



EDUCATION

PATHWAY: Early Childhood Education

COURSE: Introduction to Early Childhood Education

UNIT: Unit 11: Programs and Curriculum



INTRODUCTION

Annotation:

Developmentally appropriate curriculum provides for all areas of a child's development. It includes a broad range of content across disciplines that are socially relevant, intellectually engaging, and personally meaningful to children. Effective curriculum plans frequently integrate across traditional subject-matter divisions to help children make meaningful connections and provide opportunities for rich conceptual development.

Grade(s):

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

Time: 16.5 (50 minute) periods

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Special Education Review: Lindsey Welborn

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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-IECE-9:

Students will demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

- a. Demonstrate the ability to identify children's needs, interests, and abilities.
- b. Assess ways to develop program philosophies, goals, and objectives.
- c. Examine a variety of curriculum and instructional models.
- d. Research criteria for creating an age appropriate curriculum.
- e. Plan and implement a developmentally appropriate unit of study for young children.
- f. Identify the components of a lesson plan.
- g. Examine formats for monthly, weekly, and daily lesson plans.
- i. Plan and implement developmentally appropriate activities supportive of major content areas in an early childhood program.
- j. Develop evaluation criteria for the lesson.

EDU-IECE-8.

Students will plan and utilize routines and transitional techniques with children.

- a. Explain the importance of routines.
- b. Plan and develop a daily schedule that includes active and quiet times; individual, small and large group experiences, as well as child and adult initiated activities.
- c. Guide children successfully through the daily routines of eating, napping, toileting, and cleanup.
- d. Explain the use of transitional techniques to move smoothly from one activity to another.
- e. Practice basic methods (concrete object, visual signals, novelty, or auditory signals) for making successful transitions.
- f. Evaluate pre-school or primary settings for developmental appropriateness of daily routines and transitional activities.

GPS Academic Standards:

- ELA 9-12 W2
- ELA 9-12 W3
- ELA 9-12 RL5
- ELA 9-12 LSV1
- SSPBC1: The students will identify the characteristics of major approaches to learning.

National / Local Standards / Industry / ISTE:

- NFACS4.3



UNDERSTANDINGS & GOALS

Enduring Understandings:

- An early childhood curriculum provides a plan for giving children educational experiences.
- The philosophy and goals of a program form a basis for building the curriculum.
- For good organization, teachers use lesson plans that guide them as they carry out activities with the children.
- Teachers can plan a number of activities as part of one thematic unit.
- To plan appropriate activities, teachers must understand how children learn.
- Teachers use many different techniques to make activities interesting and effective for children.

Essential Questions:

- How can you plan developmentally appropriate curriculum?
- What are the differences between theme-based and emergent curriculum?
- What principles should you use to plan developmentally appropriate curriculum?
- How do you write lesson plans and unit plans?
- What are the curriculum areas that should be included in an early childhood curriculum?

Knowledge from this Unit:

- Vocabulary Terms
- Teaching styles and techniques
- Principles of how children learn
- Qualities of a strong curriculum
- Components of a lesson plan

Skills from this Unit:

- Describe the qualities of a strong curriculum
- Create a lesson plan
- Apply principles of how children learn when planning lessons
- Explain the impact of teaching style on learning
- Describe effective teaching techniques



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



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: Curriculum, Developmental grouping, chronological grouping, lesson plan, unit plan, objectives, manipulative, focus object, introduction, open-ended materials, closed-ended materials, thematic unit...
4. Research and present educational models (looping, reading recovery, whole language, Everyday math, Multiple Intelligences, differentiated instruction, etc....) **(9 – a. b.)**
5. **Step 1-DAP:** begin lecturing on apples after telling students this is a common thematic unit in early childhood programs. Tell them it is important they know a lot about the content before they begin to teach and they will be evaluated on all they know about apples. Lecture for several minutes, not taking time to explain anything or answer any questions. Then ask evaluative questions to determine comprehension. Many students will express frustration, and some will even know that this is far from your teaching style. Tell them this was an example of Developmentally Inappropriate practice.
Step 2: Tell students that visual aids are effective in helping children understand concepts and give a picture of an apple. Groups list as many things as they can learn about an apple just by looking at the picture. Then give a concrete object – not a real, but a fake apple. Ask each group to add to list. Then give a real apple. Add to list. Then give two additional apples to each group of other varieties (I usually make sure every group has a red, green, and yellow of different varieties). Allow groups to “explore” with cutting boards, knives, salt and sugar, corer, vegetable peeler, zester. I even like to bring out the Pampered Chef apple corer, peeler, and slicer and teach them how to use it. Now expand the list. Lead a discussion on experiencing the topic. **(9 – a. d. e.)**
6. Obtain a copy of a learning styles inventory from a school counselor or other source. Ask students to complete the inventory to identify their own learning style. Discuss the importance of addressing all learning styles through differentiated instruction. **(9 – a.)**
7. There are many versions of Howard Gardner’s multiple intelligences assessment. These can easily be found online. Introduce the topic by reading The Dot by Peter Reynolds. Discuss the power of self-expression and self-discovery. All students need to find their strengths and have teachers that nurture those strengths. Students then complete the self-assessment to determine their strongest intelligences. Howard Gardner says, “It’s not how

