**Early Childhood Education NOTES**

1. **(ECE Standard 1 / CDA Goal 6) Students will identify the types of childcare and applicable licensure standards and laws.**

**(Objective 1) Classify types of childcare programs for children.**

* 1. Describe and give examples of the following types of care.

|  |  |  |
| --- | --- | --- |
| **PROGRAM TYPE** | **DEFINE** | **EXAMPLES** |
| * + - * Custodial
 |  |  |
| * + - * Developmental
 |  |  |
| * + - * Comprehensive Child Care
 |  |  |

* 1. Define the following and list the pros, cons, and flexibility associated with the various types of child care:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Types of Care** | **Define** | **Advantage** | **Disadvantages** | **Flexibility** |
| * + - * *Hourly Child Care*
 |  |  |  |  |
| * + - * *Montessori*
 |  |  |  |  |
| * + - * *Head Start*
 |  |  |  |  |
| * + - * *Preschool*
 |  |  |  |  |
| * + - * *Home Care*
 |  |  |  |  |
| * + - * *Daycare Center*
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| * + - * *On-site*
 |  |  |  |  |
| * + - * *Lab schools*
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**(objective 2) Identify current childcare licensing standards and laws.** (<http://nrckids.org/STATES/UT/ut430.htm>)

|  |  |
| --- | --- |
| **Qualifications to be a director**  | **Qualifications to be a teacher (caregiver)** |

1. What Does CDA stand for?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you receive one?

1. Quality Child Care Characteristics
2. Utah Licensing Laws relating to the Health and Safety of indoor and outdoor areas.
	* To open a child care cent for profit and taxes, 2 licenses are needed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* The Utah child care license is given through the Utah State Department of \_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* 3 inspections will be made: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

They will inspect items like:

* + The required minimum room temperature shall be\_\_\_\_\_\_\_\_\_\_.
	+ The required water temperature shall be\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	+ Indoor play areas shall have at least \_\_\_\_\_\_\_\_\_\_\_\_\_per child. Indoor play area must have \_\_\_\_\_\_\_\_\_\_\_\_\_\_ access to a drinking fountain.
	+ Outdoor play areas shall have at least \_\_\_\_\_\_per child which will equal, at least, a total of \_\_\_\_ space.
	+ Outdoor area needs to have a \_\_\_\_\_\_\_\_\_\_\_that is at least \_\_\_\_\_\_\_feet high. There needs to also be grass, shade, and supervised access to a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	+ How many caregivers on duty need to have a current 1st Aid and CPR certification? \_\_\_\_\_\_\_\_\_\_\_\_
	+ \_\_\_\_\_\_\_\_\_\_ toilet and sink needs to be provided for every 15 children.
	+ How should children be checked in and out of a childcare center?

- What do you do if a stranger arrives to pick up the child and why?

* + Regarding the licensing laws, all children’s records are to be kept\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Regarding the license laws, all children must have proof of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ What is the Two Child Care Provider Rule?
* Teacher-to-child ratios: **\*No children group size shall be larger than 25**

|  |  |  |
| --- | --- | --- |
| **AGE GROUP**  | **RATIO** | **GROUP SIZE** |
|  | 1 for every  | Group size up to 8 |
|  | 1 for every  | Group size up to 8 |
|  | 1 for every  | Group size up to 14 |
|  | 1 for every  | Group size up to 24 |
|  | 1 for every  | Group size up to 30 |
|  | 1 for every  | Group size up to 40 |

* Snack and Meal Requirements for feeding children enrolled in care:

|  |  |  |  |
| --- | --- | --- | --- |
| Less than 4 hours | Up to 5 hours | Up to 8 hours | Up to 12 hours |
|  |  |  |  |

1. (ECE Standard 2 / CDA Goal 6 & 4) Students will identify and demonstrate employment skills needed to work with young children.

