 

Professionalism and Planning

Early Education & Care (EEC), Grades 10 – 12

During this unit, students will act in the role of early childhood educators by using the philosophy of child growth and development. Using sensitivity to the values and customs of various cultures, the students will learn and facilitate teaching strategies that promote positive outcomes for preschool children. The students will become proficient at using graphic organizers, web metrics, block planning sheets and spiral curriculum to create and implement a thematic unit. Throughout these lessons, they will nurture the development of the preschoolers’ creative expression, introduce the preschoolers to rhythm instruments, and teach preschoolers how to care for and respect these instruments. The development of this environment will encourage preschoolers to explore various roles that may inspire their creative expressions.

*These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Vocational Technical Education Frameworks as well as the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.*

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|  |  |  |
| --- | --- | --- |
| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS G**  G1-WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of EEC tasks, purposes, and audiences.  G2-WHST.2. Write informative/explanatory texts, lesson plan procedures or technical processes.  G3-RST.3. Follow precisely a complex multistep procedure when carrying out lesson plans and analyze the specific results based on established criteria in EEC.  G4-CVTE 2.F.02.Demonstrate a commitment to professional standards  2.F.02.01 Explain characteristics of an effective educator including consistent use of professional language and demeanor.  2.F.02.02 Explain the philosophy of developmentally appropriate practice.  2.F.02.03 Implement the NAEYC Code of Ethics, especially confidentiality regarding children, families and staff.  2.F.02.04 Prepare a lesson plan that meets industry standards.  2.F.02.05 Participate as a team member within the classroom.  2.F.02.06 Demonstrate sensitivity to the values and customs of various cultures.  2.F.02.07 Reflect on practice to promote positive outcomes for each child.  2.F.02.08 Engage in continuous, collaborative learning to inform practice.  G5-CVTE 2.B.05.13.Facilitate growth and development through creative expression  2.B.05.01 Explain the importance of creative expression.  2.B.05.02 Identify the developmental stages of drawing.  2.B.05.03 Explain the importance of process versus product in creative expression.  2.B.05.04 Identify materials that support creative exploration of the arts.  2.B.05.05 Develop activities for open-ended visual art.  2.B.05.06 Develop activities for open-ended creative movement.  2.B.05.07 Develop activities for open-ended music.  2.B.05.08 Develop activities for open-ended dramatic play.  2.B.05.09 Implement activities for open-ended visual art.  2.B.05.10 Implement activities for open-ended creative movement.  2.B.05.11 Implement activities for open-ended music.  2.B.05.12 Implement activities for open-ended dramatic play.  2.B.05.13 Develop a variety of materials to enhance dramatic play in various learning centers. | ***Transfer*** | |
| ***Students will be able to independently use their learning to…* T**  T1 – ELA. Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes.  T2 – CCRW.2. Write informative texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  T3 – CVTE. Apply Early Education & Care professional standards and practices when working with young children (birth to 8) in both your personal and professional life. | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that…***  U1. assessing what factors influence a child’s behaviors, skill levels, attitudes and interests enables effective planning and support.  U2. providing creative expression opportunities for young children is important for their development.  U3. when working with young children, the emphasis is placed on participation and experimentation in the creative process, rather than a final product.  U4. learning activities developed through lesson plans need to be developmentally appropriate. | **ESSENTIAL QUESTIONS Q**  Q1. How do we know what each child needs?  Q2. What’s wrong with “one size fits all” teaching?  Q3. What are the goals of engaging children in creative expression?  Q4. What makes a good plan? |
|  | ***Acquisition*** | |
| ***Students will know…* K**  K1. The National Association for Education of Young and Children (NAEYC)’s Code of Ethics required for an early education and care program’s use of developmentally appropriate practices (DAP).  K2. the components of a developmentally appropriate lesson plan.  K3. the MA Model System for Educator Evaluation. | ***Students will be skilled at…* S**  S1. using professional language and demeanor.  S2. creating and implementing a DAP lesson plan using a pre-determined format.  S3. participating as a team member and promoting positive outcomes for each child.  S4. creating an open-ended lesson plan based upon creative arts, visual arts, creative movement, music, and dramatic play that is DAP.  S5. modeling professional behavior including the use of appropriate language and demeanor, implementing the NAEYC Code of Ethics (especially confidentiality), and understanding the role of a team member and the importance of collaborative learning. |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| * Professionalism * Communication * Lesson plan * Awareness of the developmental stages of art * Creative expression | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT**  Each high school student will act in the role of a professional early education teacher. The high school student will be expected to dress for success in an appropriate and professional manner in accordance with the MA Model System for Educator Evaluation. Each high school student must complete a self-assessment based upon their posture, clothing, communication and language skills, and then demonstrate this professionalism in the classroom.  Each high school student will also be responsible for creating and implementing a lesson plan for an open-ended creative expression activity (visual arts, creative movement, music and/or dramatic play). In the classroom, the student teacher will be assigned one to two children and will be asked to design and deliver their open-ended creative expression lesson plan using the child care program’s lesson plan template. | |
| * Professional expectations based on MA Model System for Educator Evaluation * Addressing content area prompt and appropriate audience * Research documentation * Developmentally appropriate * Implementation checklist | **OTHER EVIDENCE: OE**   * Self-assessment checklist of professional expectations based on the MA Model System for Education Evaluation * Student reflection journal (ticket to leave) * Program block planning sheet * Program lesson plan * Formal/informal observation of high school student facilitating creative expression activities | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction***  Lesson 1**:** Introducing a code of ethics in early childhood education through group discussion  Lesson 2: Exploring a thematic unit and graphic organizer activity (block planning sheet and/or web)  Lesson 3: Developing a program lesson plan template  Lesson 4: Developing and implementing a creative lesson plan; open-ended visual art  Lesson 5: Developing and implementing a creative lesson plan; open-ended creative movement and music  Lesson 6: Developing and implementing a creative lesson plan; open-ended dramatic play  Curriculum Embedded Performance Assessment | | |
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# Lesson 1: Professionalism and Ethics

## Brief Overview of Lesson: We are going to be thinking about professionalism and ethics and how these standards directly impact the teachers of young children. Students will be asked to consider the variety of different roles that early education teachers must play on a daily basis, and write about a role that she/he will be good at as a teacher. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required:This is an introductory lesson, so no prior knowledge is necessary.

