GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Human Growth and Development

UNIT: Preschoolers

INTRODUCTION

Annotation:

Time with preschoolers is filled with fun and challenges. Four and five-year-olds are capable of handling many basic self-help skills. The growth of preschoolers helps them become more independent. To keep growing and learning, they need new experiences and challenges. Preschoolers have many questions about the world around them.

Grade(s):

x	9th
x	10th
x	11th
x	12th

Time: 20 HRS

Author: LaDonna Steele Bartmas

Academic Review: Ben Tanner

Special Education Review: Lindsey Welborn

Additional Reviewer: Rhonda Caldwell

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-HGD-6 –
Students will examine the growth and development of the preschool child.

> **a.** Analyze the physical, emotional, social, intellectual, and moral development of the preschool child.
> **b.** Determine the role of play in a preschool child's growth and development.
> **c.** Summarize strategies for optimizing the development of preschool children, including those with special needs.
> **d.** Determine developmentally appropriate guidance techniques for a preschool child.

GPS Academic Standards:

- *ELA9RC3*
- *ELA10RC3*
- *ELA11RC3*
- *ELA12RC3*
- *ELA9LSV1*
- *ELA10LSV1*
- *ELA11LSV1*
- *ELA12LSV1*
- *ELA9W1*
- *ELA10W1*
- *ELA11W1*
- *ELA12W1*
- *ELA9RL5*
- *ELA10RL5*
- *ELA11RL5*
- *ELA12RL5*
- *SAP5*
- *SSPBC3*

UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Preschool thoughts become more and more adult like.
- Preschool language skills improve quickly.
- Children become more social with their peers at this age.
- Preschoolers still seek favor and approval from adults.
- Preschoolers become stronger and more coordinated.
- Preschoolers' changing body proportions helps them improve their balance and motor skills.
- Preschoolers have improved dressing, eating, and hygiene skills.
- Preschoolers refine their gross and fine motor skills.
- Weight gain can result from poor eating habits. Physical inactivity is a major cause of overweight children.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- What are the major characteristics of preschoolers (physically, emotionally, socially, intellectually)?
- How does Piaget's preoperational period of intellectual development apply to preschoolers?
- How should caregivers react when preschoolers stutter?
- How does the role of accomplishment affect a preschooler's self-esteem?
- How can caregivers relate to preschoolers in developmentally appropriate ways?
- What are the "windows of opportunity" regarding brain development in preschoolers?

Knowledge from this Unit:

- Vocabulary Terms
- Characteristics of preschoolers
- Milestones of typical preschooler
- Basics of brain development
- Characteristics of a preschool care program

Skills from this Unit:

- Identify and describe the signs of physical, intellectual, emotional, and social development in preschoolers.
- Plan activities and interactions that help preschoolers to develop physically, intellectually, emotionally, and socially.
- Describe traits required of preschool caregivers.
- Identify special features and requirements of preschool programs.

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
x	Objective assessment - multiple-choice, true- false, etc.
	__ Quizzes/Tests
	_x_ Unit test
x	Group project
x	Individual project
	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
	_x_ Self-check rubrics
	__ Self-check during writing/planning process
	___Journal reflections on concepts, personal experiences and impact on one's life
	_x_ Reflect on evaluations of work from teachers, business partners, and competition judges
	__ Academic prompts
	__ Practice quizzes/tests
x	Subjective assessment/Informal observations
	__ Essay tests
	__ Observe students working with partners
	_x_ Observe students role playing
	Peer-assessment
	__ Peer editing & commentary of products/projects/presentations using rubrics
	__ Peer editing and/or critiquing
x	Dialogue and Discussion
	__ Student/teacher conferences
	_x_ Partner and small group discussions
	_x_ Whole group discussions
	_x_ 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) Description/Directions:

Many textbooks come with a test generator for assessments; ExamView Pro is one example.

LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

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.

    Rote counting, articulation, language comprehension, expressive language

4. As an introductory activity, have students chart the physical, cognitive, and social-emotional changes that occur from birth to age three years and predict how children might develop as four- and five-year-olds. (4a)
5. Create a web or graphic organizer to illustrate and explain each developmental domain of a typical preschooler. (4a,c)
6. Show the videos, "Preschoolers: Social and Emotional Development," "Preschoolers: Cognitive Development," and Preschoolers: Physical Development" and discuss the developmental milestones of preschoolers. Students may add notes from the video to the graphic organizer from the previous activity. (4a,b,c,d)
7. Pair students. One of the students holds a piece of white paper on the floor. The other student removes shoe and sock and holds a crayon or chunky pencil or marker with his/her toes. Instruct student with writing utensil to write name and draw…. Change roles in pair. Discuss the frustration, etc. a preschooler feels when being asked to write. Discuss the physical capabilities, typical writing patterns, muscle control, etc… (4a)
8. Have students do the activity "How Does It Feel to be a Preschooler." (4a,d)
9. Create a poster that a caregiver could use to help a child learn one self-care skill. (4c)
10. Give a visual demonstration of the steps you would use to teach a preschooler to tie shoelaces. (4c)
11. Have students create a pictorial chart showing the key physical developments of preschoolers. Students may use their own art work or cut out pictures from old magazines. (4c)
12. Create a graph to compare the average height and weight for boys and girls at ages four, five, and six. Summarize the differences. (4a)
13. Students play the role of an advice columnist. Imagine that a parent writes in to say that her four-year-old is having toileting accidents. Students write a letter to advise her on what to do. (4a)
14. Group students. Give each group a toy that would be appropriate for preschoolers. Students identify and share the benefits and educational properties of the toy. (4b)
15. Group students. Instruct groups to design and create a toy/game from recycled junk materials. Discuss the pleasure preschoolers get from creative playing…not necessarily from purchased toys. (4b)
16. Plan and prepare snacks and/or meals that are nutritious and appealing to a preschooler. (4a)
17. Students make audio or video recordings of four- and five-year-olds talking with them. The students should ask questions that would reveal language comprehension as well as expressive language