smart you are, but how you are smart.” Then show the Multiple Intelligences PowerPoint (attached) to discuss each multiple intelligence. It is important to note that the intrapersonal intelligence is the most important part of Gardner’s theory, with interpersonal as the second important part. The personal intelligences provide a base for the development of the other domains. It enhances the PowerPoint to stop and have the students participate in an activity for the Intrapersonal and Interpersonal intelligences to stress the importance. Multiple Intelligences: Activating Young Minds resource book provides examples of activities. The educator’s website, www.unitedstreaming.com, has short video clips to enhance the conclusion of the PowerPoint. Multiple Intelligences: Activating Young Minds resource book also has ideas for activities to do with children up to six years old. A few of the activities are effective to use with high school students, especially because they are learning to work with children. Allow students opportunity to work in groups and take an assigned topic and discuss how it could be presented in class while nurturing as many multiple intelligences as possible. The last slide of the PowerPoint gives a website to many examples of lesson plans presented in ways to enhance each strength. **(9 – a.)**

8. Take time to teach the preschool concepts for all curriculum areas. Set up stations for a lab experience in each area.

The GAYC conference always has sessions in every curriculum area to get ideas and concrete objectives. Some times the instructors are even willing to share PowerPoints. A particular effective framework is Creative Curriculum. The purchased training materials include a DVD and training handbook. There is a module for each curriculum area, as well as environment, schedule, routine, and developmentally appropriate practice. **(9 – a. b. c. d.)**

LITERACY/LANGUAGE (9 – i.)

1. As I converse with students at the beginning of class, substitute a nonsense word for a specific word (“On my way to school this morning I went past a bizzermote.”) Students will hopefully ask what the word means. I will go on, “It’s a big white building where you can buy jumwits.” Continue for a short time. Then ask students to define the words I invented. Did everyone interpret the words the same way? How did they arrive at their definitions? How do young children learn new words?

Discuss: How do children learn language? Children learn language when they are in environments where language is used and when they interact with others. They need meaningful interaction.

2. View NAEYC video: *Whole Language Learning*; then show Emergent Literacy PowerPoint. Students complete study guide while viewing. The PowerPoint is interactive. Download and print animal pictures, food pictures, and A Z M T pictures in advance. See attachments. Distribute handout, *Phonological levels*.

3. Ask students to recall how and when they learned to write. Students may share some early experiences involving writing with the class. Instruct the class to remove their shoes and socks. Give each student a piece of white paper and a pencil and have them write their names with their toes. Then have the students discuss the difficulties a child might have in learning to write.

4. Show cards with written characters from other languages that students can not read. Ask students to read them.

Students explain why visual discrimination skills are important for writing. Discuss the teacher's role in calling attention to the printed word. Discuss the teacher's role in developing prewriting skills. Divide students into small groups to brainstorm lists of visual discrimination activities, fine-motor activities, and hand-eye coordination activities. Groups report to class.

5. Introduce the six simple strokes included in the Zaner-Bloser writing system. Stress that children learn that written marks have meaning. Their interest in producing writings usually increases as they notice adults communicating by using writing tools. They will also note print on signs and in books. Then they will usually recognize the marks used to make their name. Gradually they will learn to identify and to write the letters in their names. Practice Zaner-Bloser with reproducible masters. Show "Literacy, Writing and ABC's" PowerPoint.

6. Set up learning stations for the students to rotate around and complete hands-on activities. Distribute *Inexpensive Activities*.

7. Ask students to recall the titles of storybooks they liked as young children. Have students discuss what they liked about those stories. Discuss whether they think stories are important to children and why or why not. Discuss how age affects the types of books chosen for children. Explain how book reviews can be used in the process of selecting books for children. Discuss the importance of illustrations and children's reactions to them in selecting books for children. Use transparency master (19-2) Working With Young Children as a basis for discussion of books that are appropriate for children of different ages. Discuss sexism and gender, cultural, and age stereotypes in stories.