## Resources for Lesson:

* <http://www.mass.gov/edu/docs/eec/regs-policies/20100122-606-cmr-u.pdf>
* Massachusetts Model System for Educator Evaluation (<http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf> )
* Flash cards listing the words: “Home” “Community” and “School” (lesson opening)
* Flash cards listing the various roles of a successful early education teacher (during the lesson)
* Bulletin board/wall space
* Writing Tools (online or paper and pencil)
* Copies of ticket to leave and rubric

Time:180 minutes

#### **Overview of the Lesson**

The students will be able to identify and apply professional language and demeanor in an EEC classroom.

#### **Standard(s)/Unit Goal(s) to be addressed in this lesson:**

WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of EEC tasks, purposes, and audiences.

WHST.2 Write informative/explanatory texts, lesson plan procedures or technical processes.

RST.3 Follow precisely a complex multistep procedure when carrying out lesson plans and analyze the specific results based on established criteria in EEC.

2.F.02.01 Explain characteristics of an effective educator including consistent use of professional language and demeanor.

2.F.02.02 Explain the philosophy of developmentally appropriate practice.

2.F.02.03 Implement the NAEYC Code of Ethics, especially confidentiality regarding children, families and staff.

2.F.02.05 Participate as a team member within the classroom.

2.F.02.06 Demonstrate sensitivity to the values and customs of various cultures.

2.F.02.07 Reflect on practice to promote positive outcomes for each child.

2.F.02.08 Engage in continuous, collaborative learning to inform practice.

#### **Essential Question(s) addressed in this lesson:**

Q1 How do we know what each child needs?

Q2 What is wrong with one size fits all teaching?

#### **Objectives:**

By the end of this lesson, the students will be able to identify and apply professional language and demeanor in an EEC classroom.

#### **Language Objectives:** Based on the individual needs of English Language Learners.

Targeted Academic Language:

* Professional
  + Ethical
  + Family
  + Community
  + Home
  + Engagement
  + Facilitator
  + Chef
  + Counselor
  + Colleague
  + Friend
  + Interior designer
  + Nurse
  + Safety expert

What students should know and be able to do before starting this lesson:

Introductory lesson, no prior knowledge needed.

#### **Anticipated Student Pre-conceptions/Misconceptions**

* + All family dynamics are the same. (P)
  + Family dynamics are not important when working with children. (M)
  + Culture of home and community influence nothing. (M)
  + Sarcasm is understood by young children. (M)

#### **Instructional Tips/Strategies/Suggestions for Teacher**

Use a cooperative learning model for working within the groups.

Lesson Details

During this unit students will be thinking about professionalism and ethics and how these standards directly impact the teachers of young children. Students will take a close look at how their own personal life experiences shape the decisions they make on a daily basis. During the lessons students will prepare to act in the role of an early education teacher who is responsible for writing engaging and developmentally appropriate lessons. In this unit, the focus is on creative expression within art, music, and dramatic play.

Lesson Opening: 30 min – Word Splash

“Good Morning! Welcome to Early Childhood Education. We are so happy to have high school student teachers here today! You have selected a field of study that requires education, commitment and dedication, but the rewards are tremendous! Specifically, we are going to be thinking about professionalism and ethics and how these standards directly impact the teachers of young children. As you may or may not realize, you are all unique individuals that come from very diverse backgrounds. This is what helps to make each and every one an individual. This is great because, you can imagine how boring life would be if we were all the same! So, how do we know what each child needs?

As a high school student teacher, you are about to enter the field of Early Education and Care. As you enter this field, you will need to recognize both your role and the importance your role plays in the life of the young child. So, what’s wrong with “one size fits all” teaching? In addition, you must be able to demonstrate professional and ethical behavior with both the children and families you are working with on a daily basis, as well as your colleagues. We will be exploring connotation around the words “home” “community”, and “school”, and we will describe how these words significantly impact the lives of young children.”

* + Prepare a wall space/bulletin board area with a picture of children in the center and the words; community, home and school around the picture.
  + Describe how the attributes: community, home, and school may influence the lives of young children. To do this, post these “attributes” on the wall or a white board.
  + Divide evenly, the pre-printed flash cards with the words clearly printed on them (community, home, and school). Have the students share their ideas and then place their illustrations with labels up on the wall surrounding the appropriate word.
  + Precut and distribute the flash cards (pages 14 & 15) to the students. Have the student label and illustrate (on the back of each card) how they think each word applies to the life of a child. Specifically, how does a child’s home life contribute to a child’s overall growth and development; how does a child’s community influence his/her overall growth and development; and how does a child’s school influence his/her overall growth and development. (Possible responses: *home* - people who you live with, love you, and support you no matter what; *community -* a group of people who surround you and have common interests; and *school* - a group of people who are encouraged to learn in a safe and nurturing environment.)
  + Have the students share their ideas and then place their illustrations with labels up on the wall surrounding the appropriate word.

During the Lesson (120 minute) Jig Saw

* Ask students to examine one of the flashcards that are depicted below. They include the many roles a successful teacher must be able to demonstrate. Using the Massachusetts guidelines provided in the reference materials (if teaching outside MA refer to appropriate state guidelines), the students will determine the rationale for each role within the preschool classroom setting.
* Say: Today, you have been given a flashcard with a role of a successful teacher. In groups of two, brainstorm a minimum of five examples of how a teacher acts in that role within the classroom. You may use the materials provided to reference the Massachusetts state requirements for childcare programs. Then, each group will have to present the list of their findings to their classmates. As an example, the group of students with the chef card might say a teacher acts as a chef because he/she must often plan and prepare nutritious snacks or lunches, must have knowledge about food portions and sizes, must know how to clean and prepare snack and lunch areas, must be aware of food allergies and how to react if an allergic reaction occurs, and must know how to serve foods. Once given your flashcard, you will have 15 minutes to discuss and record reasons for each role. Upon completion, each group will post its flashcard on the front board and share verbally with the whole class. All findings will be discussed.
* Successful teachers need to be able to multi-task and take on many roles, such as:
* Chef
* Colleague
* Counselor
* Custodian Friend
* Interior designer Nurse
* Safety expert

|  |  |
| --- | --- |
| CHEF  chef | COUNSELOR  counselor |
| COLLEAGUE  colleague | FRIEND  friends |

|  |  |
| --- | --- |
| INTERIOR DESIGNER  interior designer | NURSE  nurse |
| SAFETY EXPERT  safety signs |  |

Lesson Closing: 30 min – Ticket to Leave

“Today you learned that as a classroom teacher, you are asked to take on many roles in the classroom and that there are many factors that influence how you will act in the classroom. We explored the role of professionalism in the classroom as well as the importance of ethics. A student-led discussion explored the many hats a typical classroom teacher must wear in the course of the day. In order to be a successful classroom teacher, we also had to look at what the child brings to school and what are some of the factors that influence his/her development (school, family, community).

