



# Child Care Information Center

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## Videos for Wisconsin Child Care Providers to Borrow:

### CURRICULUM : INTEREST AREAS & LEARNING ACTIVITIES

*This list is divided into the following sections: art; blocks and building; dramatic play; literacy; math; movement activities; music; nature; play; routines; science; social studies.*

*Go to [www.ccic.wi.gov](http://www.ccic.wi.gov) and click on the tab **Child Care Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.*

## ART

**ART IN UNIVERSALLY DESIGNED PRESCHOOL ENVIRONMENTS: DESIGNING CURRICULUM TO MEET STANDARDS WITH EVIDENCE-BASED PRACTICES.** Cincinnati, OH: Arlitt Instructional Media, 2009. DVD, 68 min. + CD-ROM.

DVD includes three programs showing theoretical concepts in action. Guides on accompanying CD-ROM allow training to be facilitated or independent.

**Art as an Open-ended Process** (33 min.) shows how to awaken children's creative expression; use effective strategies to encourage their artistic growth; and support their cognitive, language, social, emotional and motor development through a comprehensive art curriculum.

**Universal Design and Art Education** (17 min.) explains the theory of Universal Design for Learning and shows how a developmentally appropriate art curriculum aligns with its principles. Shows how to set up the environment and use teaching strategies to support the success of children.

**Art and the Integrated Curriculum** (34 min.) shows how to plan and implement art experiences that meet goals in curricular areas such as math, language arts, social studies, and science. Teachers focus on how children at different developmental levels can all demonstrate success through the same experience.

**CREATIVE REPRESENTATION.** Ypsilanti, MI: High/Scope Press, 1999. DVD, 40 min. + viewer guide + booklet.

Preschool children represent their experiences through imitation, pretending, drawing, painting, and model-making. This video explains the six High/Scope key experiences in creative representation and shows how to help children develop creative and critical thinking skills through art activities.

**GIVING CHILDREN MORE LANGUAGES: EXAMPLES FROM EARLY CHILDHOOD PROGRAMS.** Seattle, WA: Harvest Resources, 2006. **CD-ROM.**

These truly beautiful PowerPoint slides on CD-ROM show preschool children as artists, thinkers, and communicators. Visual examples show how to encourage children's artistic expression in many ways: setting the stage, learning about materials, exploring light and color, working with recycled materials, collaborating with others, bridging to conventional literacy, using art as a thinking tool, documenting and displaying work, and studying other artists.

**I AM CLAY.** By Kathleen Bailer. Great Barrington, MA: K-Play, 2006. DVD, 30 min.

Shows how working with natural clay benefits the emotional, creative, intellectual, and physical development of children 13 months to six years old.

## BLOCKS AND BUILDING

**BLOCK PLAY: CONSTRUCTING REALITIES.** Jean Chase, South Carolina Educational Television, executive producer. Washington, DC: NAEYC, 1993. DVD, 20 min.

As we watch children happily construct and reconstruct block creations, we see that they are also constructing knowledge and developing skills they need to grow and negotiate their way through more complex learning experiences.

**BUILDING STRUCTURES WITH YOUNG CHILDREN: TRAINER'S VIDEO.** St. Paul, MN: Redleaf Press, 2004. DVD, 37 min. + trainer's guide (219 p.) + curriculum book (108 p.)

This preschool science curriculum guides children's explorations to help deepen their understanding of the physical science present in building block structures, including concepts such as gravity, stability, and balance. The trainer's guide has materials for six basic workshops and eight advanced workshops to introduce preschool teachers to the curriculum. To aid discussion, the video presents eight vignettes showing teachers using the curriculum at different stages in their development as science teachers.

**FOUNDATIONS: THE VALUE OF UNIT BLOCK PLAY.** Rifton, NY: Community Playthings, 2000. DVD, 30 min. <https://www.communityplaythings.com/resources/videos/foundations>

Educators discuss the benefits of using wooden unit block play with young children.

## DRAMATIC PLAY

**DRAMATIC PLAY: MORE THAN PLAYING HOUSE.** (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1997. DVD, 30 min.

Shows the many ways in which children's development benefits from dramatic and sociodramatic play across the curriculum. Gives ideas for prop boxes and thematic play and examines the important role of adults in supporting dramatic play.