**(objective 1) List the personal qualities needed for employment in child care related occupations.**

* + 1. List positive employment skills or characteristics for someone looking for a job.
		2. List positive characteristics of a quality child care worker.
		3. The application should be written in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ink.
		4. A resume should be \_\_\_\_\_\_\_\_\_\_\_\_\_, and only \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ page long.
		5. A resume includes information from these basic areas:

|  |  |  |
| --- | --- | --- |
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* + 1. What can a potential hire do to prepare for the interview?

**Preparing For the Interview (DO ON YOUR OWN)**

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| --- |
| Previous Job: Reasons For leaving last place of employment. Responsibilities. Learning Experiences? |

|  |
| --- |
| Describe your ability to work with people. |

|  |
| --- |
| How reliable are you (school attendance, previous job attendance) |

|  |
| --- |
| Select 5 positive traits that describe you.1.2.3.4.5. |

|  |
| --- |
| Select 3 weaknesses.1.2.3. |

|  |
| --- |
| Why do you want to work here? |

|  |
| --- |
| 3 Questions that you can ask your potential employer.1. 23. |

**(Objective 2) Identify effective employment communication skills.**

1. Effective communication methods for working with children, staff, parents, and employers.
2. (Standard 3 / CDA Goal 1) Students will identify, explain, and demonstrate how to maintain a healthy environment for young children.

(objective 1) Emergencies, First Aid Treatments

* 1. Why prepare for emergencies? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How prepare for emergencies?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. What is proper first aid for minor cuts and abrasions (scraped knee)?
	2. What is the proper first aid for a first degree burn?

What is a sign for a second degree burn? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How do you handle it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. What is proper first aid for bumps and bruises?
	2. Describe the appearance of pink eye (conjunctivitis) and how it should be handled when a child has it?
	3. What is the procedure when you discover that a child has ingested a poisonous or dangerous substance?
	4. What is the proper procedure for choking?
	5. What is the procedure for a Bloody nose?
	6. What is the procedure for a Bee Sting (or other insect) and a minor puncture wound?
	7. What is the procedure for a temperature?
	8. What should you do in the event of a fire? Where will you take the children?
	9. What is the procedure when an earthquake occurs?
	10. What is the procedure for an intruder alert in the school?

**(objective 1) Injury, Communicable Diseases, Immunizations, Safety**

* + - 1. What is the leading cause of injury and death to children? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			2. What are some guidelines for maintaining a secure and healthy environment?
			3. What is a communicable disease?

Give a couple of examples of a communicable disease.

* + - 1. What are immunizations? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		1. Common reactions to immunizations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		2. Name some immunizations:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		3. In order for a child to attend a child care facility or enroll in school, they must have proof of \_\_\_\_\_\_\_\_\_\_\_

and a current \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* + 1. What if a child does not have up to date immunizations? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			1. Explain what you should do if a child seems ill while in a childcare situation?
			2. Who administers all medication to children?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Whose permission must you have before giving medicine to children? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Why should children never be given aspirin?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + - 1. Safety and Sanitation Practices
			2. What is the *best* way to prevent diseases or the spread of germs/diseases \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
			3. How long are hands to be washed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (Alphabet song 2x or Happy Birthday song)
			4. Give examples of times when a child or an adult should wash their hands.
			5. Other personal hygiene and sanitation practices:
			6. Older children toys are to be cleaned and sanitized \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			7. List safety rules for indoor and outdoor play.

**(objective 1E) Describe the procedures for identification and reporting of child abuse and neglect.**

1. When is it **not ok** to keep a child’s confidence?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Reasons why children don’t tell about abuse.