Please choose one teacher role that you can see yourself completing successfully within the preschool classroom. On the handout below, explain why you think this will be a successful role for you. List at least five professional and ethical characteristics that are important to be successful in this role.”

\*Teachers may use the rubric below to assess knowledge acquired by students, and re-teach as necessary.

**Rubric for Ticket to Leave**

**Student Directions:** Your teacher will be using this rubric to score your written description of a teacher role in an early education classroom. You should also use this rubric to ensure that your writing and content is organized, grammatically correct, and developed with appropriate content supporting information.

| Name: |  | Date: |  |
| --- | --- | --- | --- |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Expectations** | **3**  **Exemplary** | **2**  **Proficient** | **1**  **Needs**  **Improvement** | **0**  **Unsatisfactory** |
| **Organization** | The summary begins with a clear topic sentence. All other major points are stated and arranged in logical order. A concluding sentence effectively brings the summary to a close. | The summary begins with a topic sentence. All other major points are stated and arranged in logical order. A concluding sentence brings the summary to a close. | The summary begins with an unclear topic sentence. Some points are stated and arranged in logical order. The summary may lack a conclusion. | No Summary; lacks unity and coherence. |
| **Elements of Summaries** | The overall purpose of the summary is clear; the summary expresses only the main idea and major points of the original selection; the writing is tailored to the audience; word choice is consistently efficient and concise. | The overall purpose of the summary is stated; the summary expresses the main idea and major points of the selection; word choice is efficient and concise. | The summary does not accurately express the main idea or most major points of the selection; word choice is vague or repetitive. | The summary is unclear. Word choice is confusing or misleading. |
| **Grammar, Usage, Mechanics, and Spelling** | There are few or no errors in mechanics, usage, grammar, or spelling. | There are some errors in mechanics, usage, grammar, or spelling that do not interfere with communication. | There are some errors in mechanics, usage, grammar, or spelling that interfere with communication. | Serious errors in mechanics, usage, grammar, or spelling severely hinder communication. |

**Lesson 1 Resource 3**

Professionalism and Ethics Ticket to Leave

Today you learned that as a classroom teacher, you are asked to take on many roles in the classroom and that there are many factors that influence how you will act in the classroom. We explored the role of professionalism in the classroom as well as the importance of ethics. A discussion explored the many hats a typical classroom teacher must wear in the course of the day. In order to be a successful classroom teacher, we also had to look at what the child brings to school and what are some of the factors that influence his/her development (school, family, community).

First, choose one teacher role that you can see yourself completing successfully in the preschool classroom. On this handout, explain using clear and effective writing why you think this will be a successful role for you. List at least five professional and ethical characteristics that are important to be successful in this role.

| Student Name: |  |
| --- | --- |

# Lesson 2: Exploring a Thematic Unit

Brief Overview of Lesson (what this lesson is about):Throughout this lesson the students will develop an understanding of the term “theme” and create a developmentally appropriate thematic unit. As you plan, consider the variability of learners in your class and make adaptations as necessary.

Prior Knowledge Required:

Child growth and development standards:

* Identify the theories of human growth and development
* Facilitate the advancement of physical competencies
* Facilitate the advancement of cognitive competencies
* Facilitate the advancement of communication and language competencies
* Facilitate growth and development through creative expression
* Facilitate the advancement of social and emotional development
* Research a topic and present a professional development workshop to peers

Estimated Time:120 minutes

30 minute for opening

60 minute during lesson

30 minute for closing

## Resources for Lesson

* + Block Planning Template with Firefighter Theme (1 per student)
  + Blank Block Planning Template (2 per student)
  + Thematic Resource Books
  + Internet
  + Three different colored yarn balls
  + A bag to be used as “the mystery bag” (cloth, brown paper, plastic etc.)
  + Pre-printed theme cards (examples of themes can be found on chart in lesson opening

#### **Standard(s)/Unit Goal(s) to be addressed in this lesson:**

WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of EEC tasks, purposes, and audiences.

WHST.2 Write informative/explanatory texts, lesson plan procedures or technical processes.

RST.3 Follow precisely a complex multistep procedure when carrying out lesson plans and analyze the specific results based on established criteria in EEC.

2.F.01.03 Implement the NAEYC Code of Ethics, especially confidentiality regarding children, families and staff.

2.F.02.05 Participate as a team member within the classroom.

2.F.02.06 Demonstrate sensitivity to the values and customs of various cultures.

2.F.02.07 Reflect on practice to promote positive outcomes for each

2.F.02.08 Engage in continuous, collaborative learning to inform practice

2.B.05.01 Explain the importance of creative expression.

2.B.05.04 Identify materials that support creative exploration of the arts.

2.B.05.05 Develop activities for open-ended visual art.

2.B.05.06 Develop activities for open-ended creative movement.

2.B.05.07 Develop activities for open-ended music.

2.B.05.08 Develop activities for open-ended dramatic play.

2.B.05.13 Develop a variety of materials to enhance dramatic play in various learning centers

#### **Essential Question(s) addressed in this lesson:**

Q3 What are the goals of engaging children in creative expression?

Q4 What makes a good plan?

#### **Objectives**

The students will be able to:

* develop activities for open-ended visual art.
* develop activities for open-ended creative movement.
* develop activities for open-ended music.
* develop activities for open-ended dramatic play.
* develop a variety of materials to enhance dramatic play in various learning centers.
* demonstrate sensitivity to the values and customs of various cultures.
* reflect on practice to promote positive outcomes for each child.
* engage in continuous collaborative learning to inform practice.

#### **Language Objectives:** Develop these based on the individual needs of English language learners.

#### **Targeted Academic Language**

* + developmentally appropriate practice
  + theme
  + spiral curriculum
  + web
  + block planning
  + graphic organizer

#### **What students should know and be able to do before starting this lesson**

Use knowledge of growth and development covering ages and stages of a child 2.9 – 5 years old to:

* develop activities for open-ended visual art.
* develop activities for open-ended creative movement.
* develop activities for open-ended music.
* develop activities for open-ended dramatic play.
* develop a variety of materials to enhance dramatic play in various learning centers.
* demonstrate sensitivity to the values and customs of various cultures.
* reflect on practice to promote positive outcomes for each child.
* engage in continuous collaborative learning to inform practice.

#### Instructional Tips/Strategies/Suggestions for Teacher

* When doing the 2 + 2 closing activity, remind the students to be professional and respectful of their peers’ ideas.
* The interest level of a preschool child changes frequently. Thematic unit must be engaging to the current audience.
* Be prepared to use “teachable moments” to expand upon theme where necessary, and also, to move on when interest level of children dissipates.
* Graphic organizers should be previewed with students prior to implementing within the lesson.

