



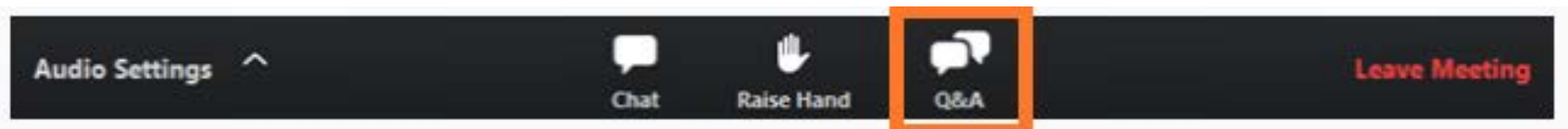
# Implementing Project-Based Learning With Two-Year-Olds

*Best Practices for Early Childhood Education Continuity Webinar Series*

June 18, 2020  
12:00pm ET

# Webinar Housekeeping

- We are recording this webinar! A link to the archive of this webinar will be emailed to you tomorrow.
- This is a listen-only webinar, so you will be muted while the webinar is in progress.
- You can ask questions and make comments by typing them in the Q&A flyout. We will respond as we go, and we will have a question and answer session at the end of the webinar.



# Training Certificate?



As an IACET-accredited provider of professional development, before offering certificates we are required to be able to verify that

- (1) the person who signed up for a particular professional development event is indeed the person who attends and
- (2) that the participant demonstrate mastery of relevant learning objectives.

Because our current delivery method for webinars does not allow us to meet either of those qualifications, we cannot offer certificates of participation.

For those attending the live webinar today, you will receive a **proof of attendance** email from Zoom at 1pm EST tomorrow.

# Online PD

## Benefits for Teachers:

- Earn CEUs
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# Implementing Project-Based Learning With Two-Year-Olds



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# What makes Twos special?



# Using the Study Approach With Twos



## *The Creative Curriculum® Studies for Twos*

were created to honor, acknowledge, and support this unique stage in a child's development.

# The Creative Curriculum® Studies for Twos





# Why these topics?

- Topics are accessible and relatable.
- Caregivers and families have access to these items and children can engage in **hands-on** investigations with them.
- Children have had previous experience and can investigate further.
- Topics are open-ended for investigation.



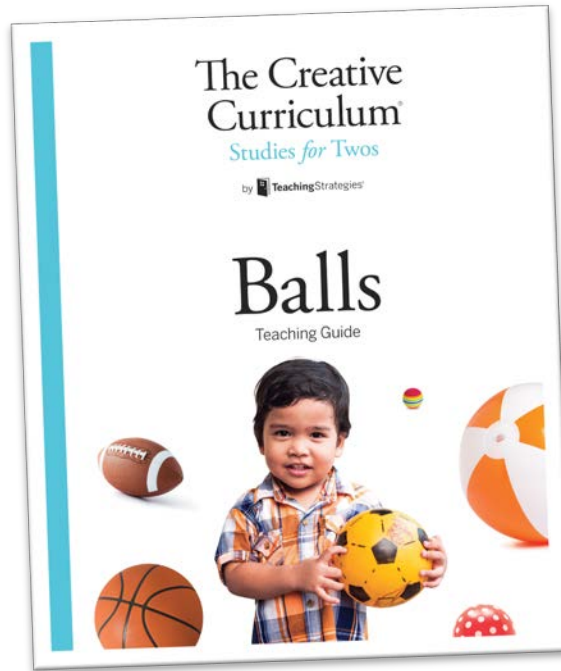
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# Themes vs. Studies

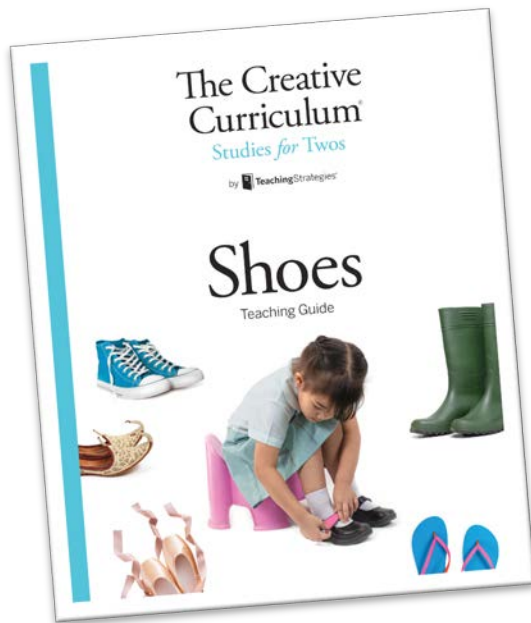
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# How are *Studies for Twos* different than Studies for Preschool and Kindergarten?



