

ALL PURPOSE RAMPS

Look + Listen for Learning

Cause & Effect

Communication Skills

Curiosity & Initiative

Cooperative Play

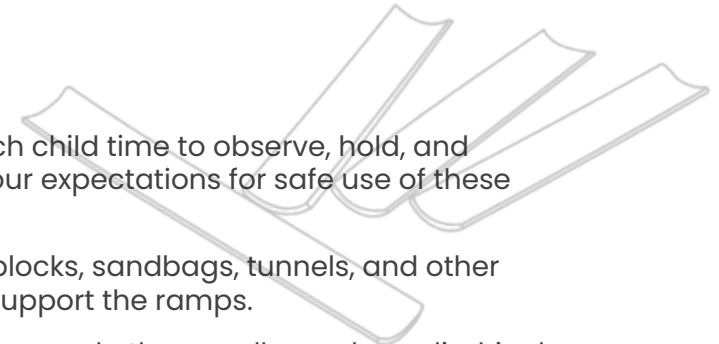
Eye-Hand Coordination

Problem-Solving



Implementation Tips:

- Introduce the ramps to the full group giving each child time to observe, hold, and describe them. This is a good time to discuss your expectations for safe use of these tools and where they will be stored in the room.
- Initially offer the ramps in your Block area. Unit blocks, sandbags, tunnels, and other block accessories can be used to elevate and support the ramps.
- Collect balls, spools, seedpods, wheels, pinecones, and other small round or cylindrical objects. Invite the children and their families to participate.
- Compare balls of various sizes and weights. Test how materials like sand, water, gravel, and pebbles move on the ramps. Do this outdoors in the sandbox or indoors in a sensory table.



Prompts To Foster Engagement:

- What kinds of objects roll? Why?
- What happens when one side of the ramp is lifted? What did you notice?

Vocabulary:

Cause + Effect	Force	System
Chain Reaction	Motion	Track
Engineer	Path	Travel
Inclined Plane	Ramp	
Flow	Roll	

Creative Curriculum® Studies:

Architecture, Balls, Buildings, Roads, Sand, Simple Machines, Water, Wheels

Interest Areas:

*Block Play
Discovery
Sand + Water
Outdoors*

ECERS:

20. Blocks
22. Nature/Science

FCCERS:

18. Blocks
20. Nature/Science

Library Books:

Rolling Rose
by James Stevenson

*Motion: Push, Pull, Fast
And Slow*
by Darlene R. Stille

*Roll, Slope and Slide: A
Book About Ramps*
by Michael Dahl



ANTICS BLOCKS

Look + Listen for Learning

Curiosity + Initiative

Creativity

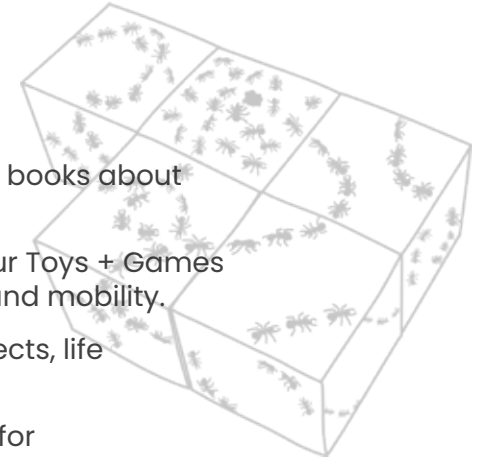
Fine Motor Skills

Order + Patterning



Implementation Tips:

- Initially, offer the Antics Blocks in your Discovery area along with books about insects and ants, or near a classroom Ant Farm.
- Because of their puzzle-like form, these blocks are perfect in your Toys + Games or manipulatives area on a tray or in a basket for easy access and mobility.
- Use the Antics Blocks to support an investigation or study of insects, life underground, or the garden.
- Antics Blocks can also be added to your Block Play accessories for construction experiences.



Prompts To Foster Engagement:

- How (or why) do ants know to follow a trail left by another ant?
- What new lyrics can we make up for the Ants Go Marching song?