**Assessment:** Block Planning Rubric

#### **Lesson Details: 30 minutes**

Lesson Opening:

* Say to students: Good Morning. What a beautiful day to build! We will be using a graphic organizer, web, block planning sheet and spiral curriculum to create our theme structure foundation. These are all tools used in early childhood education when planning a thematic unit. The planning that we will be doing today will impact the life of a small child. The theme will be based on brainstorming, valid Internet research, and appropriate books, which will be interesting and age appropriate for a preschool child. We are going to weave a “Yarn Web.” Does anyone know what a yarn web is? A yarn web is used to visually demonstrate how theme ideas are connected and continuously overlap and expand throughout a child’s life. The following directions outline the procedures used when completing this activity:
* Ask the students to sit in a circle and brainstorm thematic ideas appropriate for two, three, and four year old children.
* To start the weave, we will start with one color yarn ball. We are going to start brainstorming themes for a two year old. Themes should be meaningful to the child. For a two year old, the focus should be their immediate world around them. Holding the end of the yarn, the teacher says that a theme appropriate for a two year old child (e.g., the five senses) and toss the ball to a student sitting in the circle. That student will name a theme they think is appropriate for a two year old child and then toss the ball to another student. They will repeat the process until all ideas for a two year old are given. (For examples, see the two year old theme ideas listed below.)
* The teacher will then use a second color yarn ball and repeat the process for a three year old child. Their focus continues to be their family, but they are becoming more aware of their neighbors and their community.
* When all ideas are given, the process will then be repeated with a third color yarn and ideas will be brainstormed for a four year old child. When activity is complete, the students will have a visual of how themes become more developed as a child grows.
* The following thematic ideas should be posted within the classroom planning area. These are ideas to use when completing the activities in the lesson.

Theme ideas for two year olds:

* + The five senses (sight, sound, touch, taste, and smell)
  + Families
  + Colors
  + Shapes
  + Pets
  + Farm animals
  + Food

Theme ideas for three year olds:

* + Supermarket
  + Bakery
  + Library
  + Post office
  + Fire station
  + Police station
  + Animals

Theme ideas for four-five year olds:

* + My world
  + Things I like to do
  + Things that move
  + Transportation
  + All about me
  + My body
  + Safety

#### During the Lesson: 60 minutes

Using a sample block planning template on firefighters (see below), the class will discuss the elements that are contained within a block planning template. Use the following script to introduce the lesson to the students.

Put on your imagination caps and take a walk with me. We are entering into a preschool classroom that is engaging in a firefighter theme. What are some of the areas that you might see? I see a fire station being built in the block center. In the dramatic play center, I see firefighters putting out fires. In the art center, the children are finger-painting using red and orange paint. Their artwork looks like flames. The children appear to be engaged in each center activity. I ask myself, “Why is that?” Could it be that each center is organized with appropriate materials, engaging activities that are connected to the theme being presented, and the centers are being facilitated by teachers who are engaged as well? As a teacher, when planning a thematic unit I see how important it is to include program goals, children’s interests, available resources, and activities developed based upon a specific theme.

It is your turn now to create an engaging classroom setting for a preschool child. The first thing that you will need to do is select a theme card from the mystery bag provided. There is a random assortment of theme cards within this bag. When you choose your theme, you will then need to fill out the given blank block planning template. Remember to put yourself into the child’s shoes and use your imagination to create an exciting environment for them to explore. Use the following rubric when creating your block planning sheet as a guide to ensure that you have included all details necessary.

|  |  |  |
| --- | --- | --- |
| Blocks  * Fire station house * Fire trucks * Firefighter plastic figures | Dramatic Play  * Fire station/fire engine * Firefighter hats and raincoats * Rubber boots * Pre-cut garden/vacuum hoses * Large appliance box * Create paper firefighter hats * Create a fire extinguisher from a two liter bottle | Toys and Games  * Firefighter career puzzle * Fire engine floor puzzle |
| Art  * Charcoal drawing on easel paper * Straw painting (red and orange) * String painting (red and orange) * Fire truck track painting * Red and yellow finger painting | Library (children’s books)  * *Fire! Fire!* Gail Gibbons * Various age appropriate firefighter, fire truck, fire safety books | Discovery (science)  * Baking soda and vinegar experiment (red food coloring to represent smoke) * Color mixing (red and yellow to make orange) |
| Sand and Water (sensory)  * Fill toy fire extinguisher (water toy) and practice squeezing and squirting the extinguishers * Foam flames- Fill the water table with a small amount of water and float yellow, orange, and red foam pieces in the water table. Using a spray bottle, practice squirting out the flames. | Music and Movement  * Age appropriate songs about firefighter, fire safety, fire trucks etc. | Cooking  * Orange, red and yellow gelatin squares. Give each child a couple of squares and then spray whipped topping on them to put out the flames * Fizzy fire drinks * Fruit candle snack |
| Computers  * [www.usfa.fema.gov/kids](http://www.usfa.fema.gov/kids)   (fire safety for kids) | Outdoors  * Parachute play- practice stop, drop and roll * Squirt the colors away- Use squeeze bottles to put the “flames” out of pre-drawn yellow and orange chalk flames | Family/Community Involvement  * Field trip to the local fire department * Guest speaker - firefighter * Fire truck visits |

* Teachers can create slips of paper with themes printed from the list on page 25.
* Each area on the block planning template should include at least two activities and/or materials that should be included within the classroom centers.
* The following rubric can be used as a guide for final assessment. Remember to have enough copies of rubrics and other materials for each student.

Block Planning Template Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Expectations** | **3**  **Exemplary** | **2**  **Proficient** | **1**  **Needs Improvement** | **0**  **Unsatisfactory** |
| **Activity Description** | Two or more activities are clearly connected to the theme provided | One activity is listed that generally connects to the theme | Activities do not connect to the theme | No activities listed |
| **Developmentally Appropriate** | All activities chosen are developmentally appropriate | Some activities chosen are developmentally appropriate | Few activities chosen are developmentally appropriate | Activities chosen are not developmentally appropriate |
| **Program Goals** | The block plan is clearly connected to the program goals | The block plan generally connects to the program goals | The block plan does not connect to the program goals. | No program goals |
| **2 + 2 Activity** | The student provides two clear compliments and two clear additional suggestions | The student provides one compliment and one additional suggestion | The student provides only a compliment or suggestion | The students does not provide either compliments or suggestions |