# A Closer Look



Shoes Planning for the Study

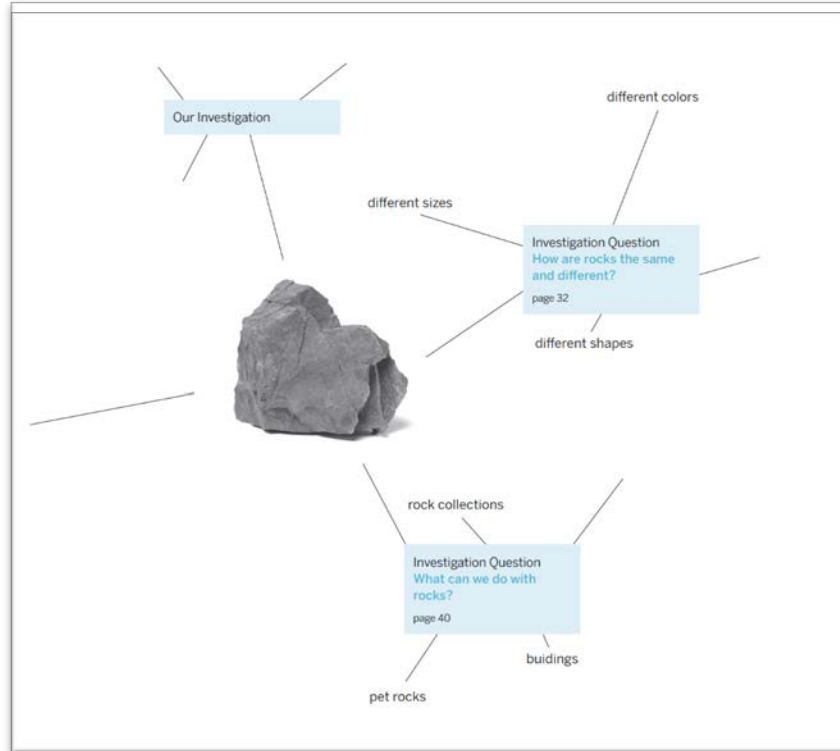
## How the *Shoes Teaching Guide* Promotes Development and Learning

Boots, sandals, clogs, and sneakers! The children in your class wear a wide variety of shoes to school each day. You might have seen children's budding interest in shoes as you observed them examining shoeprints in sand or mud or welcomed a child into the classroom who excitedly showed you their new shoes. Though they are everyday objects, shoes have an abundance of physical properties for children to notice and explore. From bumpy soles to sparkly straps, shoes have different closures, textures, patterns, and colors to identify and compare. Two-year-old children often seek to do things independently: for example, taking their shoes off to get ready for nap time and trying to put them back on when they wake up. Children's natural curiosity about and interest in shoes and their growing eagerness to do things independently can lead to many questions: What do our shoes look like? How do we take our shoes off and put them on? How are our shoes the same and different? How do shoes help us?

A study of shoes gives you a wealth of opportunities to build on children's fascination with shoes while also supporting their development and learning in all areas. Here are some examples of what you might observe.

Social-Emotional	Manages feelings	With your support, children will practice positive ways of dealing with their frustrations, such as when they cannot pull their socks over their heel or fit the shoe strap through the hoop.
	Interacts with peers	Children will explore shoes alongside their classmates and begin to notice other children's shoes.
Physical	Demonstrates balancing skills	Children will experiment with moving in different ways, such as by wearing different types of shoes.
	Uses fingers and hands	Children will use their fingers and hands to take off shoes and use different types of fasteners.
Language	Engages in conversations	Children will engage with you in brief conversations to share what they notice about shoes, their thoughts, and ideas.