Vocabulary:

Abdomen	Insect	Queen
Antennae	Line	Thorax
Colony	March	Trail
Farm	Nest	Worker
Head	Pattern	

Creative Curriculum® Studies:

Gardening, Getting Ready For Kindergarten, Insects, Trees

Interest Areas:

*Block Play
Discovery
Toys + Games*

Library Books:

Hey, Little Ant
by Phillip M. Hoose
Creepy Crawly Calypso
by Tony Langham
Are You an Ant?
by Judy Allen

ITERS:

15. Fine Motor
20. Nature/Science

ECERS:

17. Fine Motor
22. Nature/Science

FCCERS:

15. Fine Motor
20. Nature/Science



BUILDING STICKS

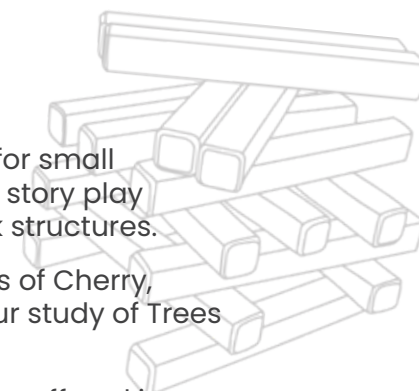
Look + Listen for Learning

Creativity
Curiosity + Initiative
Cooperative Play
Fine Motor
Symbolic Representation



Implementation Tips:

- Building Sticks are perfectly suited for use with other loose parts for small construction and mathematical experiences, as small world and story play components, imaginative play props, and to embellish unit block structures.
- Because they've been constructed using furniture maker's scraps of Cherry, Maple, and Walnut, they're nice materials to introduce during your study of Trees or Reduce-Reuse-Recycle.
- Children will use the set to count, sort, compare, and pattern when offered in a Toys + Games or manipulatives area of the classroom.



Prompts To Foster Engagement:

- What are alike and different about these wooden pieces?
- How do you think these are made to be so smooth?

Vocabulary:

Building	Foundation	Stack
Cherry Tree	Height	Stick
Construction	Maple Tree	Tower
Design	Mill	Walnut Tree
Engineer	Stability	

Creative Curriculum® Studies:

Architecture, Boxes, Buildings, Music Making, Reduce-Reuse-Recycle, Trees

Interest Areas:

*Block Play
Dramatic Play
Discovery
Music
Toys + Games*

ECERS:

20. Blocks

FCCERS:

18. Blocks

Library Books:

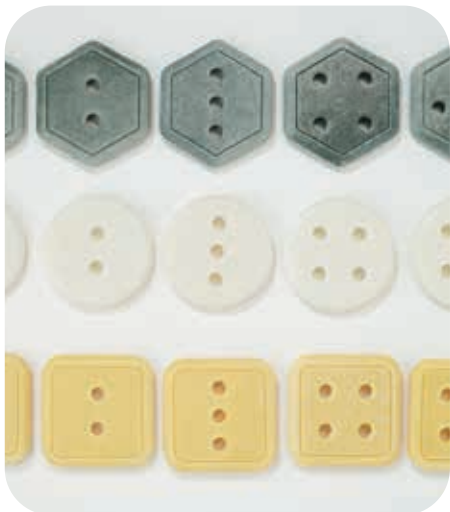
Not A Stick
by Antoinette Portis
Changes, Changes
by Pat Hutchins
A Grand Ole Tree
by Mary Newell Depalma



COUNT + THREAD STONES

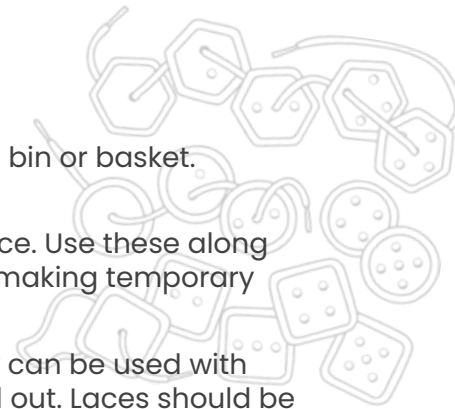
Look + Listen for Learning

Comparison
Creativity
Fine Motor Skills
Numeracy
Shapes



Implementation Tips:

- Initially offer the set in your Toys + Games area on a tray or in a bin or basket. Or introduce them formerly during a full group meeting.
- Invite children and families to collect buttons to add to the space. Use these along with the large Count + thread Stones for sorting, counting and making temporary compositions or mandalas.
- Because these pieces are made of a stone composite mix they can be used with sand, water, mud, and other sensory materials both indoor and out. Laces should be kept dry and used indoors only.
- Children may also enjoy using the pieces to represent foods or coins in the dramatic play space.



Prompts To Foster Engagement:

- What do you notice about these buttons?
- How are these stone counting buttons like the stones we find outdoors? How are they different?

Vocabulary:

Arrange	Hole	Square
Button	Pattern	Thread
Circle	Sew	Tunnel
Clothes	Shape	Tube
Hexagon	Shoelace	

Creative Curriculum® Studies:

Clothes, Sand, Signs, Tubes + Tunnels

Interest Areas:

*Dramatic Play
Sand + Water
Toys + Games*

Library Books:

Corduroy
by Don Freeman
Pete the Cat and His Four Groovy Buttons
by Eric Litwin
Something From Nothing
by Phoebe Gilman

ITERS:

15. Fine Motor
21. Math/Number

ECERS:

17. Fine Motor
23. Math Materials

FCCERS:

15. Fine Motor
21. Math/Number



HARLEKINO

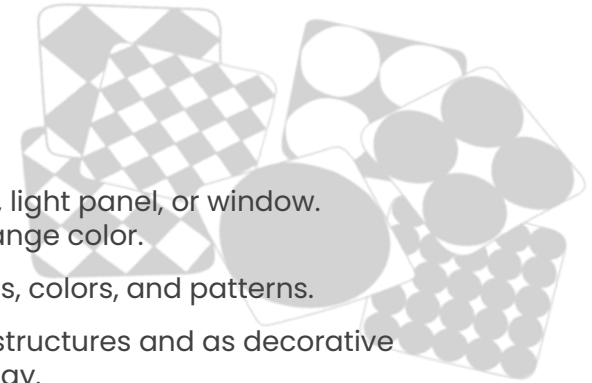
Look + Listen for Learning

Comparison
Curiosity & Initiative
Shapes
Spatial Relationships



Implementation Tips:

- Transparent Harlekin cards can be used on a tabletop, light panel, or window. As children overlap the cards, shapes will appear to change color.
- Use the set in your ongoing activities focusing on shapes, colors, and patterns.
- Children like to use the cards as windows in their block structures and as decorative pathways and carpets for small world and doll house play.
- Place one card in the center of the table and invite children to add to the design while practicing turn-taking.



Prompts To Foster Engagement:

- What do you notice when a card is placed on top of another?
- How are these cards like windows?

Vocabulary:

Circle	Shadow	Transform
Layer	Shape	Transparent
Pattern	Passage	Triangle
Shade	Pipe	

Creative Curriculum® Studies:

Architecture, Buildings, Getting Ready For Kindergarten, Light, Signs

Interest Areas:

Art
Block Play
Discovery
Toys + Games

ECERS:

17. Fine Motor
18. Art
20. Blocks
22. Nature/Science
23. Math Materials

Library Books:

Mouse Shapes
by Ellen Stoll Walsh
Mixed: A Colorful Story
by Arree Chung
*Round Is a Tortilla:
A Book of Shapes*
by Roseanne Thong

FCCERS:

15. Fine Motor
16. Art
18. Blocks
20. Nature/Science
21. Math/Number



MAKEDO® TOOLS

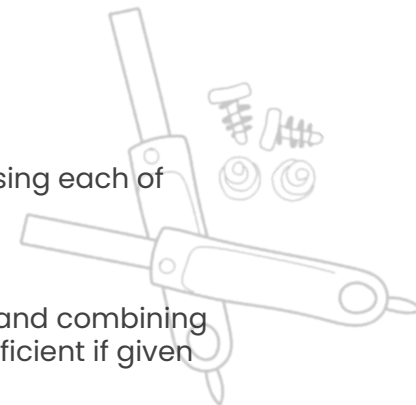
Look + Listen for Learning

Creativity
Eye-Hand Coordination
Fine Motor Skills
Persistence
Use of Tools



Implementation Tips:

- Before introducing the Makedo® Tools and Scrus to children, practice using each of them with other adults.
- Collect many cardboard scraps with the children and their families.
- In small groups offer direct instruction to each child for using the tools and combining cardboard pieces together. Just like with scissors, they will become proficient if given many opportunities to practice over time.
- Invite children to make boxes, buildings, and abstract structures.
- Challenge children to design and make block, ramp, or story play props.



Prompts To Foster Engagement:

- Have you made a plan for your cardboard structure?
- We can reuse the plastic screws. Let's keep count while we unscrew them.

Vocabulary:

Build	Plan	Screw
Construct	Recycle	Simple Machine
Design	Reuse	Thread
Join	Rotate	Tool

Creative Curriculum® Studies:

Architecture, Boxes, Buildings, Containers, Jobs, Music Making, Percussion Instruments, Reduce-Reuse-Recycle, Signs, Simple Machines

Interest Areas:

*Art
Block Play
Discovery
Dramatic Play*

Environment:

*Tools and Supplies
Maker Materials*

Library Books:

*Building a House
by Byron Barton
Not A Box
by Antoinette Portis
Boxitects
by Kim Smith*



MARBLE MAZE RAMPS

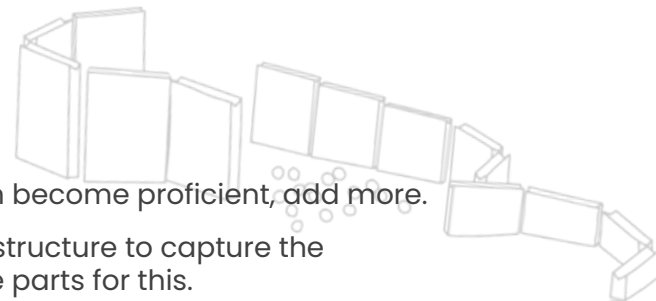
Look + Listen for Learning

Cause & Effect
Eye-Hand Coordination
Persistence
Problem-Solving
Spatial Relationships



Implementation Tips:

- Begin with 4 or 5 of the shortest pieces. As children become proficient, add more.
- Suggest to children that they create some sort of structure to capture the marbles at the end of the course. Offer small loose parts for this.
- Invite small groups or teams of children to use chalk to add numbers or letters to each of the wooden pieces.
- Encourage children to listen carefully for the sounds the marbles make as they descend down the maze. Ask if certain marbles produce particular tones.



Prompts To Foster Engagement:

- How do you know which piece comes next?
- Have you tried making a zig-zag path?

Vocabulary:

Course	Maze	Steel
Descend	Order	Tone
Drop	Path	Travel
Groove	Roads	Wall
Marble	Sound	Zig-Zag

Creative Curriculum® Studies:

Balls, Music Making, Roads, Wheels

Interest Areas:

*Discovery
Music
Toys + Games*

ECERS:

17. Fine Motor

FCCERS:

15. Fine Motor

Library Books:

Maze Book: Follow Me
by Roger Priddy
How Far Will It Bounce?: My Blue Ball
by Tony Langham
Just Like Rube Goldberg by Judy Allen