 Abuse victims are often abused by people they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Where can abuse and neglect reports be made?
2. Where can abuse and neglect reports be made? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. In the child care center, who do the teachers and assistants report the abuse and neglect to? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. If you report the abuse, your name remains \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Explain the types of abuse and give examples.

|  |  |  |
| --- | --- | --- |
| **Type of Abuse** | **Describe** | **Signs and Symptoms** |
| Physical |  |  |
| Emotional |  |  |
| Sexual |  |  |
| Neglect |  |  |

1. Explain Shaken Baby Syndrome (causes and effects)

When you get frustrated, what can you do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(objective 2) Describe the factors to consider when meeting the nutritional needs of children.**

1. What are purposes of snacks and meals for children?
2. Guidelines for snacks and meals for children.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the empty (wasted) calories (no or low nutritional value, high in fats, sugars, and sodium)



1. Explain the MY PLATE recommendations for healthy snacks and meals.
2. Guidelines for choosing beverages.

 COLOR ME!

1. Food Issues:

-What are common types of food allergies?

-Explain actions to take to prevent and care for allergies.

1. List basic sanitation and food safety guidelines.

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1. **(ECE Standard 4 / CDA Goal 1, 3, & 5)) Students will identify, explain,** and demonstrate **Developmentally Appropriate Practices (DAP).**

**(objective 1) Identify and demonstrate the role of the teacher in planning and presenting developmentally appropriate activities for young children.**

* + - * 1. **Children will be encouraged to learn and discover through the following DAP characteristics:**

|  |  |  |
| --- | --- | --- |
| DAP stands for: | Uses all areas of developmentPESCM | Children’s Choice |
| Age and Individual appropriateness | Real and Relevant | Multi-cultural and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Scheduling and Time | Child- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Child- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Using all 5 senses to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Hands on learning and Concrete  | Learning and Progressing 🡪 |  |

* + - * 1. **Types of Learning**

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: is where the child decides what to do, the idea, and the materials to use. Adult follows the child’s lead.

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: is teacher deciding what to do and how to do it. Pre-cut and pre-drawn materials with instructions for what to do with them.

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: is when the child decides what to do and starts to do it on their own.

* + - * 1. **Learning Styles**

|  |  |
| --- | --- |
| * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** A child who depends a great deal on the sense of sight. This child will notice small visual changes in the environment.
 | * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ :** A child who learn best through hearing. This child is the first to hear a fly in the classroom or a snow plow outdoors.
 |
| * **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** A child who learns best through doing. This child needs to be shown and allowed to do it with you. Hands on.
 |  |
| * **Field-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** Children who are more interactive with others; volunteering, assisting, and helpful, they also try to gain attention.
 | * **Field-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:** Children who are more independent and prefer to work on their own. They enjoy competition as well as individual recognition.
 |

* + - * 1. **Why is it that a child who is 3 years old is toilet trained, but another 3-year old child is not?**
				2. **ACTIVE VS. PASSIVE Learning**
* **Active Learning** is being actively involved and engaged in the learning by \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: similar to active learning, but not as noisy or as much movement

(ie. Small learning centers or self-selected activities-SSA)

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: sitting and listening without interaction with others, the instructor or manipulative objects

|  |  |
| --- | --- |
| Repeating Activities | Problem-Solving is----- |
| Fearful Child | Direct Learning |
| Why does a 3 year old ask why? | Indirect Learning |

* + - * 1. **Effective Transitions**

What is a transition?

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| --- |
| **4 Areas of Effective Transition** |
| *Transition* | *Definition* | *Example* |
|  | Signals where children or objects move from one place to another |  |
|  | Where signals are used that the child can see to inform them of a change in activity |  |
|  | Inform the children of change through the use of sound. |  |
|  | Involves the use of unusual or new actions and devices to move the children from one activity to the next |  |

 Explain 3 transitions that you plan on using in your lessons.

1.

2.

3.

* + - * 1. **Questioning**

Define open-ended questioning:

-Requires \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and giving \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and feelings

-Asking questions that you \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ know the answer to.

-Using the 5 W’s 🡪 \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

List two examples of open-ended questioning:

 i.

 ii.

Define closed-ended questioning:

List two examples of closed–ended questioning:

 i.

 ii.