**Total Score:**

**Teacher Comments:**

**Blank Block Planning Template**

Use this sheet to create an engaging classroom setting for a preschool child. The first thing that you will need to do is select a theme if your teacher has not provided you with one already. Use this theme to fill out each of the center areas below. Remember to put yourself into the child’s shoes and use your imagination to create an exciting environment for them to explore in each center. Also, be sure to use the rubric when creating your block planning sheet as a guide to ensure that you have included all details necessary.

|  |  |  |
| --- | --- | --- |
| Blocks | Dramatic Play | Toys and games |
| Art | Library | Discovery |
| Sand and Water | Music and Movement | Cooking |
| Computers | Outdoors | Family/Community Involvement |

**Lesson Closing: 30 minutes**

*2 +2 Activity*

* Read the following to students:

You have just completed your thematic unit. It is now time to share your ideas with your classmates. Remember, constructive criticism is a valuable tool for teachers. We will each be given the opportunity to share our block planning sheet with a partner. Be specific when describing your thematic unit. Your partner will then provide you with *2 compliments* about your thematic unit and then give you with *2 suggestions* for additional activity ideas. After each partner group has shared its ideas, we will meet as a group and each partner will present the unit that they evaluated and share the two plus two ideas. Collaboration instills excitement andcreativity amongst participants. When completing this activity, be open-minded and receptive to new ideas. We are all in this together as teachers. Feeding off of each other’s creative energy will take you a long way!

# Lesson 3: Lesson Planning

## Brief Overview of Lesson: The high school students will create a lesson plan that is designed to meet the MA Pre-K Guidelines (green book) from the Department of Early Education and Care (DEEC). The high school students will be able to identify the major components of the lesson plan that meet the industry standards. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## Prior Knowledge Required:

* Students will have successfully completed lesson 2 in this unit.
* Child growth and development covering ages and stages of a child 2.9 – 5 years old:
* develop activities for open-ended visual art
* develop activities for open-ended creative movement
* develop activities for open-ended music
* develop activities for open-ended dramatic play
* develop a variety of materials to enhance dramatic play in various learning centers
* demonstrate sensitivity to the values and customs of various cultures
* reflect on practice to promote positive outcomes for each child
* engage in continuous collaborative learning to inform practice

Estimated Time:120 minutes

40 - minute opening

40 - minute during lesson

40 - minute closing

**Resources for Lesson**

* Blank lesson plan template
* Chart paper labeled with the components of a lesson plan (developmental goal, objective, materials needed, motivation/introduction, procedure, closure/transition, evaluation/assessment, and differentiated instruction)
* Taco ingredients
* Massachusetts Guide to Preschool Learning Experiences
* Thematic resources
* Internet access

#### Standard(s)/Unit Goal(s) to be addressed in this lesson:

WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of EEC tasks, purposes, and audiences.

WHST.2 Write informative/explanatory texts, lesson plan procedures or technical processes.

RST.3 Follow precisely a complex multistep procedure when carrying out lesson plans and analyze the specific results based on established criteria in EEC.

2.F.02.04 Prepare a lesson plan that meets industry standards.

2.F.02.05 Participate as a team member within the classroom.

2.F.02.06 Demonstrate sensitivity to the values and customs of various cultures.

2.F.02.07 Reflect on practice to promote positive outcomes for each child.

2.F.02.08 Engage in continuous, collaborative learning to inform practice.

2.B.05.04 Identify materials that support creative exploration of the arts.

2.B.05.05 Develop activities for open-ended visual art.

2.B.05.06 Develop activities for open-ended creative movement.

2.B.05.07 Develop activities for open-ended music.

2.B.05.08 Develop activities for open-ended dramatic play.

2.B.05.09 Implement activities for open-ended visual art.

2.B.05.10 Implement activities for open-ended creative movement.

2.B.05.11 Implement activities for open-ended music.

2.B.05.12 Implement activities for open-ended dramatic play.

2.B.05.13 Develop a variety of materials to enhance dramatic play in various learning centers.

#### Essential Question(s) addressed in this lesson:

Q4: What makes a good plan?

**Objectives:** By the end of this lesson, the students will be able to:

* design and create a developmentally appropriate lesson plan.
* recognize and label the key components of a lesson plan (developmental goal, learning objective, materials needed, motivation/introduction, procedures, closure/transition, evaluation/assessment, differentiating instruction).

**Targeted Academic Language**

* Lesson plan
* Theme
* Developmentally appropriate practice
* Goal
* Objective
* Materials
* Introduction
* Procedure
* Review/closing
* Differentiation
* Evaluation/assessment

#### What students should know and be able to do before starting this lesson:

* Child growth and development covering ages and stages of a child 2.9 – 5 years old
* Knowledge of how children learn and an understanding that children learn through play
* Knowledge of activities that are age appropriate for young children
* How to develop activities for open-ended visual art
* How to develop activities for open-ended creative movement
* How to develop activities for open-ended music
* How to develop activities for open-ended dramatic play
* How to develop a variety of materials to enhance dramatic play in various learning centers
* Demonstrate sensitivity to the values and customs of various cultures
* How to reflect on practice to promote positive outcomes for each child
* How to engage in continuous collaborative learning to inform practice

**Language Objectives:** Base these on individual needs of English language learners.

#### Anticipated Student Pre-conceptions/Misconceptions:

* High school students may have difficulty distinguishing between block plans and lesson plans.

Students may not understand that:

* Young children must be given ample time to play and explore in rich environments.
* Young children learn through play and exploration.

**Instructional Tips/Strategies/Suggestions for Teacher**

* Have the components of the lesson plan written at the top of chart paper (one for each group)
* Brainstorm definitions for each component of the of the lesson plan

****Assessment: Rubric for Scoring Lesson Plan****

The students will be creating a group lesson plan. The rubric below will be utilized to self-assess the “Passport to Leave.”