8. Students select a book from our class library and use *Book Evaluation Form* (19-3) WWYC to evaluate. Students explain to the class why they chose it and how it "scored" when evaluated. Discuss how teachers can attract children to the enjoyment of storytelling and subsequently, books. Demonstrate effective read aloud techniques. Using transparency (CT-19B) WWYC Effective Storytelling Techniques, introduce effective techniques.

9. Remind students that a combination of techniques contributes to effective storytelling. Ask students to brainstorm a list of ways that stories can be introduced. Discuss why eye contact is essential for effective storytelling. Have students identify ways that children can participate in storytelling. Then describe how they should prepare to read a story. Discuss the value of becoming his/her own critic in preparing for storytelling. Use transparency master (19-4) WWYC as a basis for discussion of the various methods of storytelling. What are the advantages and disadvantages of using a variety of methods to tell stories?

Discuss props that can be used with stories. Then decide on puppet or other visual aid to make and accompany book. Students may choose a new book or keep the same book from last exercise. Students will view the PowerPoint on read alouds. Examples of story stretchers will be shown in the PowerPoint. Teacher reads preschool book and leads students in story stretcher activity as hands-on example. Create puppet or other visual

aid. Gather story stretchers materials. Complete project for HW and practice reading chosen book. Complete story time lesson plan to turn in after reading exercise with partner.

10. Arrange for each student to read to another student or the class. Partner will evaluate techniques using *Evaluate Your Storytelling Technique*, Activity D, SAG WWYC.

11. Using All About the ECERS-R guidebook, discuss the guidelines for language activities in the preschool setting. This section comes from standards 15-18. See attachments.

MATH (9 – i.)

1. Present PowerPoint: *Math – More than 1 2 3*, while students complete the study guide. See attachments.

2. Students are grouped and complete “Math Standards Folders’ activity. See attachment.

3. Divide the class into small groups. Have each group brainstorm a list of ways to encourage rational counting. Ask one member of each group to demonstrate one of the methods listed. Combine all the ideas and display in the classroom.

4. Read Grandfather Tang’s Story. Then experiment with Origami and Tan grams and discuss geometry in preschool.

5. Using All About the ECERS-R guidebook, discuss the guidelines for math activities in the preschool setting. This section comes from standard 26. Show “Math – ECERS” PowerPoint. See attachments.

6. Distribute math standards from the Pre-K standards/Bright from the Start. Either assign a standard or allow students to choose. There are numerous file folder games on-line available for download/print/construction. Provide letter size manila file folders and art supplies. Students create file folder games to laminate and donate to a local preschool program to use in the math center.

SCIENCE (9 – i.)

1. Students discuss what kinds of topics and experiments they enjoy related to science. Students should discuss what makes them enjoyable. Point out that children have a natural interest in and love to learn about the world around them. They will ask questions and can do simple experiments that will help them understand scientific principles. Students discuss what kinds of science topics and activities they think young children might enjoy. Students discuss science concepts that are evident in everyday life. Discuss how these concepts can become a part of classroom experiences with children.

2. Using transparency, CT-23, *Working with Young Children*, introduce thinking skills needed to learn science concepts. Stress: by applying science process skills to concrete experiences, children can learn the content of science. For preschool children, these skills include observing, classifying, measuring, and communicating. As children progress into kindergarten and primary grades, these skills will help them develop higher level skills for inferring, predicting, and hypothesizing. Remind students that observation includes the ability to describe something using the five senses. Students brainstorm activities that could promote the development of skills for observing, classifying, measuring, and communicating.

3. View PowerPoint presentation, "Science for Preschool." Students complete accompanying study guide. The end of the study guide directs students in the rotation stations that have been prepared by the instructor in advance.
4. View PowerPoint presentation, "Inquiry Teaching," stopping for students to participate in the coke can observation.
5. As a follow up activity, assign "Discovery Bottles," giving students about a week to complete the assignment.
6. Take students outside, preferably in a grassy area with trees. Have them sit quietly with their eyes closed listening to the sounds of nature. Discuss the sounds they hear. What could children learn from a similar activity?
7. Have a pan of water ready when students enter the room. Give each student two small items that can be placed in the water. Ask the student to guess whether each item will sink or float before placing it in the water. Have students make a chart of the results and draw conclusions. Explain that they have just used the scientific method. What can children learn from activities such as this?
8. Have students collect items such as rocks, leaves, feathers, or seeds and create a display for use with young children.
9. View "Exploring Nature and Science" video.
10. Using All About the ECERS-R guidebook, discuss the guidelines for science activities in the preschool setting. This section comes from standard 25. Show "Science – ECERS" PowerPoint. See attachment

SOCIAL STUDIES (9 – i.)