**\*\*\*WHENEVER TALKING TO A CHILD, GET ON \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. LISTEN AND RESPOND USING YOUR \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, AND \_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**(Objective 2) Identify and demonstrate positive guidance techniques for infants, toddlers, and preschoolers.**

* 1. **List common reasons for misbehavior in children.**

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* 1. **Positive behavior and choices**
* In order to maintain control in a group setting, consider the amount of children with the \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ within the room.
* When a child is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the support teacher can sit beside a child and encourage them to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* When a child habitually throws a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at circle time because they do not get attention, \_\_\_\_\_\_\_\_\_\_\_\_\_ the child from the group setting until they choose to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_& \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are important because they provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which promotes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* This reduces \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ due to the “unknown” this reducing misbehavior

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the result of no consistency, schedule, or routines.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are key to smooth schedules and routines.**

* 1. Discuss each of the following in **positive guidance techniques.**
* Guidance and Modeling:
* Discipline:
* Punishment:
* Self-Discipline:

|  |
| --- |
| **Positive Guidance Techniques** |
| Things that naturally happen without parental interferenceExample- | Giving a child 2-3 options to choose between so they can learn autonomy and decision-makingExample- |
| Consequence that caregiver sets as a result of the child’s choice or action. Should match the offense.Example- | Child regains emotions in a quiet spot. Use sparingly.Example- |
| Child is told what they CAN do rather than what they “CAN’T” do.Example- | Focusing on the child’s accomplishments and good choices through praise and ignore negative behavior when possible.Example- |
| If a child is doing something you do not want them to do, direct them with another optionExample- | Used to show how children can solve their own problemsExample- |

* 1. **APPLICATION: Provide appropriate management solutions for dealing with problem behaviors.**
* A child is throwing a temper tantrum, but is not hurting anyone or anything. What can you do?
* What can you say or do to a child who is running through the center (or doing an action that is dangerous to themselves or others)?
* What can you say to children that are yelling with excitement?
* What can you consider to help maintain control in a large and small group setting of children?
* If a child is being aggressive, what can you do with that child?

* If you (the teacher) become upset and frustrated, what can you do?
* A child has wandered away from the activity or doesn’t want to come to the activity. What can the **support teacher** do?

* A child is throwing a temper tantrum at circle time that is distracting other children. What can the **support teacher** do?
* As you are reading a story to the children they keep “inching” closer to you until they are almost on top of you. What can you do?

**(objective 3) Incorporate and demonstrate observation techniques and guidelines while studying children and developing strategies to meet those needs.**

1. **What is the purpose of doing observations while working with children?**
	1. Helps monitor a child’s \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ development over time.
	2. Provides vital information about each child’s \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, and learning styles.
	3. Used to develop realistic \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and goals based on the child’s developmental needs and stages.
	4. Helps identify how to best \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the children’s learning.
	5. Shows a child’s \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to provide documentation of progress and learning.
2. **What appropriate changes could come or be done from doing observations?**
3. **Read and follow these guidelines for doing an observation.**
* Record all the necessary information on the observation sheet provided.
* Observe from a distance and stay in the background to avoid interfering with the areas of activity.
* Never laugh or give attention to a child. Laughing at a child invites showing off tactics.
* Do not interfere with a child’s play by asking questions or trying to help him/her, or participating in the activities.
* Be alert to give assistance in emergencies.
* Avoid visiting with others when observing. Observations are done on an individual basis. You do not work together when doing observations. Not only does visiting keep you and others from completing the observations, but it also interrupts the teachers and the children.
* ***Homework, studying, use of your cell phone is not done while observing. Do not let anything distract you or others from observing. Taking pictures of the children with your own camera device is NOT allowed unless given permission by teacher. Facebook and Instagram posting is strictly forbidden.***
* Be open-minded; see the situation as it actually is, what the child actually does—not your interpretation of what he/she does. Record only actual happenings, facts, and words. Always believe the best of a child in all situations.
* ***All class discussions, information, and observations in reference to children are confidential.*** If you have questions about a child, ask the teachers.
1. Explain the difference between the two **assessments**.

|  |  |
| --- | --- |
|  Formal Assessments | Informal Assessments |
|  |  |

1. Explain the difference between the two **observations**.

|  |  |
| --- | --- |
|  Objective / Factual | Subjective / Interpretive |
|  |  |

1. **Which type of observation statements are these, Objective (O) or Subjective (S) ?**

\_\_\_\_ Johnny sat and stared at the blocks before he began to build with them.