RAINBOW PEGBOARD

Look + Listen for Learning

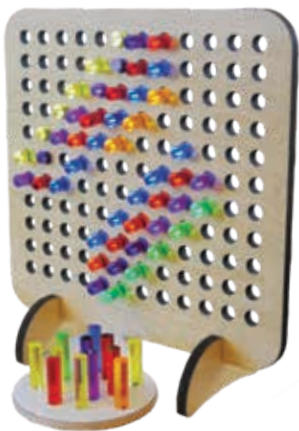
Cause & Effect

Creativity

Curiosity & Initiative

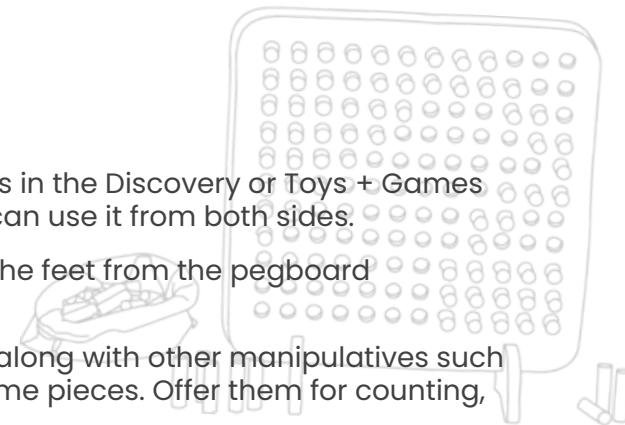
Numeracy

Pattern



Implementation Tips:

- Initially place the Rainbow Pegboard and bag of pegs in the Discovery or Toys + Games area on a shelf top, carpet, or table so that children can use it from both sides.
- Offer mirrors and flashlights with the set. Or remove the feet from the pegboard and lay it flat on your light table.
- The pegs can also be used on their own and placed along with other manipulatives such as unifix cubes, a collection of colorful buttons, or game pieces. Offer them for counting, ordering, sorting, and patterning activities.
- The Rainbow Pegboard is especially dynamic when positioned in front of a sunny window.



Prompts To Foster Engagement:

- How does light change the way the pegs look?
- What other colorful materials can be used with these?

Vocabulary:

Artist	Mosaic	Rainbow
Color	Opaque	Row
Column	Pattern	Spectrum
Grid	Peg	Transparent
Light	Pointillism	Translucent

Creative Curriculum® Studies:

Architecture, Buildings, Light, Tubes + Tunnels

Interest Areas:

*Block Play
Discovery
Toys + Games*

Library Books:

The Dot
by Peter H. Reynolds
A Rainbow of My Own
by Don Freeman
Mouse Paint
by Ellen Stoll Walsh

ITERS:

20. Nature/Science
21. Math/Number

ECERS:

22. Nature/Science
23. Math Materials
24. Math in Daily Events

FCCERS:

20. Nature/Science
21. Math/Number



SEE INSIDE PIPE

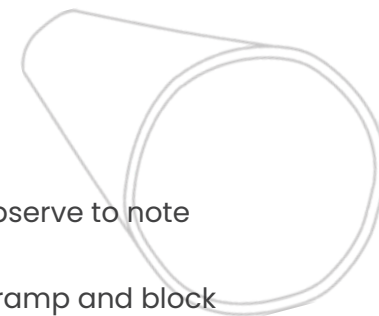
Look + Listen for Learning

Curiosity & Initiative
Eye-Hand Coordination
Material Properties
Prediction
Problem-Solving



Implementation Tips:

- Offer the See Inside Pipe sections in the Block Play area with balls. Observe to note children's comments, discoveries, and questions.
- Encourage children to incorporate the pipes into the design of their ramp and block structures. Sandbags and beanbags are helpful for stabilizing pipes.
- Use the two pipe sections for sensory exploration in a sand and water table, sensory bin or outdoors in the sandbox. Offer children scoops, cups, funnels, and water pitchers for filling, emptying, and mixing up sand or mud solutions that will travel through the pipes.



Prompts To Foster Engagement:

- We know that some balls roll through the pipes. What other objects could we test?
- How do you think water or sand will move inside the pipes? Why?