**STORY IN THE EARLY YEARS.** Muncie, IN: Ball State University, 2009. 3 DVDs.

DVDs about collecting, connecting, and nurturing stories. Each DVD contains an introduction, stories from the classroom, illustrations of adults using different approaches to story-based teaching and learning, and a section on next steps. Early childhood educators Vivian Paley, Steve Elm, Petra Gonzales, Kristin Eno, Jackie Daily, Resa Metlock, and Tyanne Vazquez discuss specific educational outcomes of storytelling.

**Part 1. BEFALLING.** 66 min.

The importance of storytelling for children and adults. Covers story dictation, interactive storytelling, how to make a story your own, and the multimedia story.

**Part 2. BEHAPPENING.** 76 min.

Additional ideas regarding storytelling and story acting. Explains the importance of asking questions after storytelling, so that children can gain a deeper understanding of stories and how they relate to the world around them.

**Part 3. BECOMING & WAS.** 78 min.

Socialization and the nurturing aspects of storytelling. Tips for putting educational techniques into practice.

**WHEN A CHILD PRETENDS.** New York: Jonathan Diamond Associates in collaboration with the Child Development Institute at Sarah Lawrence College, 199-?. DVD, 27 min.

Young children plan, negotiate, collaborate, take roles, and develop narratives in these lively scenes of pretend play. We see how pretend play aids their intellectual, social, emotional, and imaginative development.

## LITERACY

**FROM PICTURES TO WORDS.** Produced in association with the Child Development Institute at Sarah Lawrence College. New York, NY: Jonathan Diamond Associates, 2006. DVD, 28 min. + guide.

Examines how children ages 4-8 years develop the ability to read and write. Beginning with drawing as a start in understanding symbolic meaning, children acquire literacy from exposure to words in context as much as from learning letters and sounds. Students from the Manhattan Country School and East Village Community School are shown engaging in literacy activities.

**INTEGRATING MUSIC AND MOVEMENT WITH LITERACY.** Baldwin, NY: Educational Activities, Inc, 2004. DVD, 24 min. + leader's guide.

Ways to help preschool through first grade students develop literacy skills by using music and movement as a vehicle of instruction.

**LANGUAGE AND LITERACY.** Ypsilanti, MI: High/Scope Press, 2000. DVD, 60 min. + viewer guide + booklet.

A description of the six High/Scope key experiences in language and literacy is followed by five scenes without narration which viewers can use to practice identifying the key experiences and the strategies adults use to respond to children's play ideas in ways that help the children develop language and literacy.

**LANGUAGE ARTS IN EARLY CHILDHOOD EDUCATION: DESIGNING CURRICULUM TO MEET STANDARDS WITH EVIDENCE-BASED PRACTICES.** Cincinnati, OH: Purdy Productions, 2008. DVD, 75 min. + instructor's CD-ROM

How to incorporate quality literature and interactive reading into the early childhood classroom, promote children's awareness of print through meaningful activities such as writing centers and charts, and integrate literacy throughout the classroom to create intentional teaching opportunities.

**LITERACY IN THE PRESCHOOL YEARS: A PLAY-BASED APPROACH.** Oakland, CA: BlueSkies for Children, 2010. DVD, 28 min. + study guide.

This DVD will help preschool teachers explain how pre-literacy develops in children's play, building their capacity not only to learn to read but also to become enthusiastic life-long learners. Focusing on scenes of small groups of children and the teacher's activities in a busy classroom, this program shows how teaching pre-literacy skills and working with second language learners are interwoven among activities in the classroom. Each preschool classroom in this film has 18 children, a teacher, and a teacher's assistant at work in the room and yard. Pre-literacy skills, when learned through play, can align with developmental readiness to make learning interesting, fun, and self-initiated.

**ONCE UPON A TIME: SKILLS FOR READING ALOUD AT GROUP TIME.** Portland, OR: Educational Productions, Inc., 1991. DVD, 33 min. + facilitator's guide + viewer's guide. On the DVD **Super Groups: Creating Engaging Group Times**, distributed by Teaching Strategies.

Watch teachers who keep children hanging on every word and learn how they do it.

## MATH

**BUILDING MATHEMATICAL COMPETENCIES IN EARLY CHILDHOOD.** San Luis Obispo, CA: Davidson Films, 2012. DVD, 36 min.

The WHYs, WHATs, and HOWs of including rich, developmentally appropriate mathematics experiences for young children in pre-kindergarten classrooms.