# Web of Investigations



# Preparing for the Study

## Preparing for the Study

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Before starting the *Rocks Teaching Guide* with your class, brainstorm ideas with your co-teachers and assistant teachers. Reach out to teachers in your school who have already implemented or plan to implement the study and consider ways you can share tips and additional resources throughout the study. If you have introduced the *Rocks Teaching Guide* in the past, revisit your notes from the study and reflect on what worked well and what you might approach differently this time. Remember that every group of children is unique; each time you introduce this study, children's interests and what they show curiosity in will guide the days and investigations in a new direction.

### Individualizing the Study for All Children

Before you begin a study, review your recent observations to identify each child's knowledge, skills, and abilities. This careful consideration of what children are mastering, what they are interested in practicing and doing, and where they need additional support informs how you individualize activities throughout the study.

Consider the following examples of ways to individualize the study to support children's unique needs and interests.

*Hardeep has recently started noticing the textures of different objects, such as the bark of a tree and the smooth side of a leaf. During the study, I will nurture Hardeep's interest by offering him opportunities to explore rocks with a variety of textures. I will also encourage him to notice other physical attributes of rocks, such as their size, shape, and color.*

*Sydney has an Individualized Family Service Plan (IFSP). Her service coordinator recently added this goal: "Sydney will attend to an activity for at least 5 minutes two times each day." To support focus and attention, I will offer extra support and encouragement to Sydney when she shows an interest in an experience or activity and ensure that I do not interrupt her focus when she is engaged.*

# Letters to Families

## Letter to Families

Dear families,

From the sun's light filtering through our windows each day to lamps that help us read at night, light is all around us! Perhaps your child has a night-light in their room to comfort them at bedtime. Maybe your child has gazed with awe at lights as you decorate at home for a party or festival, or you may have noticed them concentrating to figure out how to turn a flashlight on and off. Many children are fascinated by the light they see and use each day. We've noticed children pointing to lights, playing with light-up toys, and exploring their shadows outside. The children's curiosities about light have inspired us to introduce a study of light.

We need your help gathering a collection of lights for the children to investigate. We'll need many different types of lights that we use at home and at school. Here's a list of suggested items, but you may also send in items that are not on the list. Please label any items you would like returned to you with your name. We'll take good care of them so we can return them to you at the end of the study.

lamps	battery-powered LED lights	light-up shoes	books and pictures that feature lights, shadows, the sun, nighttime, traffic signals, and light festivals
flashlights	linternas	translucent materials such as color tiles	
strings of lights	colored light bulbs	light switches	
headlamps	large flashlights	lampshades	
touch lights	glow sticks	large cardboard boxes	
night-lights			

As we study light, children will develop language and literacy skills as they name and describe different types of light, math skills as they count light bulbs, and a growing sense of independence as they turn on and off lights they use every day.

### What You Can Do at Home

Try the welcome activity set up each morning for you and your child. These activities reflect what we are currently learning and investigating in the classroom and can provide ideas for what you can do at home.

Take a walk around your home and neighborhood with your child to look for different kinds of light, such as night-lights, lamps, flashlights, street lights, and stop lights. Talk with your child about the lights and how people use them.

Thank you for being a part of our study and our learning!

## Carta a las familias

Apreciadas familias,

Desde la luz del sol que se filtra por nuestras ventanas todos los días hasta las lámparas que nos ayudan a leer por la noche, ¡la luz está por todos lados! Tal vez su hijo tenga una luz de noche en su habitación para tranquilizarlo a la hora de acostarse. Tal vez su hijo ha mirado con asombro las luces mientras decora en casa para una fiesta o un festival, o puede que se haya dado cuenta de que se concentra para averiguar cómo encender y apagar una linterna. Muchos niños están fascinados por la luz que ven y usan todos los días. Hemos notado cómo los niños señalan luces, juegan con juguetes luminosos y exploran sus sombras cuando están afuera. La curiosidad de los niños respecto de la luz nos ha inspirado a presentar un estudio de la luz.