| **Performance Expectations** | **3**  **Exemplary** | **2**  **Proficient** | **1**  **Needs Improvement** | **0**  **Unsatisfactory** |
| --- | --- | --- | --- | --- |
| **Goal** | The goal is clearly stated and learners will have a clear understanding of expectations. | The goal is stated and learners will have an understanding of expectations. | The goal is stated but is not easy to understand. | The goal is not stated so learners will not understand expectations. |
| **Objective/Strands from Preschool Guidelines or Standards** | The objective is clearly stated and learners will have a clear understanding of expectations. | The objective is stated and learners will have an understanding of expectations. | The objective is stated but is not easy to understand. | The objective is not stated so learners will not understand expectations |
| **Materials** | All necessary materials are clearly stated. | Most of the necessary materials are stated. | Some of the necessary materials are stated. | Few of the necessary materials are stated. |
| **Introduction** | Delivers opening remarks that capture the attention of all of the children. | Delivers opening remarks that capture the attention of all but a couple of the children. | Delivers opening remarks that capture the attention of a few of the children. | Delivers opening remarks that do not capture the attention of the children. |
| **Procedure** | Description is extremely clear and would be easy for another teacher to follow. | Description is clear and can be followed by another teacher. | Description is somewhat clear and teacher has difficulty following. | Description is not clear and cannot be followed by the teacher. |
| **Review/Closing** | The closing remarks capture the attention of the children and provide a clear review. | The closing remarks capture the attention of the children and provide a review. | The closing remarks capture the attention of a few children and do not provide a review. | The closing remarks do not capture the attention of the children or review the lesson. |
| **Evaluation/Assessment** | Formative and summative assessments are defined, showing clear relationship to the objective addressed in the lesson. | Formative and summative assessments have clear relationship to the lesson objective. | Assessment provided for the lesson but inaccurately measures the objective. | No assessment provided for the lesson or assessment does not measure the objective. |
| **Differentiated Instruction** | The instructions are clearly stated and meet the needs of all children based upon special needs and/or learning styles. | The instructions are stated and meet the needs of all children based upon special needs and/or learning styles. | If clarified with a change in language, the instructions meet the needs of all children based upon special needs and/or learning styles. | The instructions are not clearly stated and do not meet the needs of all children based upon special needs and/or learning styles. |

#### Lesson Details

**Lesson Opening: 40 minutes**

Good Morning! Today we are going to continue our study of the professional responsibilities of a teacher. Most recently, we have been looking at activities that are developmentally appropriate for the young child and specifically how these activities can relate to the young child. Teachers must understand that to be effective, they must know that when working with young children, organization is the key to preparing a plan. To do this, a teacher needs to know the components of a lesson plan, what purpose a lesson plan serves, and that a lesson plan serves as a design for the plan.

Just as a recipe card includes the list of ingredients, materials needed, the procedure for preparing the food, the amount of time needed for preparing the food, the actual preparation and/or a cooking/baking time, and then the serving suggestions, so does a lesson plan. You see, a lesson plan is based on a topic, includes what is going to be presented/prepared, the reason the activity is going to be carried out, the materials or supplies required to carry out the activity, and the amount of time required to carry out the activity.

We are going to play a game of “pretend!” What I would like you to do is imagine that you are at home in your kitchen, and you are craving some delicious tacos. You notice you have a variety of ingredients in your refrigerator and decide that you want to make tacos. So let’s pretend we are going to make them; in other words, tell me how you are going to make these tacos.”

* In a group of 3 or 4, your task is to list the steps of how to make a taco (procedure).
* Each group will have a chart paper in which a recorder will list the steps.
* Each group will have a time keeper that will keep the group on track. (10 minutes)
* Each group should proceed in a plus one manner (each person should contribute a step and continue around the table in that manner until all the steps of the directions are listed).
* Upon completion of listing the steps, each group should determine who will present its procedure and review their steps to make sure all are listed.

Each group will present its procedure for making a taco during the following lesson.

#### During the Lesson: 40 minutes

#### *Note:* the words in bold are the lesson’s main components and should be emphasized for students.

Now each of us will be given the opportunity to make a taco, but first you need to get excited about making the taco and explain how you will motivate each preschool child to want to make one themselves. This step is called the **introduction/motivation**. On the given chart paper, script what you will say to the preschool child to excite them for this activity. Utilize the same format as in the opening activity with the groups. Time keeper should give their group 10 minutes to complete the script. Then on a second piece of chart paper you need to specifically list what materials you will need to make the tacos. This step is called the **materials needed**. The time keeper should allow their group 5 minutes to complete the list. On a third piece of chart paper, tell me what you want the preschool child to complete during this activity. Specifically, begin these statements with: “The preschool child will…” This step is called the **objective**. The time keeper should allow their group 10 minutes to complete these statements. On a fourth piece of chart paper reference the Massachusetts Guide to Preschool Learning Experiences (if teaching in another state reference the appropriate state frameworks) and list the reason you would like to teach this lesson. This is the **developmental goal.**

Now, the time keeper should allow 10 minutes to complete.

We have listed the directions to make tacos. Lesson plans are like preparing a food; just as there are certain steps to follow when it comes to assembling the taco, there are certain steps to follow when preparing a lesson plan. But let’s think about this. What happens if you leave out or forget a particular ingredient or step? The results are not always what you expected. The same is true of a lesson plan. There are certain steps that need to be followed and they need to be followed in a particular order.

Now, let’s go back to our taco procedure and assemble a taco following the steps listed according to your group. Eat and enjoy!

**Lesson Closing: 40 minutes**

#### *Passport to Leave*

* I hope you have enjoyed eating a taco. Now comes the time to clean up your areas. How will you review the lesson and instruct the preschool children to end the activity and enlist their help in cleaning? This step is called the **closing/transition**. On a fifth piece of chart paper, script questions you will ask the preschool children about the activity that they just completed. The time keeper should allow their group ten minutes to complete this task. Lastly, your passport to leave will be writing an **evaluation/assessment**. This final section of a lesson plan enables a teacher to measure whether or not the preschool child has met the lesson plan objectives. When you are writing this passport to leave, take into consideration the learning styles of all preschool children engaging in this activity. Did you meet their needs? This will determine whether or not you have **differentiated instruction**. On a final piece of chart paper, list the evidence that determines if the preschool child met your objective. For example, did the preschool child eat their taco? Did the preschool child verbally express their feelings about the activity? Did the child assemble their taco with a serving utensil or pick things up with their hands?” The time keeper should allow their group ten minutes to complete this task.
* As a group, take your individual sections of chart paper and tape them onto a section of wall in the classroom in the correct order of a lesson plan template. Utilizing the rubric given, each group needs to self-assess their lesson plan. A presenter of each group will then read each lesson plan to the whole high school group and discuss each group’s individual process. The time keeper should allow their group twenty minutes to complete.
* Upon completion of the presentations, collect rubrics for assessment.