\_\_\_\_ Johnny sat and stared at the blocks because he did not want to build with them, he does not like blocks.

**(objective 4) Identify and demonstrate appropriate environmental space arrangement.**

1. What **classroom characteristics** should be considered in planning a childcare center.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Physical Effects* | *Children Trust the environment* | *Children feel that they belong* | *Children can be independent* | *Children feel and are kept safe.* |
|  |  |  |  |  |

1. **Diagram the 4 areas of space.**

Where would be a good location for an art center?

Where would be an appropriate location for a reading center?

Where would be a good location for a science center?

1. **Safe Environment**
	1. Indoor gross motor play equipment such as slides and climbers should not have a play surface that exceeds \_\_\_\_\_\_\_\_\_\_\_ in height.
	2. Equipment less than \_\_\_\_\_\_\_\_\_ in height should be surrounded by protective cushioning material
	3. Outdoor play area shall have at least \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of space for each child.
	4. The outdoor play area should be enclosed with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fence or wall with no gaps in fences greater than \_\_\_\_\_\_\_\_\_ at any point.
	5. There should be 1 working toilet for every \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and one working sink for every \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. **(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.
 |

* 1. What is the purpose of calendaring, daily scheduling, and lesson planning in planning appropriate curriculum?

|  |  |  |
| --- | --- | --- |
| **Teacher** | **Parent** | **Child** |
|  |  |  |

* 1. Components of a Lesson Plan

|  |  |
| --- | --- |
| T | * + A **\_\_\_\_\_\_\_\_\_\_\_\_\_, idea, or concept** 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 verb, and the level of performance.

**The children will….. VERB (NOT LEARN) ….. Level of performance***(Example: In a relay race, the children will* ***select*** *the appropriate clothing items to wear for protection from the rain)* |
| 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.

\*\*\*Enough detail that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ could teach the lesson for you. |
| C | \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ motor activities in the areas of math, creative art, science and discovery, language and literacy, and music and movement. |
| T | * Refers to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from one activity to another or the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of an activity so as to begin a new activity.
 |

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

* + 1. **Play**
* Play is a child’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it is the most important job they will do all day.
	+ They learn about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Builds confidence and self-concept, initiative, and autonomy (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Releases \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Develops the 5 basic areas of growth and development:
		- P\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- E\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- S\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- M\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Areas of Play****(Social Classification)** | **\*\*\*Summarize the definitions below (points will be given based on quality of summary)** |
| Unoccupied Behavior |  |
| Onlooker Behavior |  |
| Solitary Play |  |
| Parallel Play |  |
| Associative Play |  |
| Cooperative Play |  |

|  |  |
| --- | --- |
| **Types of Play and Define****(Provide a summary of each activity.** | **Examples** |
| *Free Play* |  |
| *Passive Play* |  |
| *Sensory and Discover Play* |  |
| *Small (“Fine”) Motor and Manipulatives* |  |
| *Gross Motor: Large Motor, Active, Rough and Tumble, Outdoor* |  |
| *Block Area* |  |
| *Dramatic Play* | List some items that could be put in a dramatic play area?  |
| *Creating the Dramatic Play Space*-Often based on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-Separate area that can have 3 sides: \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_-Near other \_\_\_\_\_\_\_\_\_\_\_\_ areas-Provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ experiences through \_\_\_\_\_\_\_\_\_\_- |