1. Have students sit in a circle. Pass around hand mirror and ask students to use positive words to describe what they see. Where do they get this image of who they are? Why is a positive attitude about self important when teaching social studies?
2. Show students a newspaper page containing world news. Ask students to identify world concerns based on the new stories. How are children affected by these world issues? How can they be taught about them?
3. Ask each student to choose a celebration or tradition from a specific country and plan two ways to incorporate it in a preschool curriculum. For example, children might make a decoration and prepare a simple recipe. Combine the information into a booklet. Have a discussion about using caution not to incorporate other cultures into a classroom as "tourist" or "drive by" curriculum. Diversity and many cultures should be displayed and incorporated into ECE classrooms as a constant standard.
4. Provide materials for students to construct a model of the area surrounding a preschool or child care center. Donate the finished model to the school or center to use in social studies activities.
5. Have students plan a lesson to teach children about some aspect of their community. The lesson plan should include information about a specific person in the community who would participate in some way.
6. Using All About the ECERS-R guidebook, discuss the guidelines for promoting acceptance of diversity in the preschool setting. This section comes from standard 28.

MUSIC (9 – i.)

1. Have music playing when students enter the room. Turn the music off and ask students to use words to describe the way the music makes them feel. How might young children react to the same music? How can music help children express themselves?
2. Ask students to recall a favorite song from childhood. Who taught them the song? When was it sung? Why do they still remember it?
3. Have students role play situations such as the following: A teacher tries to encourage a child who hesitates to sing; One child is singing much louder than the others, causing them to laugh; A child is adding movements that are distracting to the other children; A child participates but shows no emotion or involvement in music.
4. Ask one student to clap out a pattern. Ask another student to try to copy the pattern. Encourage them to make the rhythms increasingly faster and more complex. At what point do the rhythms become too difficult to repeat? Why might it be helpful to break a rhythm down into parts before teaching the whole pattern? How can rhythms be taught to young children?
5. Invite guests to the classroom who play different musical instruments. Have them demonstrate their instruments and explain how they work. How did they learn to play? What benefits does playing an instrument give them?
6. Obtain a variety of items such as empty coffee cans, beads, string, rocks, wood, and sandpaper. Have students use the items to create musical instruments that children could make and use. Ask them to demonstrate their instruments. What are the benefits of allowing children to make their own instruments?
7. Using All About the ECERS-R guidebook, discuss the guidelines for music activities in the preschool setting. This section comes from standard 21.

DRAMATIC PLAY (9 – i.)

1. Hold up a variety of dramatic play props. Ask students to name dramatic play props. Ask students to name dramatic play activities or roles that each prop brings to mind. For example, an apron could suggest a baker or fast-food worker. List students' ideas on the chalkboard or a transparency and discuss. Where did their ideas from dramatic play come from? Which props can be used in many different ways? How can teachers encourage creative and varied use of props?
2. Give a group of three students several dramatic play props. Have them act out a play scenario the props bring to mind. Lead into a discussion of how dramatic play benefits children.
3. Divide the class into groups. Ask each group to select a simple moral concept that could be conveyed to young children through a puppet show. Then have each group develop a script, make the puppets, and perform the puppet show for the class or a group of children.
4. Ask a counselor or child psychologist to talk to the class about play therapy. Questions that might be addressed include: What props are provided for children in therapy? How are they used? How do therapists separate truth from imagination?

5. View “Play Therapy” PowerPoint.

6. Have students pair up, with one playing the role of a preschool child and the other acting as the teacher.

Instruct the “child” to use puppets or dolls to act out feelings about a troublesome situation, such as sibling rivalry or a parent’s illness. Discuss: Why is it easier for children to express their feelings when using puppets? How can teachers encourage such play? Should they become involved? If so, how?

7. Have students make a prop box using a theme of their choice. They should provide a written explanation of how the items might be used and how children would benefit.

8. View “Dramatic Play: More Than Playing House” video and complete reflection questions.

9. Using All About the ECERS-R guidebook, discuss the guidelines for dramatic play activities in the preschool setting. This section comes from standard 24.

ART (9 – i.)

1. Instruct students in the following activity: Give everyone a piece of white paper and crayons. Tell students to place crayons in the middle of the paper and close eyes. Draw with eyes closed for 30 seconds. Stop and drop crayon. Now instruct to create from there (find pattern, color, shape, etc...). Explain that there are famous artists that were told early in their aspirations that they had no talent. Hold up an art example for students to visually study for a moment. Have students tell what they see. (Perception is often different and beauty is subjective.)