Vocabulary:

Aqueduct	Duct	System
Channel	Flow	Translucent
Chute	Pipe	Tube
Course	Plumber	Waterworks
Cylinder	Sewer	

Creative Curriculum® Studies:

Architecture, Balls, Buildings, Jobs, Light, Roads, Tunnels + Tubes, Sand, Water, Wheels

Interest Areas:

*Block Play
Discovery
Outdoors
Sand + Water*

ECERS:

22. Nature/Science

FCCERS:

20. Nature/Science

Library Books:

Tunnels and Tubes
by Erin Seagraves

*Curious George
Plumber's Helper*
by H. A. Rey

Water by Frank Asche



SMALL FUNNEL STAND

Look + Listen for Learning

Cause & Effect
Eye-Hand Coordination
Material Properties
Measurement
Use of Tools



Implementation Tips:

- Offer this small funnel stand indoors or out with plenty of tools and materials for children to experiment with filling, pouring, and measuring.
- Prepare a container of dry sand and another full of water. Encourage children to systematically measure and mix water with the sand until they have created a slurry that is thin enough to be poured through the funnels or drain holes. Help them collect data during this exploration.
- Work with the children to make slime or gak to try with the funnel stand.



Prompts To Foster Engagement:

- What will you use to catch the sand falling from the funnels?
- What other tools can be used for filling and pouring?

Vocabulary:

Collect	Hole	Solid
Drain	Liquid	Spill
Flow	Measure	Trickle
Funnel	Pour	Tool
Grain	Scoop	Tube

Creative Curriculum® Studies:

Sand, Rain, Tubes + Tunnels, Water

Interest Areas:

*Discovery
Outdoors
Sand + Water*

ECERS:

22. Nature/Science

FCCERS:

20. Nature/Science

Library Books:

Jump Into Science: Sand
by Ellen J. Prager

Sand Dwellers
by Clarissa Martinez

Tunnels and Tubes
by Erin Seagraves



TREASURE TUBES

Look + Listen for Learning

Curiosity and Initiative

Material Properties

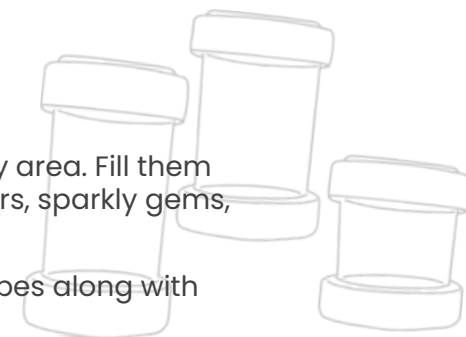
Observation

Use of Tools



Implementation Tips:

- Initially place three to four of the Treasure Tubes in your Discovery area. Fill them yourself or offer a tray full of natural items, such as leaves, feathers, sparkly gems, or silk flowers that children can use to fill and empty the tubes.
- Offer magnifying glasses, tweezers, or tongs with the Treasure Tubes along with small trinkets and materials.
- Take the full set of empty Treasure Tubes on your next nature walk for collecting natural treasures or for temporarily viewing insects. Then offer plain paper and sketching pencils for children to draw the found objects.
- Fill the tubes with small bells or beads for producing sounds by shaking or rolling.



Prompts To Foster Engagement:

- Take a close look. What do you see?
- What other tiny treasures should we collect today?

Vocabulary:

Clear	Roll	Transparent
Cylinder	Sample	Tube
Empty	Sound	
Fill	Specimen	
Observation	Stack	

Creative Curriculum® Studies:

Architecture, Buildings, Containers, Insects, Light, Music Making, Sand, Seeds, Trees, Tubes + Tunnels, Water

Interest Areas:

*Art
Block Play
Discovery
Sand + Water
Toys + Games*

ECERS:

22. Nature/Science

FCCERS:

20. Nature/Science

Library Books:

The Hike
by Alison Farrell
If You Find a Rock
by Peggy Christian
*Trees, Leaves, Flowers
and Seeds* by DK



TUNNEL SET

Look + Listen for Learning

Curiosity and Initiative

Creativity

Problem-Solving

Use of Tools



Implementation Tips:

- Offer the set of two sturdy tunnels indoors or out with All-Purpose Ramps, See Inside Pipe, and a variety of balls.
- Encourage children to test a variety of balls and toy vehicles to determine which fit.
- Use the tunnels as support structures for tunneling through the sand on your playground or in a large sensory table.
- Invite the children to draw plans for a system of roads and buildings incorporating the tunnels. Then offer each group time to represent their ideas using unit blocks, hollow blocks, and block accessories which include the set of two tunnels.