**What is one thing that parents do to hinder creativity?**

* + 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?
* Show and tell (aka Sharing Bag)
	+ Helps improve child’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Helps with ability to \_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Helps with ability to \_\_\_\_\_\_\_\_\_\_\_ in front of a \_\_\_\_\_\_\_\_\_\_\_
* Play
	+ Engaged in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Finger Plays
	+ Help with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ motor skills
	+ Help with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and speaking skills
* 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? (Found below)

|  |  |
| --- | --- |
| **Concept** | **Answer the questions below:** |
| #1: Counting | What does one to one mean? |
| #2: Measuring | DEFINE:What is the LAW OF CONSERVATION? |
| #3: Classification and Sorting | DEFINE Classification:DEFINE Sorting: |
| #4: Statistics and Probability | DEFINE: |
| #5: Sequencing | DEFINE:VOCABULARY WORDS USED: |
| #6: Time | DEFINE:EXAMPLE:VOCABULARY WORDS USED: |
| #7: Spatial Relations | EXAMPLES: - - -VOCABULARY WORDS USED: |
| #8: Temperature | EXAMPLE: |
| #9: Shapes | DEFINE: |
| #10: Patterning | DEFINE: |
| #11: Color | DEFINE: |
| #12: Seriating | DEFINE:VOCABULARY WORDS: |
| #13: Money | DEFINE: |

* + 1. **Creative Art activities**

|  |
| --- |
| ***\*\*\*Creativity is the art of putting something together in a different way\*\*\*****Use the circles to create different pictures.* |

* What is Creative Art?
* The purpose:
	+ Provides an opportunity for children to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ art media with no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of what the product is to look like when it is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	+ Child-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and Child-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Crafts are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-directed
	+ Require that children reproduce something \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the same as what they have seen.

What is creativity?

|  |  |  |
| --- | --- | --- |
| **TERM** | **DEFINE** | **EXAMPLE** |
| #1 | Ability to expand on ideas.  |  |
| #2 | Ability to create unique, clever responses.  |  |
| #3 | Ability to sense solutions and problems.  |  |
| #4 | The ability to produce numerous ideas, word, symbols and relationships.  |  |

* List one thing that art does for children?
* Setting up the art center:

What are the 5 Guidelines for Teaching Art?

|  |  |
| --- | --- |
|  | **Guideline** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

What are the 4 Stages of Art?

|  |  |
| --- | --- |
| **Stage of Art and Explanation** | **Draw an Example** |
| Scribbling |  |
| Preschematic |  |
| Schematic |  |
| Realism |  |

* + 1. **Science and sensory activities**
* Science and Sensory Activities include:
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ experiments
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ \_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_ learning experiences
	+ Using the \_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and classify
	+ Exciting discussions that build \_\_\_\_\_\_\_\_\_\_\_\_\_\_ skills and encourages \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Which type of questioning is most effective during science and sensory activities?
* What are sensory tables?
* What is an example of an item you could use in a sensory table?
* List 3 tips for setting up the science area:
* What are the different areas of science
1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: suspension, chemical reaction, chemical change
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: balance, weight, movement, gravity, magnets
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: solar system, light and dark, weather
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: living and non-living, animals, habitats and diet, “You” – human body
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: plants, germination, photosynthesis, purpose of plants
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: conservation, recycling, erosion, care of the environment, rock
	* 1. **Music and movement**
* Music and movement activities include

|  |  |
| --- | --- |
| Activities | Explain |
| 1. |  |
| 2.  |  |
| 3.  |  |
| 4.  |  |
| 5.  |  |

* What are the elements of music?

|  |  |
| --- | --- |
| Elements | Explain |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

* What are 3 tips to remember when choosing a song for children?
* What are 3 things to remember when teaching a song to children?

1.

2.

3.

* What does creative movement do for children? List 3.

1.

2.

3.

* What are 3 things to help teach creative movement?

1.

2.

3.

* + 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?