1. **(ECE Standard 5 / CDA Goal 2 & 5)) Students will develop, implement, and evaluate age-appropriate curriculum for young children.**

**(objective 1) Identify and demonstrate components of curriculum planning.**

* 1. Describe the role and responsibilities of a head / lead teacher.
	2. Describe the role and responsibilities of a support teacher.
	3. Curriculum Planning

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| * + tells what themes will be assigned each day, week, or month and an idea for what will be covered and done each day.
	+ Makes sure that the curriculum is completely covered and nothing is forgotten or overlooked.
 | * + is showing which activities will be covered for the day.
 | * + describes each activity, learning goals to accomplish, explains the procedure for the activity, and lists the supplies needed for the activity.
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* 1. What is the purpose of calendaring, daily scheduling, and lesson planning in planning appropriate curriculum?

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| **Teacher** | **Parent** | **Child** |
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* 1. Components of a Lesson Plan

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| T | * + A **\_\_\_\_\_\_\_\_\_\_\_\_\_, ideas, or concepts** around which the classroom activities are planned.

What types of topics are the most effective to use with children? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C | * + **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ statements, and experiences** that you want the children to understand as they complete the learning centers.
	+ States the **minimum standard of achievemen**t.
 |
| O | * **Describes the expected outcome or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** of an activity or what is to be achieved through the overall lesson and day.
* What is it that you **hope for the children to \_\_\_\_\_\_\_\_\_\_\_\_\_\_** or take from the lessons and activities?
* Provides a **basis for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of learning**.
	+ Did the child accomplish the objective? If yes, then Learning occurred.
* There are **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the objective** which include conditions of performance, the behavior, and the level of performance.

**The children will….. VERB (NOT LEARN) ….. Level of performance** |
| P | What is going to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_you are going to do it. * + **Title or name** of the activity
	+ **Description** of the activity with an estimated time
	+ **Procedure** written in enough detail that another person could facilitate the activity.
	+ **Curriculum Area**
	+ **Supplies** needed to successfully complete the activity.
 |
| C | Art, math, large motor / outdoor, language and literacy, science and discovery, sensory table, music and movement, fine motor / build and construct, free play / manipulatives, dramatic play, food and nutrition experience, guest speaker, and field trips  |
| T | * Refers to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from one activity to another or the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of an activity so as to begin a new activity.
* Which of the transition techniques is the most effective? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| Transitions | Auditory | Concrete | Novelty | Visual |
| Define |  |  |  |  |
| Examples |  |  |  |  |

* 1. More Curriculum Planning Guidelines
* Lesson plans include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ plans and ideas, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ include the plan for positive guidance techniques.
* When creating and planning (DAPLA) Developmentally Appropriate learning Activities, always refer to the program goals or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* When planning a daily schedule, alternate between and provide opportunities for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ times to help children balance and regulate their behavior and energy.
* What is the purpose of a teaching or resource file?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* DAP Lesson plans are f\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If a parent brings in a child’s family pet, \_\_\_\_\_\_\_\_\_\_\_ the activity plan and talk about the pet.

**(objective 2) Develop and demonstrate developmentally appropriate practice activities for learning experiences/activities/center.**

* + 1. **Language and Literacy activities**
* What activities fall under language and literacy?
* What might you look for when choosing an appropriate story for a preschooler?
* How can it be handled when a 3 year old becomes distracted and noisy during story time?
	+ 1. **Pre-math activities**
* What activities or skills fall under math?

Define classification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* You want the children to learn to count. Describe an appropriate technique to help.
* Blocks or a block center develops math skills like:
	+ 1. **Music and movement**
* Music and movement activities include:
* The purpose of music and movement activities is to:
* When choosing a song for young children:
* Movement activities should focus on and include:
	+ 1. **Creative Art activities**
* The purpose of art activities
* Art focuses on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ not the product. Explain this:
* All art is fine motor, but not all fine motor is art. Explain this:
* Children learn best by seeing and doing. Give some examples of DAP art activities for preschool children and explain why they would be good choices.

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| Wet art activities | Dry art activities |
| Construct or create activities | Mold and shape |

* How should black line masters, like completing worksheets or coloring a picture, be used?
* The daycare you are considering taking your child to often have the children color in coloring books. What do you think about this practice and give reasons to support your answer.
* Stages of Art:

|  |  |
| --- | --- |
| Scribbling | Preschematic |
| Schematic | Realism |

* + 1. **Play**
* Play is a child’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it is the most important job they will do all day.
* All Play (activities, learning centers, and free play) should be child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

 child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| **Types of Play and Define** | **Examples** |
| Free PlayWhy should toys be limited during free play?  |  |
| Dramatic PlayBest when there are a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of props. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is incorporated throughout the area.Best done when there are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ restrictions and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ possibilities. | List some items that could be put in a dramatic play area? (trucks, hats, dolls…) |
| Passive Play |  |
| Small Motor and ManipulativesIf you have puzzles in your preschool, what should you make sure they have? |  |
| Sensory and Discovery Play |  |
| Large Motor, Active, Outdoor Play |  |

* + 1. **Science and sensory activities**
* Science and Sensory Activities include:

* The purpose of the science and sensory activity is:
* Words used to describe science and sensory activities are:
* Science and sensory is best learned through:

* + 1. **Food and Nutrition Experiences**
* Food and Nutrition Experiences include
* Food and Nutrition Experiences teach:
* Guidelines for facilitating appropriate Food and Nutrition Experiences
* What skills and curriculum areas do food experiences promote and enhance?