Prompts To Foster Engagement:

- Let's make up a group story about an imaginary trip through a tunnel.
- What kinds of animals make tunnels?

Vocabulary:

Arch	Cylinder	Through
Burrow	Engineer	Tube
Chute	Passage	Tunnel
Course	Pipe	Under

Creative Curriculum® Studies:

Architecture, Balls, Buildings, Roads, Sand, Simple Machines, Tubes + Tunnels, Water, Wheels

Interest Areas:

*Block Play
Discovery
Outdoors
Sand + Water*

ECERS:

20. Blocks
22. Nature/Science

FCCERS:

18. Blocks
20. Nature/Science

Library Books:

Tunnels and Tubes
by Erin Seagraves

The Tunnel
by Anthony Browne

Round Trip
by Ann Jonas



STACKABLE PANS

Look + Listen for Learning

Comparison
Creativity
Materials Properties
Observation
Use of Tools



Implementation Tips:

- Stackable Pans are one of those indispensable tools that children will use throughout the classroom in a wide variety of practical and imaginative ways.
- Use them for sorting, displaying or organizing loose parts and manipulatives or for exploring natural materials in your Discovery area.
- The pans, once cleaned and sanitized, can be used for baking and cooking experiences.
- Children often like to use these with dramatic play experiences, sand, water, and art materials both indoors and out.



Prompts To Foster Engagement:

- What kind of tasty pretend soup are you making today?
- What tools do you need to use with the pans today?

Vocabulary:

Bake	Mix	Sort
Cake	Paint	Stack
Cook	Pretend	Tower
Metal	Round	Water

Creative Curriculum® Studies:

Bread, Containers, Gardening, Music Making, Pets, Rain, Sand, Seeds, Water

Interest Areas:

All

Library Books:

Little Chef by Elisabeth Weinberg & Matt Stine

Mix It Up!
by Herve Tullet

Stone Soup
by Marcia Brown

ITERS:

16. Art
19. Dramatic Play
20. Nature/Science

ECERS:

18. Art
20. Dramatic Play
22. Nature/Science

FCCERS:

16. Art
19. Dramatic Play
20. Nature/Science



WATER CANVAS

Look + Listen for Learning

Creativity

Eye-Hand Coordination

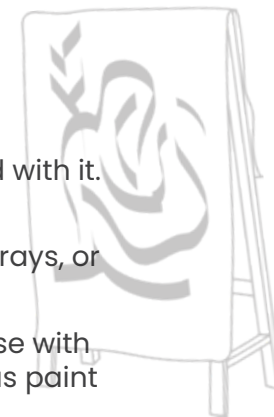
Symbolic Writing & Drawing

Use of Tools



Implementation Tips:

- Introduce the canvas and explain to the children that only water may be used with it. Demonstrate by touching the canvas with wet fingers or the foam brush.
- Water Canvas arrives in a roll. Cut desired amounts to fit an easel, individual trays, or leave the length as is to accommodate the full group.
- Encourage children to test a variety of brushes that have been set aside for use with water only and compare the results. IMPORTANT: Do not use any brush that has paint residue, as this will leave permanent marks on the Water Canvas.
- Other tools to try: pipettes, eye droppers, cotton swabs, and spray bottles.
- Take the canvas outdoors for use on a table, patch of grass, or patio.



Prompts To Foster Engagement:

- What tool makes splatters? Lines? Drawings?
- How long do you predict it will take for the marks to disappear?

