

Scenario #1 – Answer the 2 questions below with your table partner on a shared paper.

It is very difficult for Mrs. Jones to get to work on time. She teaches preschool because she didn't enjoy the preparation involved in teaching first grade. As she arrived at work, there were many children and their parents waiting outside the locked door, She gave them a friendly greeting, telling the parents they were dismissed and that she had everything completely under control. As everyone entered the classroom, it was obvious that Mrs. Jones had done no preparation for class that day. The chairs were still on the tables and the toys were all neatly stored in a locked cabinet. The children began running wildly around the room. After yelling at the children until her voice was hoarse, she finally got their attention. She asked them to help get the chairs off the table and help her get organized. While they were getting the chairs down, she quickly dashed to the toy cabinet and grabbed a few toys for the children to play with. As she returned to the table, everyone began fighting over the toys and complaining that they wanted something to do. Mrs. Jones felt frustrated.

What were her mistakes?

What was the rest of the day like?

LESSON PLANS

The importance
of planning



- Knowing what to expect reduces **stress in** both the teacher and the children.
- Allows you to have the required **materials**.
- Following the day in an **organized** manner is easier and more fun.
- Allows you to be able to focus on the **children** and not on the tasks.
- Conveys **professionalism** to parent

Benefits to the teacher



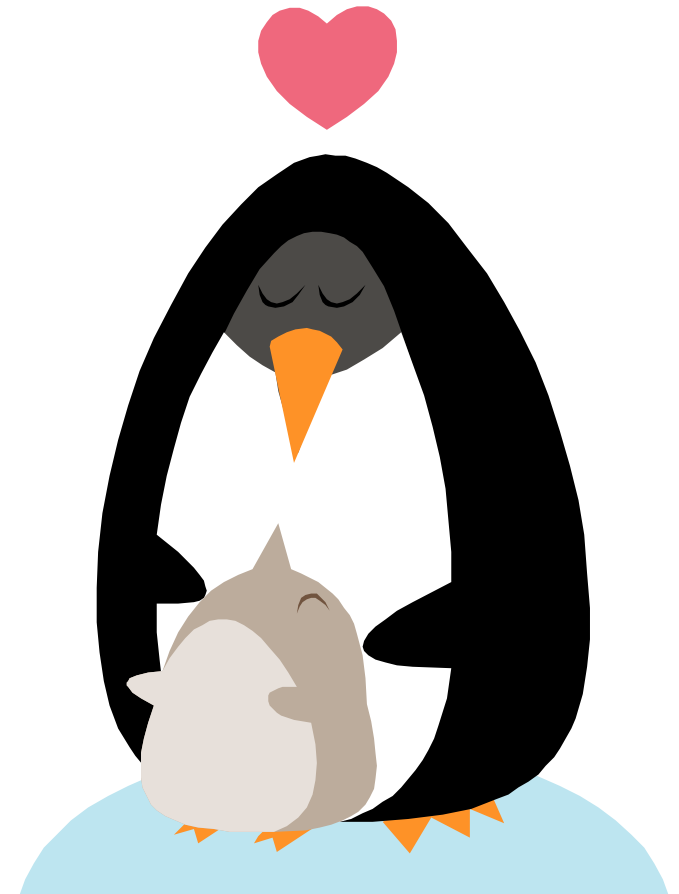
- Children know what to **expect**.
- Reduces tension thus reducing **misbehavior**.
- Sense of **time and sequence** is developed.
- Children learn the skill of **predicting** which encourages problem solving

Benefits to children



- Parents feel more **secure** when they know something about daily plans.
- Encourages them to **discuss** with their child what is going on at school.
- **Models** appropriate care, scheduling, and growth and development activities of children for the parents.

Benefits to parents





**Creates
aimlessness
and
wandering for
everyone.**

No planning



The Curriculum (lesson plan) Planning

1. Teacher roles and responsibilities
2. The Curriculum
3. Lesson Plan Components

1. Teacher roles and responsibilities

lead / head teacher

One person is assigned as a lead teacher for the activity or the day with one or two other support teachers.

