



EDUCATION

PATHWAY: Early Childhood Education

COURSE: Internship

UNIT 5: Communication



INTRODUCTION

Annotation:

Students will demonstrate several methods of communication.

Special Note:

The internship course is a capstone experience allowing students to demonstrate their mastery of pathway content. Students apply what they have learned in the first ECE courses. Some of the content in the first courses is repeated here – **ONLY AS A REVIEW. Teachers should review selected content as necessary based on the needs of the particular class.**

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time: 90 min. Communication is an ongoing experience for interns.

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

EDU-ECEI-13

Students will demonstrate an understanding of the importance of effective communication.

- a. Demonstrate skills in effective interaction with children (i.e. kneeling/sitting when speaking with children, making eye contact to hold attention, using positive statements when possible, etc.).
- b. Evaluate the role of active listening to children in effective communication.
- c. Summarize various methods of parental communication (i.e. informal conversation, parent-teacher conference, telephone calls, newsletters).
- d. Explain the importance of confidentiality when discussing issues with parents.
- e. Define collaboration.
- f. Explain importance of collaboration with others and how it benefits students.

GPS Academic Standards:

- ELA10RC3
- ELA11W2
- ELA11W4
- ELA11C1
- ELA11C2
- ELA11LSV1

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Communication is important in the business and education job market.

Essential Questions:

- What is the appropriate way to talk to children? Why are newsletters important for the classroom?
- Parent-teacher conferences are important; how does a teacher lead a proactive conference?
- Why is body language important when interacting with children?
- What are the different types of communication teachers use to build a positive relationship with parents?
- What is conversation?
- What is communication?

Knowledge from this Unit:

- Students will demonstrate different types of communication: newsletters, telephone etiquette, conversing with children, parents, employers and teachers.
- Students will create a newsletter, use appropriate body language during conferences, interaction with peers, teachers, children and parents.
- Students will repeat for understanding and ask open ended questions to enhance communication.

Skills from this Unit:

- Demonstrate the role of the teacher as a communicator, employee, and community leader.
- Students will demonstrate appropriate body language, articulation, sentence structure, etiquette and writing skills.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☒ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☒ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☒ Observe students working with partners
 - ☒ Observe students role playing
- ☒ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☒ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☒ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Mentor teacher assessment of interaction and communication with children, parents, peers and lead teacher.

Assessment(s) Description/Directions:

Students will self-check their writing. Then students will have a peer critique their work. Finally the teacher will critique the student's work.

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

2. Review Essential Questions.

3. Identify and review the unit vocabulary:

- written communication
- articulation
- body language
- facial expression
- tone
- interaction

4. Activation (suggestions)

Play 'Gossip Game'. One person has an original thought and whispers it down a line of people. When the thought is whispered to the last person, have that person state what they heard. Discuss misinterpretation of what was originally stated.

Play 'Block direction Game' – discuss results of interpretation of directions given.

5. Lesson

Demonstrate skills for effective interaction with children (i.e. kneeling/sitting when speaking with children, making eye contact to hold attention, using positive statements when possible, etc.).

- Put in portfolio pictures of student speaking with children while kneeling, sitting, and making eye contact.
- Students are observed throughout their internship by supervising teacher.
- Review and role-play making positive statements.

Evaluate the role of active listening to children in effective communication.

- Communication Activity.

Take a child's statement and re-word, demonstrating active listening.

Summarize (Demonstrate) various methods of parental communication (i.e. informal conversation, parent-teacher conference, telephone calls, newsletters).

- Role-play informal conversations with incident reports, child needs and center requests.
- Observe a parent-teacher conference.
- Role-play telephone calls (accident or illness reports and positive or introductory calls).
- Create a newsletter.

Explain the importance of confidentiality when discussing issues with parents.

- Research confidentiality in the code of ethics on the DOE website.
- Role-play situations requiring confidentiality.

Define collaboration.

Explain importance of collaboration with others and how it benefits students.

- Play ball game
- Relate dropped ball to collaboration.

Attachments for Learning Experiences:

- Block Direction Game

Notes & Reflections:

Journal experiences will be placed in portfolio.



UNIT RESOURCES

Web Resources:

- American Federation of Teachers Educational Foundation <http://www.aftef.org>
- Association of childhood Education International <http://www.acei.org>
- National Network for Child Care <http://www.nncc.org>
- National Association for the Education of Young Children <http://www.naeyc.org>

Attachment(s):

Materials & Equipment:

- Computer
- Internet
- Printer
- Paper
- Optional: Gordon, A.M. & Browne, K.W. (2004). *Beginnings and Beyond*. Clifton Park, NY: Thomson Delmar Learning.
- Herr, J. (2004). *Working with Young Children*. Tinley Park, Illinois: Goodheart-Willcox Co., pp. 197-259.

What 21st Century Technology was used in this unit?:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		