**CLASSIFICATION, SERIATION & NUMBER.** Ypsilanti, MI: High/Scope Press, 2002. DVD, 52 min. + guide.

This program illustrates and describes the 13 math-related key experiences grouped under classification, seriation, and number.

**HOW YOUNG CHILDREN LEARN TO THINK.** By Constance Kamii. Washington, DC: NAEYC, 1985. DVD, 20 min.

Kamii talks about the young child's mathematical skills development. She also discusses how teachers can give children opportunities to think and solve problems in daily life activities, not just in math.

**MATHEMATICAL THINKING: GEOMETRY, PATTERNING AND MEASUREMENT IN EARLY CHILDHOOD EDUCATION: DESIGNING CURRICULUM TO MEET STANDARDS WITH EVIDENCE-BASED PRACTICES.** Cincinnati, OH: Arlitt Instructional Media, 2010. DVD, 83 min. + CD-ROM.

DVD includes three programs showing theoretical concepts in action. Guides on accompanying CD-ROM allow training to be facilitated or independent.

**Geometry** (31 min.) shows how children use learning about shapes to form deeper mathematical knowledge. Explains how to help children build a working vocabulary that will continue throughout their mathematical education.

**Patterning** (28 min.) shows how children build future math skills through early patterning experiences. Patterning across a variety of group and individual activities forms a strong foundation for more complex mathematical concepts.

**Measurement** (24 min.) shows how measurement concepts begin to develop in infancy. Measurement of length, volume and even time supports later understanding of mathematical concepts.

**MATHEMATICS IN EARLY CHILDHOOD EDUCATION: DESIGNING CURRICULUM TO MEET STANDARDS WITH EVIDENCE-BASED PRACTICES.** Cincinnati, OH: Arlitt Instructional Media, 2008. DVD, 68 min. + CD-ROM.

DVD includes three programs showing theoretical concepts in action. Guides on accompanying CD-ROM allow training to be facilitated or independent.

**Knowledge of Mathematical Development Guides Planning** (22 min.) shows how children develop mathematical concepts and how teachers can use this knowledge to guide planning.

**Teacher Reflection Informs Planning** (29 min.) shows how teachers can use reflection to make modifications to the classroom environment and their own instructional strategies.

**Planning for Intentional Teaching Opportunities** (17 min.) shows how to integrate mathematics throughout the early childhood classroom to create intentional teaching opportunities.

**SPACE AND TIME.** Ypsilanti, MI: High/Scope Press, 2004. DVD, 44 min. + viewer guide + 41-page book.

Illustrates ten math-related key experiences grouped under space and time. These key experiences are a framework for encouraging meaningful activities that help young children expand their math skills and their understanding of math concepts. Includes such activities as filling and emptying, observing people, places, and things from different spatial viewpoints, starting and stopping an action on signal, and experiencing and comparing time intervals.

## MOVEMENT ACTIVITIES

**ACTIVE PLAY! : FUN PHYSICAL ACTIVITIES FOR YOUNG CHILDREN.** Diane H. Craft. Cortland, NY: Active Play Books, 2010. DVD + 122-page book.

This DVD and book show how easy it is to lead fun, inexpensive, and effective physical activities that benefit every young child, from six months through school-age. The book describes 52 physical activities. The 30 activities shown in 1- to 2-minute segments on the DVD can be viewed with or without narration.

All the activities are designed to teach academic concepts through physical activity while helping children develop fundamental movement skills and physical fitness. **Contents:** Game finder -- Importance of physical activity -- Learning through physical activity -- Leading physical activities -- Physical activities for young children -- Physical activities for infants and toddlers -- Physical activities for school-aged children - - Physical activities for families -- 20-week physical activity curriculum.

**MOVEMENT AND MUSIC.** Ypsilanti, MI: High/Scope Press, 2004. DVD, 80 min. + viewer guide + 43-page book.

Fun-filled activities illustrate eight movement-related key experiences and six music-related key experiences through which children develop steady beat competence, physical coordination, concentration, and the ability to process information and act on it. Covers teaching strategies for group times, transition times, and spontaneous play. Includes unnarrated video clips of the strategies in use.