Necesitamos su ayuda para reunir un conjunto de luces para que los niños investiguen. Necesitaremos muchos tipos diferentes de luces que usamos en casa y en la escuela. A continuación, les presentamos una lista de elementos sugeridos, pero también pueden enviar elementos que no estén en la lista. Etiqueten con su nombre los elementos que les gustaría que les devolvamos. Los cuidaremos bien para poder devolvérselos al final del estudio.

lámparas	luces LED alimentadas por pilas	zapatos luminosos	cajas de cartón grandes
linternas	faroles	materiales translúcidos como azulejos de colores	libros e imágenes que muestren luces, sombras, el sol, la noche, semáforos y festivales de luz
cadena de luces	bombillas de colores	interruptores de luz	
faros delanteros	linternas grandes	varitas luminosas	
luces táctiles			
luces de noche			

Mientras estudiamos la luz, los niños desarrollarán habilidades lingüísticas y de alfabetización a medida que nombran y describen diferentes tipos de luz, habilidades matemáticas a medida que cuentan las bombillas y una creciente sensación de independencia a medida que encienden y apagan las luces que usan todos los días.

### Lo que pueden hacer en casa

Observen la actividad de bienvenida que se organiza cada mañana para ustedes y su hijo. Estas actividades para que ustedes y su hijo participen reflejan lo que actualmente estamos aprendiendo e investigando en el salón de clases.

Dé un paseo por su casa y barrio con su hijo para buscar diferentes tipos de luz, como luces de noche, lámparas, linternas, farolas y semáforos. Hable con su hijo acerca de las luces y cómo la gente las usa.

¡Gracias por formar parte de nuestro estudio y nuestro aprendizaje!

# Implementing the *Teaching Guide*

Shoes Planning for the Study

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## Implementing This Teaching Guide

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- Look at the web of investigations in this Teaching Guide. During each investigation, consider the following questions:  
How do the shoes you will include in your study reflect the diversity in your classroom?  
How can you invite families to support children's investigations?  
How can you adapt the investigations to reflect your school and community?

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- Review the "Shoes and Related Materials" list (p. 7) and begin gathering items for your classroom collection.

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- Customize and send home the Letter to Families to introduce the upcoming study and encourage families' involvement.

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- Review the At-a-Glance pages.  
Pull and review the Daily Resources:
  - Intentional Teaching Experiences
  - Mighty Minutes™
  - Highlights Hello™
  - Book Conversation Cards™Gather materials, such as specific shoes that you will need for the children's explorations and investigations.  
Add additional materials to respond to children's interests and current developmental needs.  
Organize the materials that you will need each day. Tip: Some teachers have found it easiest to organize the materials needed for each day into different buckets or a five-drawer organizer.



# At-a-Glance

AT A GLANCE	
Vocabulary—English: brushes	
Spanish: cepillo; tipos de cepillos, por ejemplo, pañuel, cepillo de cabello, limpiabotellas	
Making the Most of Routines	<p><b>Family Resources</b> <i>Letter to Families</i> found on page 8</p> <p><b>Planning and Preparations</b> Begin gathering brushes for your classroom collection. Review the "Collecting Materials to Support the Study" section (p. 7) for guidance on the types of brushes to gather for your collection.</p> <p>Send home the <i>Letter to Families</i> found on page 8 to introduce families to the study. You can also download, customize, and print the <i>Letters to Families</i> in the Resource Library at <a href="https://teachingstrategies.com/protected/in2-forms/">https://teachingstrategies.com/protected/in2-forms/</a></p>
Morning Moment With Families	
Exploring Brushes	
Building on the Exploration	
Going Outdoors	
Enjoying Stories and Books	
Additional Experiences	
14	15

# Daily Plans

## DAY 1

### What do our shoes look like?



#### Making the Most of Routines

During your **diapering and toileting** routines, consider using *Mighty Minutes 78*, "Hello Toes," to encourage children to recognize and name parts of their bodies.

Choose body parts to name with children based on parts you have observed them recognizing and naming in the past. For example, if a child already knows the words for arms and legs, include parts like *knees, elbows, and shoulders*.

#### Morning Moment With Families

**Family Guidance:** Ask your child to look at their shoes and pick an object that is the same color.

Display several classroom objects that are different colors. Be sure to include colors that commonly match the color of the children's shoes, such as brown, black, blue, and pink.

Invite the children to look at their shoes and choose an object that is the same color.