2. Provide half of the students with blank paper and crayons. Provide the rest with a page from a coloring book and crayons. Ask students to color a picture on their page. Afterwards, discuss how the experiences differed. Why does a blank page offer more opportunity for creativity than a printed one?

3. Give each group of students a small bag full of household items (even recycled trash). The assignment is to think of as many ways as they can to use household items in art activities. Stress the importance of also using these type items for 3-D art to be displayed at home and in centers.

4. Provide examples of drawings made by children ages one through ten. Without revealing the ages of the artists, have students identify the stage each drawing fits in: scribbles, symbolic, or realistic, then reveal the artists’ ages and discuss how art abilities develop. Why might some children be more advanced or delayed in this area than others?

5. Divide the class into groups. Assign each group a different type of art activity, such as finger painting, modeling, or pasting. Give groups three to five minutes to list considerations to keep in mind when planning activities of that type. Have each group share their results with the class. Also discuss safe and unsafe art supplies. How should art supplies be stored and made available to the children?

6. Pair students up and give each pair a picture drawn by a preschooler. Have one student play the role of the preschooler while the other, playing an adult, responds to the art with either appropriate or inappropriate comments. Have students switch roles. Which comments were most positive? How did the “preschoolers” feel when asked, “What is it?”

7. Have students find recipes for homemade craft media such as paint, modeling dough, and paste. Break into groups and have each group test one or more of the recipes. How does the finished product compare to similar purchased products? Compile the best recipes in a booklet for each student.
8. View PowerPoint, "Stages of visual arts."
9. View PowerPoint, "Benefits of Art in Preschool."
10. View "I am Clay" video for discussion on the benefits of using natural clay for art in the preschool classroom. Give each student a small amount (grapefruit size) of natural clay. The art teacher may be a good resource if he/she purchases clay in large quantities for a sculpture class. Instruct the class (or possibly enlist the art teacher) in making a simple pinch pot.
10. Using All About the ECERS-R guidebook, discuss the guidelines for art activities in the preschool setting. This section comes from standard 20.

PHYSICAL EDUCATION (9 – i.)

1. View "Gross Motor Play" video and complete reflection questions.
2. Give students crayons and paper. Ask them to draw a picture of a favorite outdoor activity they remember from childhood. Have volunteers share their drawings. Why does that activity stand out in their memory?
3. Ask students to think back to games they played as young children. How did they feel when they were one of the last ones chosen for a team or when they were "out" of the game? What are other methods for choosing teams? How can children get back into the game once they are "out?" Hold a similar discussion about the issue of competition and good sportsmanship with children. Discuss the importance of "everybody wins" in some way for the preschool age group.
4. Have students work in groups to brainstorm a list of active play activities that could be used indoors when the weather does not permit children to go outside. Why is it important for child care providers to be prepared with such a list?
5. Have students formulate a list of rules for indoor and outdoor active play. How can these rules be taught to children? Why are they necessary?
6. Provide students with safe play items such as a balloon, a hoop, a bean bag, or a jump rope. Have them demonstrate possible play activities and describe how each benefits development.
7. Tell students they have been given a set amount of money to buy active play equipment for a child care center. Provide equipment catalogs and ask students to list the items they would buy, their cost, and their reasons for choosing each item.
8. Have students draw a design plan for a maze or obstacle course that they might set up for group of preschoolers. What motor skills would be practiced? How would intellectual skills be encouraged?
9. Some people believe that play should be left to the imagination of the child. Others believe that play should be guided by planned activities. Have students discuss, debate, or write an essay on both points of view. How can both structured and unstructured active play be part of a daily schedule?

10. Have students research and write a paper on various impact-reduction materials available for use in outdoor play areas. What are the advantages and disadvantages of each? What would they recommend for new play area currently being constructed? Why?
11. In small groups, have students make bean bags and create games for their use. Ask each group to describe how their game would benefit development.
12. Give each student a picture showing active play. Have the student orally describe the activity, tell how it might benefit development, and list safety guidelines; OR :Instruct students to write an essay describing an active play activity, its benefit, the area and equipment needed, and safety guidelines.
13. Co-curricular FCCLA activity: Ask students to adopt a nearby playground by cleaning it up or raising funds for new equipment. Discuss why this experience may be valuable when applying for a job.
14. Using All About the ECERS-R guidebook, discuss the guidelines for supervision of gross motor activities in the preschool setting. This section comes from standard 29. See PowerPoint and notes attachments.
15. JoJo's Circus is "A Think-and-Move Show for Preschoolers" from Playhouse Disney.
(www.playhouseDisney.com) Short episodes may be used to emphasize "fun" exercise for children. It is especially fun for the high- schooler's to participate in the movements requested from the characters.