skills. Have the class listen or view the recordings and comment on the language skills of four- and five-year olds. (4c)

18. Students divide into pairs. Provide each pair with a child's safety scissors, two copies of a five-point star drawn on paper, and a large hand mirror. Ask one student in each pair to hold the hand mirror so that the other student can hold the sheet of paper with the star and see the star in the mirror. Have the student holding the star try cutting it out of the paper only by looking at the star in the mirror. Then have the students reverse roles. What types of frustrations did the students experience? How might the ability to cut an object out of paper indicate a developmental milestone for a young child? (4a)

19. Survey students about challenges they remember having as a preschooler. Students might want to share experiences about tying shoes, learning to cut with scissors, etc... (4a)

20. Divide the class into four groups. Assign each group one of the following concepts: classification and centration, seriation, numbers and counting, and conservation. Each group must use role play and props to demonstrate the meaning of the assigned concept. They should also show the level of a typical preschool child's ability in that area. (4b)

21. Students interview a speech therapist to discuss language problems and young children. What approach should be taken with children who stutter or have difficulty with pronunciation of specific sounds? Ask students to write a summary of their interview. (4c)

22. Students analyze why some people form stereotyped ideas about certain groups. Why are stereotypes wrong? How can they be harmful? Students brainstorm ideas for preschool activities to help keep children from forming stereotypes. (4c)

23. Have students research brain activities to do with preschoolers. Have a "Preschooler Day" and let the students play the brain games with the children. (4a)

24. Show the video "The Difference Between Boys and Girls" and discuss how differently boys and girls learn and develop. (4a,b,c,d)

25. Divide students into teams. Have teams create a video that teaches children about manners. Students will need to define what manners are, and also remember the needs and attention span of their audience when trying to convey the information to them. Show each team's video to the class. (4a,d)

Attachments for Learning Experiences:

How does it feel to be a preschooler.doc

Notes & Reflections:

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.

UNIT RESOURCES

Materials & Equipment:

- "Preschoolers: Social and Emotional Development" video, Magna Systems

- "Preschoolers: Cognitive Development" video, Magna Systems

- "Preschoolers: Physical Development" video, Magna Systems

- "The Difference Between Boys and Girls" video

- Crayons and white paper

- Magazines

- Preschooler toys

- Child's safety scissors, copies of a five-point star drawn on paper, large hand mirror

- Guest speaker – Speech therapist

Textbooks:

The Developing Child 13, 14, 15, 22 section 2

Child Care Professional 6

Working With Young Children 6, 7

Foundations of Early Childhood Education 11

Suggested Videos for this Unit:

- "Learn the Signs. Act Early" CD, CDC, www.cdc.gov/actearly

- "Child Development from 3-5" CD, Meridia Education Corporation

- "Ages & Stages" MB&A Training on Demand CD, 877-655-7139

- "Beyond Building Up and Knocking Down: Scaffolding the Block Experience" video

- "Preschoolers: How 3 & 4 Year Olds Develop" video, Learning Seed, 800-634-4941

- "For the Child: Information on Mental Health and Advocacy for Resource Parents" dvd, Parents Action for Children series

- "Media Effects on Children" video

- "Early Socialization (2-5 years)" video

- "Science of the Sex Difference by Design" video, Discovery Channel

Professional Readings/Resources for Instructor:

- Healthy Sexuality Development: A Guide for EC Educators and Families, Chrisman & Couchenour

- Sepa-Ration: Strategies for Helping Two-Four-Year Olds, Jervis & Berlfein, NAEYC

- Social & Emotional Development: Connecting Science & Practice in EC Settings, Riley, San Juan, Klinkner, & Ramminger, NAEYC & RedLeaf Press

- Essential Touch: Meeting the Needs of Young Children, Carlson, NAEYC # 799

- **http://www.uen.org/Lessonplan/LPview?core=20**

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

☐ Slide Show Software	☐ Graphing Software	☐ Audio File(s)
☐ Interactive Whiteboard	☐ Calculator	☐ Graphic Organizer
☐ Student Response System	☐ Desktop Publishing	☐ Image File(s)
☐ Web Design Software	☐ Blog	x Video
☐ Animation Software	☐ Wiki	☐ Electronic Game or Puzzle Maker
☐ Email	☐ Website	