#### Investigating Shoes: Looking at Our Shoes

• Hold up your shoes for the children to observe. Say, "Look at my shoes. They are black. My shoes are called clogs."

• Display a chart titled *Our Shoes*.

• Invite the children to look at their own shoes. Ask questions to encourage the children to notice what their shoes look like, e.g., "What do your shoes look like?," "What color are your shoes?," and "What do you see on your shoes?"

• Document the children's words on the chart.

#### Vocabulary Moments

**English:** types of shoes, e.g., *boots, sandals, slip-ons*

**Spanish:** tipos de zapatos, por ejemplo, *botas, sandalias, zapatos sin cordones*

Tell the children the name of the type of shoe they are wearing (e.g., **sandals, boots, clogs**, etc.) as you discuss their shoes.

"Drew, you are wearing *sandals*. What color are your *sandals*? That's right, they are blue."

"Maeve, you have on *boots*. They have a pointy toe."

"Karl, your shoes are called *high-tops*. What do you see on your shoes?"

Consider the terminology your community uses for different types of shoes. For example, the dialect of certain regions might refer to rubber-soled sport shoes as "running shoes," while others might call them "tennis shoes" or "gym shoes." Ensure that the words you introduce reflect your community and the children's cultures.



# Expanded Daily Resources

- 50 *Intentional Teaching Experiences*
- 100 *Mighty Minutes® for Twos*
- 12 additional issues of *Highlights Hello™* and corresponding *Book Conversation Cards™*
- a Teaching Strategies® resource organizer



# Reflecting on Exploring the Topic

## Reflecting on Exploring the Topic

Exploring the Topic and each of the investigation questions include guidance and support to help you reflect on your observations and decide which investigation to explore next based on the children's interests and curiosity.

Review your observations from Exploring the Topic and consider the following:

- What comments, questions, and observations did the children have about the containers?
- What did the children notice about the size, shape, and other attributes of the containers?
- How were the children able to handle and manipulate the containers while opening, closing, pouring from, and filling them?
- How did the children use the lids of the containers?
- How did the children identify things that a container could hold?
- What did the children notice about using containers?
- How were the children able to handle and manipulate the containers?

If the children were interested and engaged in opening and closing containers or finding the containers' matching lids, or if they made comments and asked questions about different types of lids, consider exploring *Investigation Question: How do you open and close containers?* (p. 24)

If you noticed the children filling up and dumping out the containers and experimenting with different materials to put inside the containers, consider exploring *Investigation Question: What do containers hold?* (p. 34)


If you observed the children comparing the containers and noticing their different shapes and sizes, consider exploring *Investigation Question: How are containers the same and different?* (p. 44)

If the children noticed different types of containers and talked about how they are used, consider exploring *Investigation Question: How do people use containers?* (p. 52)

# Investigation Question: *What do containers hold?*

## DAY 1

### What do containers hold?



**Making the Most of Routines**

During your **getting dressed** routines, talk with the children about their clothes. Draw their attention to any colors, pictures, and patterns in their clothes.

**Dual-language learners** Starting with a familiar welcome song helps children learn the routine and feel successful. Songs with repetition and rhyme are easier for dual-language learners to learn and memorize. Songs with actions are a great way for children to learn English vocabulary as they make the connection between the actions they make and the words they hear.

**Morning Moment With Families**

**Family Guidance:** Invite your child to choose a book to read together. Display a few books that the children have enjoyed recently. Invite families to read a book with their children.

**Investigating Containers: What Is in Our Classroom Containers?**

- Display containers from around the classroom that look different and are used for different things, such as a trash can, a bowl, and a wipes container.
- Write the items' names on a chart titled *Our Containers*.

- Say, "These are all containers that we use in our classroom. Can you tell me what is inside each container? I will write your words on the chart."
- Support the children to name what is inside each container, such as trash in the trash can, wipes in the wipes container, and food in the bowl. Write the children's responses on the chart.

As children explore the classroom looking for containers, say the containers' names several times. Repeating important words during an engaging activity is a meaningful way to support children's receptive language skills—their ability to hear and understand words and language.