**PIZZA PARTY WITH LISA DETAMORE: A COMPLETE KIDS' YOGA CLASS FOR SCHOOL OR HOME, AGES 3-7.** Encino, CA: Yoga Playgrounds, 2009. DVD, 30 min.

Children's yoga instructor Lisa Detamore leads three quick Hatha yoga routines that viewers can do with their children. The complete 20-minute routine gives kids exercise and play they crave.

**UP DOWN & ALL AROUND: MOVEMENT FUN FOR EVERYONE.** Leaping Legs, 2008. DVD, 32 min.

This exercise and movement program designed for people of all abilities helps develop body awareness and confidence. Focuses on the three components of a healthy exercise program: strength, stretch and endurance. Uses games and activities that are fun and that encourage adult-child interactions.

## MUSIC

**MORE THAN SINGING: DISCOVERING MUSIC IN PRESCHOOL AND KINDERGARTEN.** By Sally Moomaw. St. Paul, MN: Redleaf Press, 1997. **Compact disc**, 72 min. + book (257 p.)

Over 100 joyful, child-centered music activities for both music teachers and music novices, with a CD containing all 58 songs in the book.

**MOVEMENT AND MUSIC.** Ypsilanti, MI: High/Scope Press, 2004. DVD, 80 min. + viewer guide + 43-page book.

Fun-filled activities illustrate eight movement-related key experiences and six music-related key experiences through which children develop steady beat competence, physical coordination, concentration, and the ability to process information and act on it. Covers teaching strategies for group times, transition times, and spontaneous play. Includes unnarrated video clips of the strategies in use.

## NATURE

**ADD NEW DIMENSIONS TO LEARNING.** Lincoln, NE: Dimensions Education Research Foundation, 2006. DVD, 20 min.

How adding more experiences with building, nature, and movement to children's lives can bring benefits for years to come.

**DISCOVERING NATURE WITH YOUNG CHILDREN: TRAINER'S VIDEO.** St. Paul, MN: Redleaf Press, 2003. DVD, 37 min. + trainer's guide (218 p.) + curriculum book (157 p.)

This inquiry-based science curriculum builds on children's natural curiosity about the living world around them. The trainer's guide has materials for six basic workshops and seven advanced workshops to introduce preschool teachers to the curriculum, show them how to prepare themselves and their classrooms, how to guide children through both open and focused science explorations, and how to observe, assess, and document children's learning. To aid discussion, the video presents eight vignettes showing teachers using the curriculum at different stages in their development as science teachers.

**LEARNING WITH NATURE.** Lincoln, NE: Dimensions Education Research Foundation, 2007. DVD, 23 min.

Techniques for using outdoor classrooms as an integral part of preschool and elementary children's daily learning.

**NATURE IN EARLY CHILDHOOD EDUCATION: DESIGNING CURRICULUM TO MEET STANDARDS WITH EVIDENCE-BASED PRACTICES.** Cincinnati, OH: Arlitt Instructional Media, 2013. DVD, 96 min. + CD-ROM.

DVD includes three programs showing theoretical concepts in action. Guides on accompanying CD-ROM allow training to be facilitated or independent.

**Romancing Nature with Young Children** (44 min.) shows how teachers use nature and the environment to help children learn across a wide array of disciplines.

**Designing Nature Spaces** (36 min.) shows the key features of two playscapes, or natural playgrounds, and demonstrates how teachers integrate nature into all learning.

**Environmental Education for Young Children** (16 min.) shows how teachers help children learn to love nature and gain higher levels of thinking about the environment, science, and their place in the world.

**WHEN LEARNING COMES NATURALLY.** New York: Jonathan Diamond Associates, 2009. DVD, 30 min. + CD-ROM + guide

Profiles the efforts of four schools in New York, California and New Jersey to introduce children to the natural world and to involve them, through outdoor play, class activities, and their own creative work, in a process of outdoor discovery.