**Resource 1: Program Lesson Plan Template**

These are the headings for the chart paper groups may use to develop a lesson, but this may also be an individual activity for students who need an advanced stretch activity.

| Name: |  | Date: |  |
| --- | --- | --- | --- |

Developmental Goals:

Learning Objective:

Materials Needed:

Motivation/Introduction:

Procedures:

Closure/Transition:

Evaluation/Assessment:

Differentiated Instruction:

# Lesson 4: Open-Ended Visual Art

## Brief Overview of Lesson: Students will develop and implement a creative expression lesson plan. This lesson allows high school students to help preschoolers to develop their creative expression through visual arts. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## Prior Knowledge Required:

* Before this lesson, high school students will have successfully completed lessons 1-3.
* Child growth and development covering ages and stages of a child 2.9 – 5 years old
* Know how to develop activities for open-ended visual art, open-ended creative movement, open-ended music, open-ended dramatic play
* Know how to develop a variety of materials to enhance dramatic play in various learning centers
* Demonstrate sensitivity to the values and customs of various cultures
* Reflect on practice to promote positive outcomes for each child
* Engage in continuous collaborative learning to inform practice

**Estimated Time: 180 minutes**

30 minutes – lesson opening

120 minutes – during the lesson

30 minutes – closing

## Resources for Lesson

Resource 1 – Creative Expression Lesson Plan

* Creative expression lesson plan
* Materials needed for group selection (will vary by chosen method)
* Four sets of stages of art skill development (handouts 1-3)
* Four sets of preschool artwork samples
* Art materials: Crayons, markers. 12 x 18 Manila paper

#### Standard(s)/Unit Goal(s) to be addressed in this lesson:

WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of EEC tasks, purposes, and audiences.

WHST.2 Write informative/explanatory texts, lesson plan procedures or technical processes.

RST.3 Follow precisely a complex multistep procedure when carrying out lesson plans and analyze the specific results based on established criteria in EEC.

2.F.02.04 Prepare a lesson plan that meets industry standards.

2.F.02.05 Participate as a team member within the classroom.

2.B.05.01 Explain the importance of creative expression.

2.B.05.02 Identify the developmental stages of drawing.

2.B.05.03 Explain the importance of process versus product in creative expression.

2.B.05.04 Identify materials that support creative exploration of the arts.

2.B.05.05 Develop activities for open-ended visual art.

2.B.05.09 Implement activities for open-ended visual art. Essential Question(s) addressed in this lesson:

**Essential Questions**

Q3. What are the goals of engaging children in creative expression?

#### Objectives

By the end of this lesson, the students will be able to:

* explain the importance of creative expression.
* identify the developmental stages of drawing.
* explain the importance of process versus product in creative expression.
* identify materials that support creative exploration of the arts.
* implement activities for open-ended visual art.
* identify and apply appropriate language when describing the stages of art skill development and when commenting on the preschoolers’ artwork.

#### Language Objectives: Base on the individual needs of English language learners.

#### Targeted Academic Language

Dots, horizontal lines, vertical lines, diagonal lines, curved lines, multiple lines, loops, circles, crosses, stars, closed shapes, faces, human figures with limbs, human figures with a torso

**What students should know and be able to do before starting this lesson:**

* Before this lesson, students will have successfully completed lessons 1-3.
* Child growth and development covering ages and stages of a child 2.9 – 5 years old
* Develop activities for open-ended visual art, creative movement, music, dramatic play
* Develop a variety of materials to enhance dramatic play in various learning centers
* Demonstrate sensitivity to the values and customs of various cultures
* Reflect on practice to promote positive outcomes for each child
* Engage in continuous collaborative learning to inform practice

#### Anticipated Student Pre-conceptions/Misconceptions

* A teacher’s perception of what a child draws is the same as the child’s (M)
* A teacher is always aware of a child’s emotional connection to their artwork (M)

#### Instructional Tips/Strategies/Suggestions for Teacher

* If in a lab preschool setting, the high school students will implement lesson with the preschool children.
* If implementing lesson in a related classroom setting, a random assignment of developmental stages of art can be assigned to peers in order to complete lesson.
* Developmental Goals: Create artwork from memory or imagination

**Learning Objective**: Students will draw a picture illustrating their favorite thing that they see in the springtime.

**Materials needed:** Crayons, markers, 12x18 Manila paper

**Motivation/Introduction:**

* Read aloud a springtime story and have the preschool children recall the visuals throughout the story. Procedure:

1. Have preschool children sit at tabletop.

2. Have preschool children close their eyes and picture springtime in their minds.

3. Pass out 1 sheet of 12x18 Manila paper to each child.

4. Provide assorted markers and crayons to each child.

5. Ask the preschool children to draw what springtime looks like to them.

* Closure: Upon completion, the preschool children will share their pictures and give an explanation of the details of their pictures.
* Transition: Collect the preschool artwork and allow the preschool children to choose a free-choice center.
* Evaluation/Assessment:This portion of the lesson plan will be completed during the high school closing lesson.

**Lesson Details**

**Lesson Opening (30 min.)**

* Welcome to the early stages of art development, designs that will have their own meaning. Throughout this lesson, you will reach out to children and nurture the development of creative expression. Through this experience, you will learn the developmental stages of drawing. Facilitating the process of creative exploration gives each preschool child an open-ended art experience within the classroom.
* Break class into groups of 4 students. Some suggestions for creating groups are listed below:
  + Put four or five different kinds of candy in a bag. As students/participants arrive, ask them to choose a piece of candy and get into groups based upon the type of candy they have. For example, you may have a lollipop group or other assorted wrapped candies. (This works well for large groups.)
  + Bring a deck of playing cards to the class. Playing cards provide many opportunities for group work depending on your audience. Groups can be arrange by the same number (Aces, Kings, Queens, 10’s, 4’s, etc.), by the same suit (hearts, clubs, spades, diamonds), or by odd numbers and even numbers. For large groups, you may have to use more than one deck, but for smaller groups, you may want to plan in advance the exact number of cards needed for each student. Be very aware of absent students if you have preplanned. For example, if you have planned for 12 students (4 hearts, 4 spades, 4 clubs), but there are two absent students, you will need to remove one heart and one spade so that you have two groups of three and one group of four as opposed to simply removing two clubs which would leave you with two groups of four and one group of two.
  + Ask students/participants to form a line at the front of the room. Then, count off in groups 1, 2, 3, 4, 5, etc. for as many groups as you need. All the ones form a group, all the twos for a group, and continue until all groups are formed. You will also need to adjust roles accordingly if there are absent students. It is important to preplan, but there will always be minor adjustments during implementation.
* The roles within the groups will be: reader, recorder, presenter, and time keeper. The reader will read aloud the handouts given to their group which describe the three stages of art development. The group will determine which stage each of the children’s artwork falls into. The recorder will then label each of the children’s artworks appropriately. The time keeper will allow the group 15 minutes to complete this task. The presenter will then share the group’s assessment of the preschool children’s artwork.
* Give each group handouts (see resources above) describing the three stages of art development.
* Students will analyze and interpret three pictures that preschoolers drew and determine which stage of development they fall into based upon their colors and lines. Pictures are below.