**Vocabulary Moments**

**English:** names of classroom containers, e.g., trash can, wipes container, bowl, paint cup, bucket  
**Spanish:** nombres de recipientes en el salón de clases, por ejemplo, bote de basura, recipiente de tallas, tazón, vaso de pintura, cubo

Use the specific name for each classroom container, e.g., **trash can paint cup, bowl, bucket** as you introduce them to the children.

"Eiza, you are holding a paint cup. What do you see inside? That's right. There is blue paint in the paint cup."  
"Manuel, what are you pointing to? Oh, that is a bucket. What is inside the bucket? I see some blocks in the bucket."

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**Containers** Investigating the Topic

**Building on the Investigation: Any Experience**

- Invite the children to look around the classroom with you for more types of containers.
- Continue adding the names of the containers children find and what they hold to the chart.
- Give the children directions as they look for containers. Use positional words such as in, on, under, up, down, beside, between, and next to.
- When the children finish looking for containers, say, "We have so many containers in our classroom that hold so many different things!"

**Guiding Your Observations**

How did the child dictate what was in the containers for you to write on the chart? (19c)  
Which positional words did the child show an understanding of? (21a)

**Daily Experience Opportunities**

**Going Outdoors**

- Take the *Our Containers* chart outdoors.
- Encourage the children to look for containers on the playground, such as buckets, a rain barrel, crates, or bowls.
- Add the containers to the chart along with what they hold.

**Enjoying Stories and Books**

- Use Book Conversation Card 27 and the corresponding Highlight: Hello" book.
- Choose one story, game, poem, or song to share with the children.
- Review the "Guidance for Sharing With Twins" and use one or two strategies as you read with the children.

During your daily experiences, consider the following individual or small-group activities:

**Creating With Art**

- Intentional Teaching Experience SE32, "Mold It Together"

**Connecting With Music and Movement**

- Mighty Minutes 96, "Baby Two-Step"

**Reflecting on the Day**

Display the *Our Containers* chart near the family area. Invite the families to look for containers around their homes with their children and talk about what the containers hold.

The children named and labeled a wide variety of classroom items throughout the day. What new words did the children hear and use? How can you continue to build on the children's understanding of these words?

The Creative Curriculum® Studies for Teachers

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# Reflecting on the Investigation Question

Light Investigating the Topic

Guiding Your Observations	How did the child participate in a conversation about the string of lights? (10a) How did the child use creativity and imagination with the art materials? (11e)
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**Daily Experience Opportunities**

**Going Outdoors**

- Use *Intentional Teaching Experience* M18, "Rock Collection."

**Enjoying Stories and Books**

- Use *Intentional Teaching Experience* LL45, "Animal Books."

During your daily experiences, consider using the following individual or small-group activities:

**Imitating and Pretending**

- *Intentional Teaching Experience* SE34, "Night, Night Baby"

**Connecting With Music and Movement**

- *Mighty Minutes* 39, "Motion Magic"

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**Reflecting on Investigation Question: What objects make light? How do you turn lights on and off?**

Review your observations from this investigation and consider the following:

- What comments, questions, and observations did the children have about the lights?
- What did the children notice about the brightness, feel, or other attributes of the lights?
- How did the children explore and engage with the sources of light?
- What other materials did the children use with the lights?
- What did the children notice about using lights?

If you observed the children showing interest in their shadows or covering lights with their hands or other objects, consider exploring *Investigation Question: What happens when we block light?* (p. 34)

If you observed the children talking about the light coming through the windows or shining flashlights through other materials such as color tiles, consider exploring *Investigation Question: What kinds of things can light shine through?* (p. 42)

If you observed the children using lights in new or creative ways or pointing out lights that are used throughout the day, consider exploring *Investigation Question: How do we use light?* (p. 52)