**WHERE DO THE CHILDREN PLAY?** Ann Arbor, MI: Michigan Television, 2007. DVD, 57 min. + the 266-page book *A Place for Play: A Companion Volume to the Michigan Television Film "Where Do the Children Play?"*

Public television documentary that began in 2001 with the work of Dr. Elizabeth Goodenough. Examines the disappearance of play and nature from the daily lives of children. Many children today do not know about free play in the natural world. Sprawl, congestion, and suburban development across America have moved children further and further into isolation. Explores this new environmental impact on children's mental and physical health and their development. Combines research of urban planners, health experts, educators and environmentalists to explain the realities of childhood in urban areas, suburbs, and rural areas. Includes commentary from children about their perception of play.

# PLAY

**CHILD'S PLAY: HOW HAVING FUN TURNS KIDS INTO ADULTS.** Lake Zurich, IL: Learning Seed, 2004. DVD, color, 23 min. + study guide.

Play, especially the kind that's freely chosen and totally involving, is the engine that drives child development. It's the most important activity children do. Play is how they try out roles, test limits, develop basic physical and mental skills, and rehearse for adulthood.

**CHILD'S PLAY: THE WORLD OF LEARNING.** Portland, OR: Educational Productions Inc., 1989. DVD, 30 min. + viewer's guide + facilitator's guide. On the DVD **Play Power**, distributed by Teaching Strategies.

Explains that providing children with rich and varied play experiences is the very best way to help them learn. Shows how everyday play activities help build large and small motor skills, social-emotional skills, thinking and language skills and the foundation for reading and writing.

**DEVELOPMENTALLY APPROPRIATE PLAY STORIES.** By Gaye Gronlund. Corallles, NM: Media Designs, 2011. **CD-ROM** + users guide + book *Developmentally Appropriate Play: Guiding Young Children to a Higher Level*.

An interactive video program to accompany Gaye Gronlund's book *Developmentally Appropriate Play: Guiding Young Children to a Higher Level*. Includes video clips of children at play for viewing, stories about children at play for reading, questions to guide reflection and discussion, and expert commentary on key points.

**GROWING THROUGH PLAY: COGNITIVE AND SOCIAL DEVELOPMENT.** Oakland, CA: Assoc. of Children's Services, 1991. DVD, 25 min. + booklet.

Children in diverse classroom settings show each of Mildred Parten's Stages of Play in action. We see the cognitive and social skills children learn at each stage and how the stages fit the learning styles of children of different ages. The video also shows how a well-planned environment aids children's progression through the different stages of play.

**HAND-IN-HAND: SUPPORTING CHILDREN WITH PLAY PROBLEMS.** Portland, OR: Educational Productions Inc., 1992-93. Set of 3 90-min. DVDs + trainer's packets.

This comprehensive training series consists of seven modules: a foundation module (on all 3 DVDs) and six modules that each focus on a different play problem behavior and corresponding teacher interventions. Although the series was designed as a complete training program, each individual module has been produced to stand alone.

**Module 1. WHEN A CHILD DOESN'T PLAY: IDENTIFYING PLAY PROBLEMS AND TEACHER INTERVENTIONS.** 30 min. + packet for 2.5 hr. training

Provides core information about preschoolers' and kindergartners' play and learning, identifies six play problem behaviors, presents a process for adult intervention in play problems, and shows examples of teachers using the intervention process. Foundation video for the series.

**Module 2. THE CHILD WHO WANDERS: PLAY PROBLEM INTERVENTIONS.** 30 min. + packet for 2.5 hr. training



Examines reasons why children wander from activity to activity without engaging in meaningful play, and shows how teachers develop interventions that involve their direct and indirect support, the curriculum and other children.

**Module 3. THE CHILD WHO DABBLES: PLAY PROBLEM INTERVENTIONS.** 30 min. + packet for 2.25 hr. training

Shows how teachers identify children who engage only marginally with materials, and examines various interventions designed to help children play with greater depth and focus, extending their interest, enjoyment and learning.

**Module 4. THE CHILD WHO APPEARS ANXIOUS: PLAY PROBLEM INTERVENTIONS.** 30 min. + packet for 4 hr. training

Identifies children who are reluctant to join in play and offers reasons why. Shows teachers developing and using specific interventions designed to build children's trust and to help them become more relaxed and playful.

**Module 5. THE CHILD WHO APPEARS ALOOF: PLAY PROBLEM INTERVENTIONS.** 30 min. + packet for 3.5 hr. training

Focuses on children who avoid others and seem unwilling or unable to make social contacts and friendships. Demonstrates how teachers design interventions using various curriculum activities and peers to draw aloof children into cooperative play.

