Allison Ruanto

CHLD 282

Curriculum Reflection #3

With this curriculum there were things that went well, and things that I wish had gone differently. When I first started, the children were really excited to make their own snowman and were excited about all the materials I had for them to use. My original plan was for them to go on a hunt outside for sticks for their snowman’s arms. It was pouring outside that day, so I changed the plans a bit. Instead I told them that if they wanted their snowman to have arms, they could draw them with a marker or use popsicle sticks that I had. The materials I had to use were markers, buttons, popsicle sticks, marshmallows, and different colored paper shapes. The materials I had were all in different bags. What I should have done instead was put all the materials into individual bowls that the children could access. The way I did it made the activity a little chaotic. The children kept calling out for various materials, and were getting impatient when I had to get each child what they wanted out of the bags. I ended up dumping some of the materials onto the table which was kind of a mess.

I was really proud of the children with their shape recognition and drawing different shapes. I had the children practice drawing circles on white boards before we started the craft. They all did exceptionally well. I think using the whiteboards was a good idea. I had the children draw their own circles for their snowman, and they all did well. They all looked slightly different, but the children liked how their snowman was unique. One child said, “My snowman has two circles!” The children got creative with the markers and other materials. By the end of the craft, all the children were really proud of their snowman and seemed to have fun during the activity.

I would ask the children to tell me about their snowman and was asking leading questions while facilitating the activity. According to Henniger, leading questions “give children ideas for extending and enriching the play sequence” (p.145). I would also use redirection when a child was participating in an unwanted behavior. When a child was pouring out too much glue and smearing it everywhere I said, “Hey Grady, how about we glue some buttons on with all that glue.”

This activity was developmentally appropriate for this age group because it was in line with their developmental levels, and the children were interested in it, and I took into account to social and cultural context. This curriculum was designed based off an observation of the children playing “Frozen.” Developmentally appropriate curriculum should take into consideration the children’s needs, interests, what we know about general child development, and what we know about the social and cultural context of where the child lives (class lecture notes).

One of the things I would change is the organization of the materials. Taking the time to put the materials into bowls would have made the activity go more smoothly. This way the children could reach what they want, and the materials could stay organized. This would also allow me to see if children needed help or encouragement, and ask leading questions.

One thing that I would do differently is add cutting. These children were at an appropriate age to practice their cutting skills with an activity like this. Next time, I would allow them to cut triangle out for the nose and other shapes they might want.

Out of the three curriculum responses I think this one actually went the best. I felt more confident with my abilities to lead an activity, and felt that this was the most developmentally appropriate activity for the children I was working with. The other two curriculum responses went well too, but I feel there were more things I would do differently with the previous ones.