# Celebrating Learning



## AT A GLANCE

## Celebrating Learning

**Vocabulary—English:** names of containers, words introduced throughout the study

	Day 1	Day 2
<b>Making the Most of Routines</b>	<b>Diapering and Toileting</b> <b>Materials:</b> none	<b>Hellos and Good-Byes</b> <b>Materials:</b> <i>Mighty Minutes</i> 29, "Let's Start Our Day"
<b>Morning Moment With Families</b>	<b>Family Guidance:</b> Look through the photo album with your child. Invite your child to tell you about the pictures. <b>Materials:</b> photos from the study	<b>Family Guidance:</b> Invite your child to share the study displays with you. <b>Materials:</b> none
<b>Celebrating Containers</b>	<b>Reflecting on Containers</b> <b>Materials:</b> chart paper, marker, containers from the collection	<b>I Spy a Container</b> <b>Materials:</b> container collection
<b>Building on the Celebration</b>	<b>Creating With Art</b> <b>Materials:</b> photos of containers, construction paper, glue, binder	<b>Creating With Art</b> <b>Materials:</b> containers from the collection, paper, drawing materials
<b>Going Outdoors</b>	<i>Intentional Teaching Experience</i> P35, "Riding Toys"	<i>Mighty Minutes</i> 61, "How Slowly Can You Go?"
<b>Enjoying Stories and Books</b>	<i>Mighty Minutes</i> 153, "Picture Talk"; wordless book	<i>Intentional Teaching Experience</i> 1L26, "Reading Rhyming Books"; rhyming books
<b>Additional Experiences</b>	<b>Playing With Toys</b> <b>Materials:</b> <i>Intentional Teaching Experience</i> 1L20, "This Is the Same"; containers from the collection	<b>Playing With Toys</b> <b>Materials:</b> <i>Intentional Teaching Experience</i> M36, "Number Hunt"; numeral cards 1-5
	<b>Creating With Art</b> <b>Materials:</b> <i>Mighty Minutes</i> 157, "Letters in Our Names"	<b>Any Experience</b> <b>Materials:</b> <i>Mighty Minutes</i> 90, "Special Letter Chant"



# Using the Daily Resources in Your Schedule

Times of Day	Expanded Daily Resources
Arrivals	<i>Mighty Minutes</i> <sup>®</sup>
Mealtimes	
Indoor Experiences (1-2 times)	
Outdoor Experiences (1-2 times)	
Rest Time	
Other Routines (i.e., getting dressed, diapering/toileting)	
Going Home	



# Using the Daily Resources in Your Schedule

Times of Day	Expanded Daily Resources
Arrivals	<i>Mighty Minutes®</i> <i>Intentional Teaching Experiences™</i> <i>Highlights Hello™, Book Conversation Cards™</i> <i>Teaching Guide: "Morning Moments with Families"</i>
Mealtimes	<i>Mighty Minutes®</i> <i>Teaching Guide: "Vocabulary Moments"</i>
Indoor Experiences (1-2 times)	<i>Teaching Guide: "Investigating the StudyTopic" and "Building on the Investigation"; "Vocabulary Moments"</i> <i>Mighty Minutes®</i> <i>Intentional Teaching Experiences™</i> <i>Highlights Hello™, Book Conversation Cards™</i>

# Using the Daily Resources in Your Schedule

Times of Day	<i>Expanded Daily Resources</i>
Outdoor Experiences (1-2 times)	<p><b>(same as Indoor Experiences)</b>  <i>Teaching Guide: "Investigating the StudyTopic" and "Building on the Investigation"; "Vocabulary Moments"</i>  <i>Mighty Minutes®</i>  <i>Intentional Teaching Experiences™</i>  <i>Highlights Hello™, Book Conversation Cards™</i></p>
Rest Time	<p><i>Mighty Minutes®</i>  <i>Intentional Teaching Experiences™</i>  <i>Highlights Hello™, Book Conversation Cards™</i></p>
Other Routines (i.e., getting dressed, diapering/toileting)	<p><i>Mighty Minutes®</i>  <i>Intentional Teaching Experiences™</i>  <i>Highlights Hello™, Book Conversation Cards™</i></p>
Going Home	<p><i>Mighty Minutes®</i>  <i>Intentional Teaching Experiences™</i>  <i>Highlights Hello™, Book Conversation Cards™</i>  <i>Teaching Guide: "Reflecting on the Day"</i></p>



# Q&A



Join us for the next webinar in this series:



**Voices from the Field: Preparing for the New School Year**

Presented by: Breeyn Mack

Tuesday, June 23, 2020 2:00 PM EST

[TeachingStrategies.com/webinar-series](https://TeachingStrategies.com/webinar-series)

# Thank you



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