- Takes the initial responsibility in **planning** what activities are going to take place during the day or lesson.
- Responsible for the **pace** of the activities.
- Be **ahead** of all others in transitions
 - Example: While the children and other teachers are cleaning up, the lead teacher will go to the rug area to organize materials and then begin a finger play or song transition as the first children arrive in that area.
- Help with **Clean up**.
- Be in charge of an **evaluation** and record suggestions for next time.

support teachers

- Have an obligation to support and make the lead teacher look like a **“super star”**.
- Make suggestions at the planning sessions or **fulfill assignments** of preparing activities designated by the lead teacher.
- Works **directly** with the children during group time to assist them in finding their places and getting involved in the activity.
- Deal with **quieting** a child or settling other confusion.
- Know finger plays and songs so that he/she can **assist** the children and the lead teacher.
- Help with **Clean-up** and **evaluation** of the day’s activities.

Teach?



2. The Curriculum

- A good curriculum is based on how children **develop and learn**. Age appropriate lessons and activities.
- Involves determining what children **need** to be able to learn and do when finished with the year.
- Focuses on children's **interests**, knowledge, learning styles and characteristics.
- Consists of **DAP** concepts.
- Includes **detailed lesson planning** of all the activities, materials and equipment used, including room arrangements.

3. Lesson plans

- **Learning objective / Program Goals**
 - Describes the expected outcome of an activity
- **Concepts**
 - Factual statements and vocabulary words
- **Materials needed**
 - List everything that is needed for the activity
- **Motivation / Introduction**
 - How you will gain the children's attention
- **Procedures**
 - Step-by-step instructions
- **Closure/transition**
 - How the activity will end
 - The movement from one activity to another
- **Evaluation**
 - Continually evaluate the curriculum