ROUTINES (8 – a. b. c.)

1. Brainstorm and discuss reasons for establishing routines in the classroom and in the home. Discuss factors that need to be considered when planning a daily schedule.
2. Ask students to describe their own daily routines. Then have students list benefits that these routines have for them.
3. Have students prepare and give demonstrations for teaching children to button, zip, pull on boots, tie shoes, put on coat, and put fingers in gloves. Are there activities that can help children learn these skills? List them. Students prepare a brochure designed for parents to help their child at home with these skills.
4. If possible, make arrangements for students to observe children at nap time. Students should record the techniques that were successfully used with the children. Students should discuss their observations in class and discuss ways to deal with problems at nap time.
5. Students identify toileting needs of preschool children and discuss ways to guide children in toilet learning. Discuss why shaming and scolding is not recommended for toilet learning. Brainstorm techniques for encouraging young children to use the toilet.
6. Invite a child psychologist or a pediatrician to discuss toilet learning with the class. Have the guest speaker address how home efforts can be coordinated with center efforts.
7. Using All About the ECERS-R guidebook, discuss the guidelines for personal care routines in the preschool setting. This section comes from standards 9-14. Show "Routines – ECERS" PowerPoint. See attachment
8. Working in pairs or small groups, design and create child-friendly posters to use in a preschool setting to teach personal care routines.

9. Using A Trainer's Guide to the Creative Curriculum for Preschool, facilitate the workshops on "Setting the Stage" and "The Learning Environment."

10. View "The Creative Curriculum in Action" DVD. Instructor should follow the User's Guide for class discussion and activities to extend the information on the DVD. Sections 1-3 address these areas of environment and setting the stage. Module 3 is specifically related to scheduling and routines.

11. Panel discussion: Invite parents of children ages two, three, and four years to discuss the routines they have established with their children. The panel can also include teachers to discuss successful ways of handling routines in the classroom.

TRANSITIONS (8 – d. e. f.)

1. View and discuss "Transitions" PowerPoint.

2. View Dr. Jean's "Cheers and Celebrations" CD Rom. Distribute cheer cards to all students. Practice together. Assess students several days later by pulling a cheer card from the stack and having them demonstrate the cheer for the class.

3. Distribute ECE resource books and/or allow searching on the internet for students to find various types of transitions. Each person, pair, or group must find, learn, and teach the other class members the new transition they found. It might be helpful to divide the categories of transitions into "quick as wink," 1 minute, 3 minutes, and 5 minutes.

WRITING LESSON PLANS (9 – e. f. g. i. j.)

1. Teacher interviews: Have students interview teachers of young children. How many hours do they spend each week preparing lessons? How do they feel about the time spent? What time management techniques do they use?

2. Write the following phrase on the board for students to complete. "We knew the teacher was not prepared for the lesson when he or she..." Discuss how lack of teacher preparation affects student behavior.

3. Ask an adult to pose as a substitute teacher for the day. Have the substitute say something like "Your teacher didn't leave anything for you to do today, so you must copy out of the text book the entire class period." Allow students to react for a few minutes before you enter the room. Let students know the activity was part of the planned lesson. How did they feel about being left with nothing productive to do? How would young children react in that situation? Why is planning necessary when working with children?

4. View "Writing Lesson Plans" PowerPoint. Write lesson plans: Have students work in groups to complete a flow chart then create a lesson plan based on assigned curriculum areas or standard from Bright From the Start. Have each group try out their lesson plan, asking one of the other groups to play the role of the children. Allow groups to modify their lesson plan before submitting it for a grade.

5. Authenticity ~ Worm Lab: Obtain red wigglers from a bait shop, worm farm, or your back yard. Be familiar with two or three activities that give children valuable, realistic, AUTHENTIC opportunity to learn about worms.

Hollyhocks and Honeybees: Garden projects for young children, provides many good activities. I like "A Touching

Experience,” “Slippery When Wet,” and “Who’s Afraid of the Dark?” Then find two or three crafts or activities that may be “cute” but do not allow for realistic learning about worms. Representations are only that....they do not give children a REAL experience and there is no authentic learning. Possibilities here are endless....internet sites and resource books bountiful with “cute” ideas...but that does not mean that they provide authentic learning. Easy activities to use are: a coloring page, painting with yarn to create “worm tracks,” and using cooked spaghetti noodles to create a “worm collage.” Gather supplies and materials for all of the activities and divide students into small groups. Be sure there is an activity for each student in the group. Provide instruction sheets for each activity. Before beginning, tell students you are about to begin a lab to learn about worms. Write reflection questions on the board or give each student a copy (see attachment). Allow time for all activities to be completed. Discuss the reflection questions following the lab.