**Module 6. THE CHILD WHO IS IGNORED: PLAY PROBLEM INTERVENTIONS.** 30 min. + packet for 3.25 hr. training

Identifies children who may have individual play skills and who want to play, but who are ignored by others when attempting to join their play. Examines teacher interventions that help children build play skills, enter play groups, and assume various roles in play.

**Module 7. THE CHILD WHO IS REJECTED: PLAY PROBLEM INTERVENTIONS.** 30 min. + packet for 4 hr. training

Children are rejected when their behavior, appearance, or lack of skills sets them apart from others. This video shows how positive teacher attitudes and approaches help children build needed skills--awareness of others, ability to share appropriately, and ability to problem solve--which enable them to play with others and develop friendships.

#### **LISA MURPHY PRESENTS IDENTIFYING AND CREATING CHILD CENTERED ENVIRONMENTS.**

Rochester, NY: Ooey Gooley Inc., 2012. DVD-ROM, 42 min. (includes self test and handout).

This workshop provides an in-depth exploration of the nine points within the framework of Lisa Murphy's approach to working with children. Via interactive lecture, true-to-life examples, anecdotes, and her signature "learning and laughing" style, this workshop presents what it really means to be a hands-on, play-based, child-centered program.

**LISA MURPHY PRESENTS OOHEY GOOEY SQUISHY PLOP!** Rochester, NY: Ooey Gooley Inc., 2012. DVD-ROM, 52 min. (includes self test and handout).

This one of a kind workshop supplies you with six tables of hands-on art, science, and sensory play activities as well as the "wolf words" that support their use in your classroom.

**LISA MURPHY PRESENTS THE IMPORTANCE OF EARLY EXPERIENCES: HOW PLAYING IS SCHOOL READINESS.** Rochester, NY: Ooey Goey Inc., 2012. DVD-ROM, 77 min. (includes self test and handout).

This workshop is designed to reinforce the importance of hands-on, play-based learning in the early years and discusses how play is "getting them ready." During this session Lisa identifies the seven things we need to do with children each day in order to encourage a love of lifelong learning and create the foundation which will support future school success.

**PLAY POWER: STRATEGIES TO SUPPORT LEARNING THROUGH PLAY.** Educational Productions. Washington, DC: Teaching Strategies, c1989, 2009. DVD, 60 min. + CD-ROM + viewer's and facilitator's guides.

**Child's Play: The World of Learning** (30 min.) explains that providing children with rich and varied play experiences is the very best way to help them learn. Shows how everyday play activities help build large and small motor skills, social-emotional skills, thinking and language skills and the foundation for reading and writing.

**Time Together: Learning to Play with Young Children** (30 min.) teaches simple techniques that help any adult become a good play partner for a young child. Learn when to join a child's play, when to step back, and the level of involvement that's appropriate; how to follow the child's lead and avoid taking over; how to help children focus on their play and stay involved so they can explore, discover and learn more.

Accompanying CD-ROM contains PDF files of the viewer's and facilitator's guides.

**SENSORY PLAY: CONSTRUCTING REALITIES.** Washington, DC: NAEYC, 1994. DVD, 18 min.

Sensory play is a natural and concrete means of supporting each child's individual learning style, whether auditory, visual, or kinesthetic. This video examines how a child's first-hand experience with sensory exploration contributes to overall development.

**TIME TOGETHER: LEARNING TO PLAY WITH YOUNG CHILDREN.** Portland, OR: Educational Productions Inc., 1989. DVD, 30 min. + viewer's guide + facilitator's guide. On the DVD **Play Power**, distributed by Teaching Strategies.

Teaches simple techniques that help any adult become a good play partner for a young child. Learn when to join a child's play, when to step back, and the level of involvement that's appropriate; how to follow the child's lead and avoid taking over; how to help children focus on their play and stay involved so they can explore, discover and learn more.

## ROUTINES

**CREATIVE TRANSITIONS.** Lubbock, TX: Creative Educational Video, 1996. DVD, 33 min. + study guide.

Twenty to 35 percent of activity time in child care centers is spent in transitions. This video gives you information and examples to make the most of transition time.