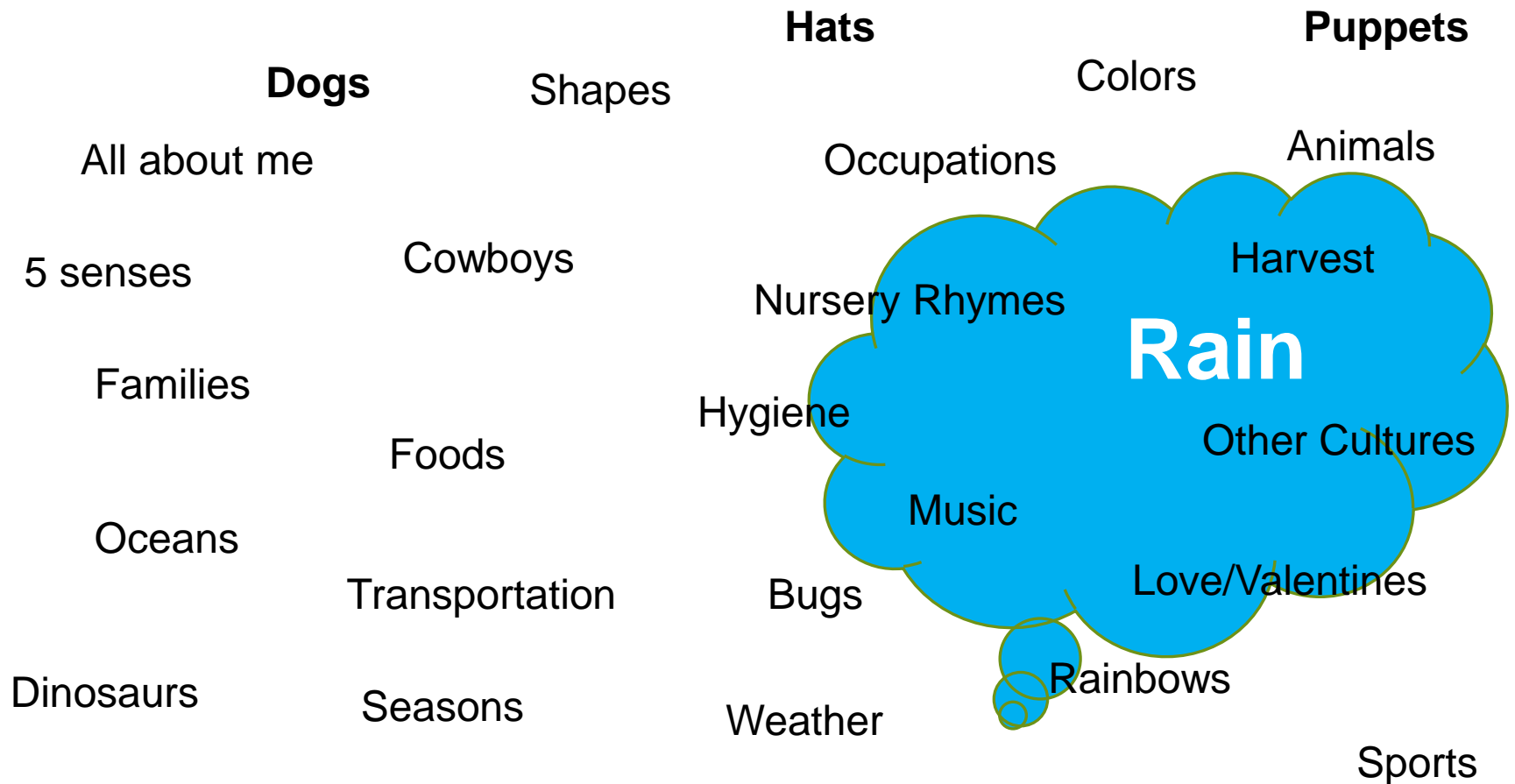


Make a
rainstorm



1. PICK A THEME

- A main **topic or idea** that the classroom activities are planned.
- Based on learning styles, **interests**, and program goals.
- Brainstorm what a preschool child would like to study.



2. What is there to know?

- What do the children **already know** about this topic?
- Are there any **new** concepts to introduce?
- Are there enough creative **activities** that will teach children about the topic?