Vocabulary:

Artist	Draw	Line
Brush	Droplet	Mark
Canvas	Dry	Rain
Dot	Evaporate	Water

Creative Curriculum® Studies:

Getting Ready for Kindergarten, Rain, Signs, Water

Interest Areas:

Art
Discovery
Outdoors
Toys + Games

ECERS:

18. Art

FCCERS:

16. Art

Library Books:

The Dot
by Peter H. Reynolds

The Line
by Paula Bossio

Jackson Pollock Splashed Paint and Wasn't Sorry
by Fausto Gilberti



WHEELS PACK

Look + Listen for Learning

Cause & Effect

Creativity

Force & Motion

Shapes

Spatial Relationships



Implementation Tips:

- Offer wheels as structural accessories with blocks and ramps.
- Encourage children to test a variety of objects that roll along with the wheels and compare the results. Help them to record their findings.
- Use the wheels for counting, ordering, or patterning along with other manipulatives such as buttons, tree cookies, and other circular objects from your collection.
- Offer the wheels in bowls or on trays with pipe stems or threading laces.
- Suggest to children that they share their ideas about which classroom materials they predict could be used as axles. Then collect, construct, and test them. Move the wheels to Dramatic Play for representing foods and ingredients.



Prompts To Foster Engagement:

- How are wheels and balls the same and different?
- What kinds of machines have wheels?

Vocabulary:

Axel	Mill	Tread
Circle	Motion	Tube
Cylinder	Order	Size
Force	Roll	Wheel
Mechanic	Travel	Wood

Creative Curriculum® Studies:

Architecture, Balls, Buildings, Jobs, Roads, Simple Machines, Trees, Tubes + Tunnels, Wheels

Interest Areas:

*Block Play
Discovery
Dramatic Play
Toys + Games*

ECERS:

20. Blocks
23. Math Materials

FCCERS:

20. Blocks
21. Math/Number

Library Books:

*What Do Wheels
Do All Day?*
by April Jones Prince

How Do You Lift a Lion?
by Robert E. Wells

Rattletrap Car
by Phyllis Root



WOOD BALLS

Look + Listen for Learning

Cause & Effect

Data Collection

Fine Motor

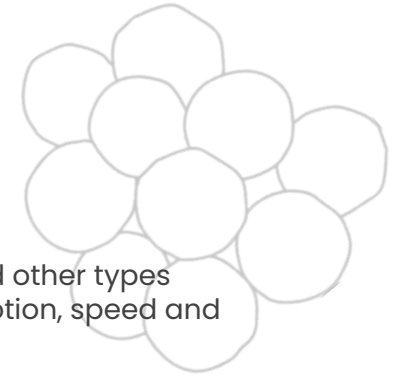
Prediction

Problem-Solving



Implementation Tips:

- Initially offer the wood balls to your block play area along with ramps, tubes and tunnels.
- Place the wood balls in your Discovery area with one or two ramps and other types of balls. Invite children to compare their material properties or hold motion, speed and distance trials.
- Encourage the children to collect other objects that roll such as spools and wheels and compare them during your study or investigation of motion, roads, and, of course, balls.
- Wood balls can be used outdoors for activities but should be brought back indoors after use.



Prompts To Foster Engagement:

- How will you design your ramp structure so the ball will travel all the way across the carpet? The room? The hallway?
- What are some similarities and differences between the wood balls and others?

Vocabulary:

Ball	Distance	Speed
Cause	Force	Sphere
Circle	Motion	Spin
Compare	Result	Test
Data	Roll	Travel

Creative Curriculum® Studies:

Architecture, Balls, Buildings, Roads, Rotate, Trees, Tubes & Tunnels, Wheels

Interest Areas:

*Block Play
Discovery
Outdoors*

ECERS:

20. Blocks
24. Math in Daily Events

Library Books:

Oscar and the Cricket: A Book About Moving and Rolling
by Geoff Waring

The Missing Piece
by Shel Silverstein
Ball by Mary Sullivan