**THE HIGH/SCOPE DAILY ROUTINE.** Ypsilanti, MI: High/Scope Press, 2007. DVD, 42 min. + viewer guide.

High/Scope teachers give preschoolers a sense of control over the events of the day by planning a consistent daily routine that enables the children to anticipate what happens next. Central elements of

the preschool daily routine include the plan-do-review sequence, small- and large-group times, greeting time, and outside time.

**SUPPORTING TRANSITIONS: EASING THE TROUBLESPOTS.** (Preventing Discipline Problems, Unit 2.) Beaverton, OR: Educational Productions, Inc., 1999. DVD, 27 min. + facilitator's guide + viewer's guide.

Transitions are the most disruptive times of the day. This video looks at transitions from the child's perspective and teaches us how to prepare children for transitions, give environmental cues to help children focus, and apply techniques that replace waiting and boredom with novelty and interest. The program pairs a teaching video with an interactive practice video. The teaching video shows strategies from real life classrooms for children age three to eight. The practice video contains interactive exercises to try out and refine what we've just learned. Print materials work well for group training or self-study.

## SCIENCE

**BUILDING STRUCTURES WITH YOUNG CHILDREN: TRAINER'S VIDEO.** St. Paul, MN: Redleaf Press, 2004. DVD, 37 min. + trainer's guide (219 p.) + curriculum book (108 p.)

This preschool science curriculum guides children's explorations to help deepen their understanding of the physical science present in building block structures, including concepts such as gravity, stability, and balance. The trainer's guide has materials for six basic workshops and eight advanced workshops to introduce preschool teachers to the curriculum. To aid discussion, the video presents eight vignettes showing teachers using the curriculum at different stages in their development as science teachers.

**EXPLORING SCIENCE AND NATURE.** (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1995. DVD, 30 min.

The appropriate way for children to learn about science is through exploration. This video describes many simple everyday activities that give children opportunities to observe, classify, compare, communicate, infer, predict, use numbers, measure, understand space/time relationships, appreciate nature, and care for our environment.

**EXPLORING WATER WITH YOUNG CHILDREN: TRAINER'S VIDEO.** St. Paul, MN: Redleaf Press, 2005. DVD, 37 min. + trainer's guide (218 p.) + curriculum book (129 p.)

This preschool science curriculum supports children's development of inquiry skills and scientific dispositions at the water table as they explore concepts related to water's flow, appearance, and effect on objects. The trainer's guide has materials for six basic workshops and eight advanced workshops to introduce preschool teachers to the curriculum. To aid discussion, the video presents seven vignettes showing teachers using the curriculum at different stages in their development as science teachers.

**SCIENCE IN EARLY CHILDHOOD EDUCATION: DESIGNING CURRICULUM TO MEET STANDARDS WITH EVIDENCE-BASED PRACTICES.** Cincinnati, OH: Arlitt Instructional Media, 2008. DVD, 83 min. + CD-ROM.

DVD includes three programs showing theoretical concepts in action. Guides on accompanying CD-ROM allow training to be facilitated or independent.

**Children's Development of Scientific Knowledge Guides Planning** (26 min.) shows how to plan and implement activities based on the ways in which children construct scientific knowledge.

**Teacher Reflection Informs Planning** (35 min.) shows how to extend science activities and use questions to promote children's higher-level thinking.

**Integrating Science throughout the Classroom** (22 min.) shows how to integrate science throughout the early childhood classroom to create a rich, meaningful science curriculum.

## SOCIAL STUDIES

**SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION: DESIGNING CURRICULUM TO MEET STANDARDS WITH EVIDENCE-BASED PRACTICES.** Cincinnati, OH: Arlitt Instructional Media, 2008. DVD, 79 min. + CD-ROM.

DVD includes three programs showing theoretical concepts in action. Guides on accompanying CD-ROM allow training to be facilitated or independent.

**Creating an Environment that Supports Social Studies Content** (28 min.) shows how to set up the classroom environment to support social studies learning.

**Fostering a Classroom Community** (24 min.) shows how to encourage children to work collaboratively, respect and value others, and become contributing citizens of a community. Also covers the important role families play in the classroom community.

**Building a Foundation for History** (27 min.) explores developmentally appropriate ways to help young children construct knowledge of time to support history content standards.

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*The Wisconsin Child Care Information Center is part of the  
Division of Early Care and Education, Wisconsin Department of Children and Families.*