and friends in the following unit:</p> <ul style="list-style-type: none"> Unit 13: Wild and Woolly, Day 2
Peer Interactions and Relationships
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.
Children have many opportunities to interact and/or play with peers during Greetings, Readings & Writings, Plan & Play, snack time, and outdoor/gross motor play. Children practice and demonstrate a variety of pro-social behaviors including cooperative play, pretend play, sharing, and turn-taking throughout the program. <p>Examples:</p> <ul style="list-style-type: none"> Plan & Play: Children engage in imaginative play within theme-related scenarios (the airport, a farm, a grocery store, etc.)

- Unit 11: Here We Go! Transportation Plan & Play.(p. 82) possible roles:
 - Taxi driver, passenger, police officer, crossing guard
 - Car wash worker, cashier, customer
 - Train ticket seller, customer, engineer, snack stand worker
- Sometimes children dramatize non-human objects as a part of thematic instruction.
 - Unit 9: Winter Wonders (p. 55) Children say a poem about the movement of snowflakes as they pretend to be snowflakes, floating to the ground.
 - Unit 11: Here We Go! Transportation (p. 82) Children pretend to be airplanes taking off and landing.

Demonstrate socially competent behavior with peers.

General Structures that Support Positive Social Interactions

- Children in Curiosity Corner work in assigned partnerships that change weekly. By working closely with different partners throughout the year, they practice communicating and negotiating with different personalities, genders, and ethnicities. This helps to develop a comfort level in engaging with all classmates.
- Adults are encouraged to interact with children as they work in learning labs. They engage with each student in a small-group instructional setting once per week.
- During Plan & Play, adults are encouraged to interact with children, but by joining in the play as opposed to providing instruction. These interactions, combined with whole-group-instruction, help children get to know teachers and assistants.
- Children learn and practice skills that support relationship building throughout the year during Getting Along Together lessons.
- Whole group instruction usually includes activities done in partnerships or small groups.
- Examples:
 - Unit 2: Marvelous Me: Children work with partners to find sets of three in pictures. (p.60)
 - Unit 6: To Market, To Market: Children work in small groups to retell a story. (p.25)

Equipping children with friendship skills:

- The second week of Unit 1, Welcome to Curiosity Corner, focuses on making friends. During the Clues & Questions part of the day, children are engaged in the following activities:
 - Day 6, p. 75: Curiosity (the class mascot cat puppet) introduces the class to her friend, another puppet. She tells the story of how they became friends (says hello, introduces herself, invites him to play.)
 - Day 7, p. 90: Children review steps to make a new friend.
 - Day 8, p. 106: Children help puppets decide how to solve a problem: they both want to work in another lab and neither wants to put away the puzzle they've been playing with.
 - Day 9, p. 120: Children learn about sharing. Note: Based on feedback from pilot teachers, this lesson has been revised for the final version of the program. The book seen in the pilot lesson is no longer used.
 - Day 10, p. 134: Puppet friends share things they both like and things that one likes to do and the other does not.
- Making friends is also addressed during Getting Along Together lessons. There are lessons on cooperation, joining in play, giving apologies, and including others.

With modeling and support, negotiate to resolve social conflicts with peers.

Getting Along Together lessons in Curiosity Corner help children to negotiate and resolve social conflicts:

- The program provides structures and strategies for dealing with many of the dilemmas that arise in schools, including disagreements, hurt feelings, and entering and succeeding in social interactions.
- Children are taught a set of “conflict solvers” as a part of Getting Along Together lessons as well as other lessons that will help children develop these skills such as apologizing after accidents and including others.
- Children have the opportunity to negotiate with peers as they work together during Learning Labs and Plan & Play.
 - Example: In Unit 2, Marvelous Me, one of the Plan & Play scenario options is to play at an imaginary doctor’s office. Children must negotiate to determine roles such as doctor, patient, etc. as well as to determine props (this empty toilet paper roll will be the medicine) etc.
- Using a Unit Record Form, teachers rate the following skills for each child as “not evident,” “evident with prompting,” or “used independently.” Two skills are rated in each unit. Each skill is rated at various points throughout the year. Teachers use the information to provide additional support to children who need it.
 - Shares classroom materials
 - Uses active listening
 - Takes turns
 - Waits to speak– resists interrupting
 - Gives “I” Messages to share feelings
 - Uses Stay Cool steps when excited or angry
 - Asks for help if needed.
 - Follows directions

Empathy

Express concern for the needs of others and people in distress.

The Getting Along Together lessons in Curiosity Corner address empathy:

- Getting Along Together explores the concept of point of view/perspective, why it is important to understand and respond to others’ feelings, and how putting oneself in another’s shoes can help everyone succeed in school and life.
- Lessons promote the development of empathy. Examples from Unit 1: Welcome to Curiosity Corner:
 - During the Clues & Questions part of the day, children are engaged in the following activities:
 - Day 9, p. 120: Children learn about sharing.
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Show regard for the feelings of other living things.

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