Small group

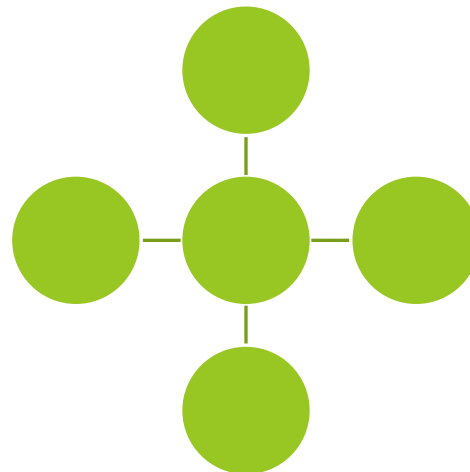
Large group

Cooking experience

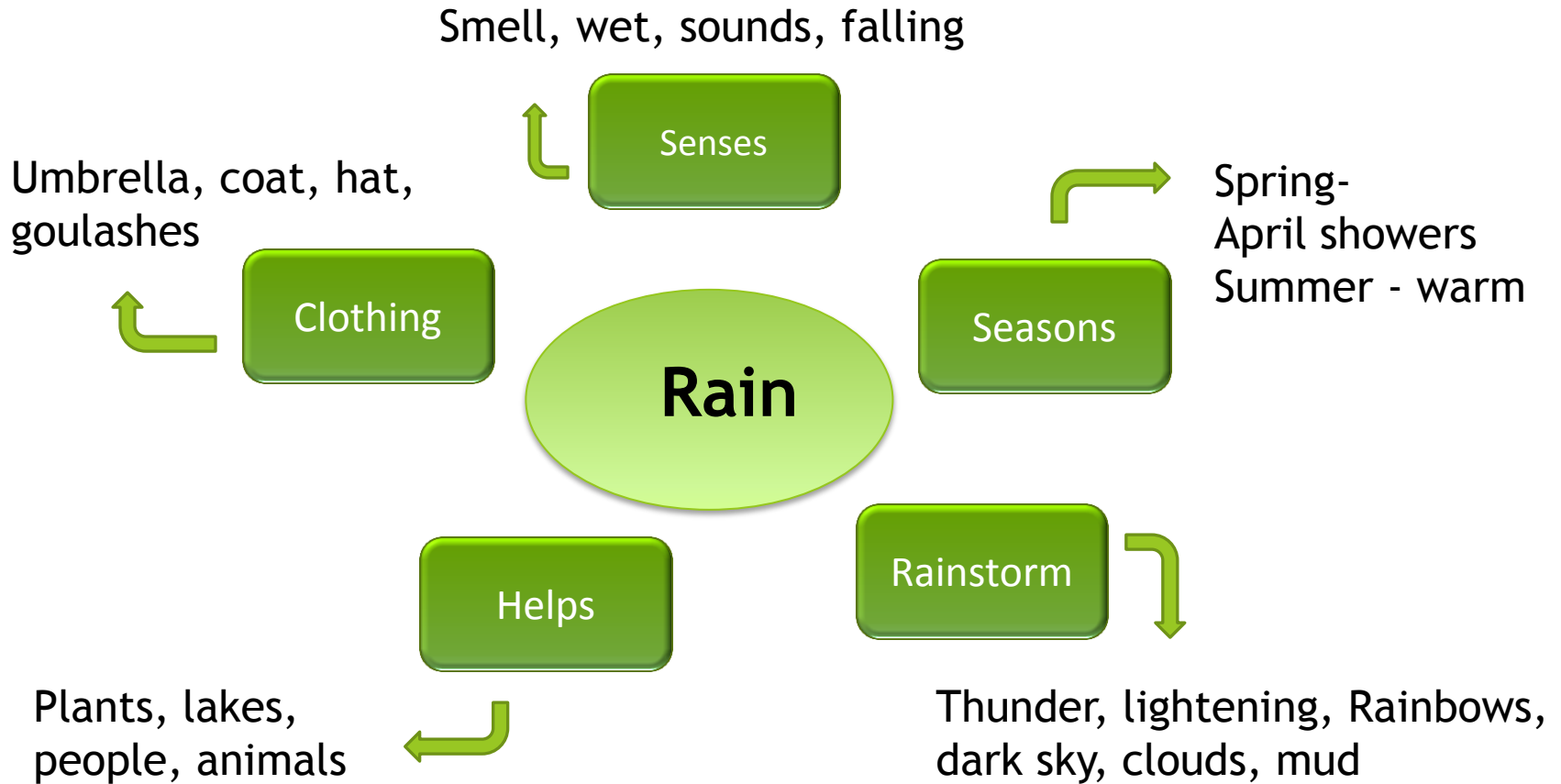
Learning centers

Field trips

Speakers



Brainstorm ideas and then narrow down the ideas.



3. Concepts to teach

- Include **3-4 Concepts** (ideas or notions) that you want to teach the children about the theme.
 - Based on **factual statements in** complete sentences.
 - Includes **vocabulary words** or learning points

- **RAIN Concepts:**

- Rain, umbrella, cloud, storm, drizzle, rainbow
- Rain falls as liquid from clouds.
- Rain makes puddles on the ground
- Wear clothing to keep us dry in the rain.
- People, animals, lakes, and plants need rain.





Finger paint with shaving cream on a piece of paper to make a "cloud". Then using an eye dropper with slightly watered down tempera paint to make rain drops.

4. Decide on objectives

- Objectives are the overall learning **goals**.
 - Ask...”What type of **learning** or accomplishment is to occur by the end of the lesson or activity?”
 - Based on observing and recording children’s needs.
 - Uses knowledge of developmental stages.
 - Age appropriate but challenging.
 - Help each child develop to their fullest.
- Include all **3** parts to the objective.

Bloom's Taxonomy

#	Level	Student Cognitive Process	Action Verbs			
1	Knowledge	The student can recall, define, recognize, or identify specific information presented during instruction. The information may be in the form of a fact, a rule, a diagram, a sound, and so on.	Define	Write	Underline	
			State	List	Recognize	
			Select	Name	Reproduce	
			Label	Recall	Measure	
			Describe	Identify	match	
2	Comprehension	The student can demonstrate understanding of information by translating it into a different form or by recognizing an example, etc.	Identify	Illustrate	Explain	
			Justify	Represent	Judge	
			Select	Name	Contrast	
			Indicate	Formulate	Classify	
			Defend	Distinguish	Give examples	
3	Application	The student can apply the information in performing concrete actions. These Actions may involve figuring, writing, reading, handling equipment, etc.	Predict	Choose	Construct	
			Select	Find	Compute	
			Assess	Show	Use	
			Explain	Demonstrate	Perform	
			Applies	Changes	Operates	
			Produces	solves		
4	Analysis	The student can recognize the organization and structure of a body of information, can break this information down into its constituent parts, and can specify the relationships between these parts.	Analyze	Select	Justify	
			Identify	Separate	Resolve	
			Conclude	Compare	Break Down	
			Differentiate	Criticize	Contrast	
			Diagram	Distinguish	illustrate	
5	Synthesis	The student can bring to bear information from various sources to create a product uniquely his or her own. The product can take a variety of forms – written, oral, pictorial, etc.	Combine	Argue	Select	
			Restate	Discuss	Relate	
			Summarize	Organize	Generalize	
			Predict	Derive	Conclude	
			Create	Suggest	Solutions	
			Categorize	Explain	tells	
6	Evaluation	The student can apply a standard in making a judgment on the worth of something, a concerto, and essay, an action, an architectural design, etc.	Judge	Support	Identify	Recognize
			Evaluate	Defend	Avoid	Determine
			Attack	Select	contrast	Criticize
			Choose	Refute	Affirm	Appreciate
			conclude	relates	summarize	