To conclude the activity, distribute “Does it have Integrity?” (see attachment). Follow the grid and discuss as a class. To extend this lesson, compile several activities from popular resource books or internet sites (some authentic, some that are not). Distribute to small student groups and allow collaborative discussion time. Authentic or not? Encourage groups to follow the “Does it Have Integrity?” chart. All groups report decisions to class with explanations about how they came up with their decision.

6. Working with Young Children text has a thorough chapter on flowcharts and lesson plans. While studying this chapter, it is very beneficial for small student groups to complete practice flowcharts and activity plans. As the level of practice increases, assign preschool standards from Bright from the Start and give students the opportunity to write lesson plans, make an example, and teach the lesson to their peers. When students are ready, arrange opportunities for students to try the activities with preschool children.

Attachments for Learning Experiences:

[Emergent Literacy PowerPoint](#)

[Emergent Literacy PowerPoint study guide](#)

[Animal pictures](#)

[A Z M T pictures](#)

[Phonological Levels](#)

[Language card sample 1](#)

[Language card sample 2](#)

[Language card sample 3](#)

[Language card sample 4](#)

[Language card sample 5](#)

[Literacy, writing, and ABC’s PowerPoint](#)

[Language – ECERS PowerPoint](#)

[Language – ECERS PowerPoint notes](#)

[Language – ECERS PowerPoint questions](#)

[Inexpensive Activities](#)

[Read Alouds & Story telling PowerPoint](#)

[Read Aloud tips](#)

[Math – More than 1 2 3 Power Point](#)

[Math PowerPoint study guide](#)

[Math Standards Folders Activity](#)

[Math Standards Folders Activity rubric](#)

[Math – ECERS PowerPoint](#)

[Math – ECERS PowerPoint notes](#)

[Math – ECERS PowerPoint questions](#)

[Science for Preschool PowerPoint](#)

[Science for Preschool PowerPoint study guide](#)

[Science and Nature – ECERS PowerPoint](#)

[Science and Nature – ECERS note sheet](#)

[Inquiry Teaching PowerPoint](#)

[Discovery Bottles](#)

[Writing Lesson Plans PowerPoint](#)

[Georgia Pre-K standards](#)

[Stage of Visual Arts PowerPoint](#)

[Benefits of Art in Preschool PowerPoint](#)

[Play therapy PowerPoint](#)

[Dramatic Play: More than Playing House video questions](#)

[Dramatic Play: More than Playing House video answers](#)

[Gross Motor Play video questions](#)

[Gross Motor Play video answers](#)

[Gross Motor – ECERS PowerPoint](#)

[Gross Motor – ECERS Power Point notes](#)

[Gross Motor – ECERS PowerPoint questions](#)

[Worm lab questions](#)

[Does it Have Integrity?](#)

[Multiple Intelligences PowerPoint](#)

[Transitions PowerPoint](#)

[Personal Care Routines – ECERS PowerPoint](#)

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

Web Resources:

Story Stretchers:

- <http://www.youcanteach.com/storystretchers.php>
- http://www.atozteacherstuff.com/Themes/Brown_Bear_Brown_Bear/index.shtml
- http://www.atozteacherstuff.com/Lesson_Plans/Literature_Activities/The_Rainbow_Fish/index.shtml
- www.amc-music.org, information on powerful benefits of music
- <http://www.decal.state.ga.us/>, Bright from the Start
- <http://www.origami-club.com/en/>, Origami patterns
- <http://library.thinkquest.org/J002441F/tangrams.htm>, Tan gram History and Patterns
- <http://www.abcteach.com/directory/basics/math/geometry/tangrams/#24369>, Tan gram Patterns

Materials & Equipment:

- Animal pictures
- Food pictures
- A Z M T pictures
- Large puppet (preferably hairy and creature-like)
- Children's books (one for each student)
- Magnets, magnetic & non-magnetic materials
- Small animal
- Markers/crayons
- Ice-cubes, Salt, Magnifying glasses, Plant/Flower
- Gears or manipulative toy such as *Mouse Trap* game
- Sense materials: 5 different freshener scents OR cotton balls sprayed with 5 different smells
- Textured fabric or wall paper
- One item for each student: a piece of chocolate, pretzel, lemon wedge
- Sounds recorded on audio CD
- View Finder and Slides
- Tissue Paper: red, yellow and blue; Index cards, scissors, glue
- Water bottle, water, oil, food coloring, hot glue gun and glue sticks