Writing the OBJECTIVES in 3 parts

- (1) The children **will...**
- (2) **Verb** from *Bloom's Taxonomy* that explains how the children will learn.
 - Never use **“teach”, “learn”, or “talk about”**.
 - If the verb is not on Bloom's list, **do not use it**.
- (3) Write your idea of what the children will **learn or do**.
 - You will be able to **evaluate or test** a child's learning based on the objectives.

- Children will **select** the clothing worn for protection from the rain.
- Children will **perform** the stages of rain from a drizzle to a storm.
- Children will **demonstrate** how raindrops fall and move.
- Children will **jump in puddles that the “rain” made**.



5. Brainstorm curriculum task areas and activity

Ideas that you can use to teach the concepts and objectives:

- Storytelling
- Language and early literacy
- Pre-Math
- Creative Arts
- Science and discovery
- Music & Movement
- Dramatic
- Gross Motor / outdoor play
- Fine Motor / manipulative play
- Blocks and free play
- Sensory
 - Sand/water/... table
- Nutrition and Food

May not have time to use activities in all areas.

Determine the best methods to present and teach the activities to the children.

- **Small Group** – children are divided into groups of 4 or 5 and each group does the same activity
- **Rotating small groups**- children are divided into groups of four or five. Each group does something different and the groups rotate to different activities.
- **Large Group** – The children all meet together; perhaps for circle time or a large group activity.
- **Free choice Learning Centers** – the children are allowed to choose any activity and may change at any time they want.
- **Field Trips** – take the children to an actual site and let them see firsthand what you are discussing.
- **Guest Speaker** – bring in a person who knows about your topic.

- **RAIN Concepts: (Vocabulary words and facts)**



- **Rain, umbrella, cloud, storm, drizzle, rainbow**

- Rain falls as liquid from clouds
- A rainbow sometimes appears when it rains while the sun is shining or after a rain storm
- Wear clothing to keep us dry in the rain
- People, animal, and plants need rain

- **Objectives: (what the child will do to learn the concepts)**

- Children will perform the forms of rain from a drizzle to a storm.
- Children will identify the colors in a rainbow.
- Children will select the clothing worn for protection from the rain.
- Children will recognize the people, animals, and plants that need rain.

- **Activities**

- Math - Skittle Math. Language – The Puddle BY: David McPhail
- Food – Rainbow fruits Music – Rain sounds
- Art – Wax Paper and crayon Rainbow Field Trip/ Speaker – Weather Person
- Dramatic Play – Rainy Day Clothing Large Muscle – Worm Wiggle
- Science – Cloud and rain drops Fine Motor – raindrop absorption
- Large Group – Jump in the Puddle (musical chairs)

NOTICE HOW EVERYTHING REFERS BACK TO THE CONCEPTS

7. EVALUATE THE DAY:

- How did things **go**?
- What went **well** and what didn't?
- How would I do things **differently** next time?
- Was **social** interaction encouraged?
- Were the children **allowed** to choose activities and pursue them in their own ways?
 - Child Directed and initiated or Teacher Directed
- Were there **positive** feelings in the process?

SCENARIO #2 – Answer on your group paper.

- Mr. Sims wanted his preschool class to share in the joy he had while visiting a zoo. He began to describe the animals to the children. As he talked, the children quickly lost interest. They could not understand his descriptions of the various animals.
- How could he have involved the children more?
 - Bright pictures, field trip, played recordings of animals, stuffed animals to show differences between these and the real ones.
- Turn in the written page.

single activity plans

Practiced In a Group way

**Turn it in for approval and THEN Begin writing your
group #1 lesson plan**