- Children’s books that relate to science principles
- Coke can for each group
- “Dramatic Play: More Than Playing House” video, Ball State University, The Child Care Collection
- “I am clay” DVD, www.k-play.com, 888-266-3094
- “Exploring Science and Nature” DVD, Ball State University, The Child Care Collection
- “Structured Play: Gross Motor Activities for Everyday”, Ball State University, The Child Care Collection
- Hollyhocks and Honeybees, Starbuck, S., Olthof, M., and Midden, K., 2002
- Red Worms and other supplies for “Authentic Learning” lab
- Multiple Intelligences: Activating Young Minds, Powell, J.E., McGraw-Hill Children’s Publishing, 2001
- The Creative Curriculum for Preschool, fourth edition, Dodge, Colker, & Heroman, Teaching Strategies, Inc. 2002
- The Creative Curriculum for Preschool In Action DVD and User’s Guide, Jablon & Stetson, Teaching Strategies, Inc. 2007
- A Trainer’s Guide to the Creative Curriculum for Preschool volume 1: Getting Started, Jones & Dodge, Teachign Strategies, Inc. 2004
- All About the ECERS – R, Cryer, Harms, and Riley, Kaplan Early Learning Company, 2003
- Attention Games, Sher, Jossey-Bass
- Transition Time: Let’s do Something Different, Feldman, Gryphon House
- Teachable Transitions, Pica, Gryphon House
- Terrific Transitions, Church, Scholastic
- Transition Tips and Tricks, Feldman, Gryphon House

Children’s Books:

- The dot, Peter Reynolds, Candlewick Press, 2003
- Grandfather Tang’s Story, Ann Tompert and Robert Andrew Parker, 1997

Related Videos:

- “Looking at the Basics of DAP” video, NAEYC #861
- “Learning Language and Loving It” video, The Hanen Program, 416-921-1073
- “Far Ago and Long Away” video, The Child Care Collection
- “Language Development” video, Magna Systems, 800-327-1443
- “Beyond ABCs & Writing my Name: Scaffolding the Pre-Literacy Experience” video

- “Sand and Water” video, www.communityplaythings.com, 800-777-4244
- “Learning About Numbers” dvd, Sesame Workshop
- “NAEYC: How Young Children Learn to Think” video, item # 809
- “I am clay” DVD, www.k-play.com, 888-266-3094
- “The Beauty of Movement” video
- “Bio Color” video, Discount School Supply
- “Music Works Wonders” video, Sesame Street Music Works, www.sesamestreet.com
- “Jo Jo’s circus” video, (Special Teacher’s Edition), www.PlayhouseDisney.com

Related Movies:

- “Music of the Heart” movie, Miramax Home Entertainment, 1999
- “Small Wonders” movie, G
- “A Touch of Greatness” movie, 2004

Textbooks:

- Beginnings and Beyond 10
- Foundations of Early Childhood Education 13, 14, 15, 10
- Introduction to Early Childhood Education 5, 8, 14
- Working With Young Children 17, 16; specific curriculum area chapters: 18-26
- The Child Care Professional 17-24 & 12

Professional Resources for Instructor:

- Developmentally Appropriate Practice in Early Childhood Programs, NAEYC, Bredekamp & Copple
- Basics of Developmentally Appropriate Practice, NAEYC, Bredekamp & Copple
- Growing and Learning: Ideas for Teachers of Young Children, Shaw, Southern Early Childhood Association
- Strengthening Your Preschool & K Program: Successful, Innovative Strategies, Warner, Institute for Educational Development
- Increasing The Power of Instruction, Schickedanz, NAEYC # 239
- Multiple Intelligences: Activating Young Minds, Powell, McGraw-Hill Children’s Publishing
- Children As Illustrators, Thompson, NAEYC #2002
- The Essential Literacy Workshop Book, Seplocha, Jablon, & Strasser, Gryphon House

- Writing in Preschool, Schickedanz & Casbergue, International Reading Association
- Helping Your Child Become a Reader, US Department of Education
- Young Children and Picture Books, Jalong, NAEYC #160
- Early Childhood and Elementary Literacy, McGraw Hill
- Building Structures With Young Children, Chalufour & Worth, NAEYC & RedLeaf Press, Teacher's Guide and video by the same title
- Exploring Water With Young Children, Chalufour & Worth, NAEYC & RedLeaf Press, Teacher's Guide and video by the same title
- Worms, Shadows, and Whirlpools, Worth & Grollman, NAEYC & Heinemann

What 21st Century Technology was used in this unit?

<input checked="" 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		