******

**During the Lesson: 120 minutes**

* The students will implement a visual art activity with a group of 2-4 preschool children that was previously designed by the preschool classroom teacher. (See resource 1.)
* Students will provide manila paper and crayons to the preschool children.
* Students will facilitate a lesson in drawing a springtime picture.
  + First, they will brainstorm with the preschool children things that they see in the springtime.
  + Second, they will ask the children to draw their favorite thing that they see in the springtime.
  + Third, they have the children share their artwork with each other. The children will explain the details that they added to their pictures.
* While the preschool children are creating their artwork, the high school students should be observing the preschoolers and taking notes.
* The students will collect the preschoolers’ drawings.

#### Lesson Closing: Ticket to Leave (30 minutes)

* Each student will analyze one of the preschool children’s drawings. The student will determine what stage of development the drawing represents and then write a paragraph of five or more sentences, giving the reasons for their conclusions.

#### Lesson Plan Assessment:Please use this rubric as you are planning your lesson and before you submit your ticket to leave. Your teacher will also use this rubric to assess your work.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Expectations** | **3: Exemplary** | **2: Proficient** | **1: Needs Improvement** | **0: Unsatisfactory** |
| **Organization** | The summary begins with a clear topic sentence. All following points are arranged in logical order. A concluding sentence brings the summary to a close effectively. | The summary begins with a topic sentence. All following points are stated and arranged in logical order. A concluding sentence brings the summary to a close. | The summary begins with an unclear topic sentence. Some points are stated and arranged in logical order. The summary may lack a conclusion. | No summary; lacks unity and coherence. |
| **Elements of Summaries** | The purpose is clear; it expresses only the main idea and major points of the original selection; the writing is tailored to the audience; word choice is effective and concise. | The purpose is stated; the summary expresses the main idea and major points; most of the word choices are efficient and concise. | The summary does not accurately express the main idea or most major points; some word choices are vague or repetitive. | The summary is unclear; many word choices are confusing or misleading. |
| **Grammar, Usage, Mechanics, and Spelling** | Few or no errors in mechanics, usage, grammar, or spelling. | Some errors in mechanics, usage, grammar, or spelling. | Serious errors in mechanics, usage, grammar, or spelling. | Serious errors in mechanics, usage, grammar, or spelling, make the summary difficult to understand. |

**Resource 2 – Stages of Art Skill Development**

Handout 1: Scribble Stage

* Usually occurs between 18 months and three years of age
* Motor control and hand-eye coordination are not well developed yet
* Can make dots, lines, multiple lines, and zigzags
* Often they hold the drawing tool with their fist
* They may also appear to be drawing with every moving part of their body
* Do not connect the marks on the paper with their movements
* Scribbles are by-products of the experience
* Enjoyment comes from the physical sensation of moving a marking tool across the page



Handout 2: Basic Forms Stage

* Often occurs between ages three and four
* Learn and recognize basic forms such as circles, rectangles, and squares
* More control over their movements
* Better hand-eye coordination
* Can control the size and shape of a line
* Beginning to enjoy their ability to create forms by combining scribbles
* Begin to see the connection between their movements and the marks they make
* Begin to name their drawings
* Feel pride in their work



Handout 3: Pictorial Drawing Stage

* Occurs during the fourth and fifth years
* Draw marks that are representational of pictures
* Attempt to mimic their view of the world
* Begin to combine shapes to represent objects or people
* Often large
* Objects randomly placed
* Color is unrealistic



# Lesson 5: Creative Music and Movement

**Brief Overview of Lesson:** Students will create a music lesson plan based on rhythm band instruments. The plans should include goals and objectives for the activity and a description of how you would introduce and explain the activity. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Estimated Time:** 180 minutes

30 minutes – lesson opening

120 minutes – during the lesson

30 minutes – closing

## Resources for Lesson

* Rhythm instruments (i.e. rhythm sticks, drums, tambourines, maracas, triangles, and bells)
* Thematic resource materials
* *Massachusetts Guidelines for Preschool Learning Experiences* (appropriate state guidelines)
* Lesson plan template
* Rhythm instrument web graphic organizer (handout 1)
* Guide to creating musical instruments out of recycled materials (handout 2)
* Age appropriate rhythm music

## Imagination Moment: The Music Shop | Daniel Tiger's Neighborhood: <http://mass.pbslearningmedia.org/resource/e1cd08f6-9d4f-4938-877c-9384feb4ea18/e1cd08f6-9d4f-4938-877c-9384feb4ea18/>

#### Standard(s)/Unit Goal(s) to be addressed in this lesson:

WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of EEC tasks, purposes, and audiences.

WHST.2 Write informative/explanatory texts, lesson plan procedures or technical processes.

RST.3 Follow precisely a complex multistep procedure when carrying out lesson plans and analyze the specific results based on established criteria in EEC.

2.F.02.03 Implement the NAEYC Code of Ethics, especially confidentiality regarding children, families and staff.

2.F.02.04 Prepare a lesson plan that meets industry standards.

2.F.02.05 Participate as a team member within the classroom.

2.F.02.06 Demonstrate sensitivity to the values and customs of various cultures.

2.F.02.07 Reflect on practice to promote positive outcomes for each child.

2.F.02.08 Engage in continuous, collaborative learning to inform practice.

2.B.05.05 Develop activities for open-ended visual art.

2.B.05.06 Develop activities for open-ended creative movement.

2.B.05.07 Develop activities for open-ended music.

2.B.05.10 Implement activities for open-ended creative movement.

2.B.05.11 Implement activities for open-ended music.

#### Essential Question(s) addressed in this lesson:

Q3. What are the goals of engaging children in creative expression?

#### Objectives

By the end of this lesson the students will be able to:

* Facilitate growth and development through creative expression.
* Develop activities for open-ended creative movement and music.
* Implement activities for open-ended creative movement and open ended music.
* Explain the benefits of music experiences.
* Name a variety of rhythm instruments
* Demonstrate the use and purpose of rhythm instruments in the program.
* Apply appropriate language when explaining the benefits of music experiences in a preschool classroom.

#### Language Objectives: Base on individual needs of English language learners.

#### Targeted Academic Language

* Rhythm
* Beat
* Classification of sounds
* Discriminate sounds (quiet, loud, hard, and soft)

#### What students should know and be able to do before starting this lesson

* Students will have successfully completed lessons 1-4.
* Child growth and development covering ages and stages of a child 2.9 – 5 years old
* How to develop activities for open-ended visual art, creative movement, music, and dramatic play
* How to develop a variety of materials to enhance dramatic play in various learning centers
* Demonstrate sensitivity to the values and customs of various cultures
* Reflect on practice to promote positive outcomes for each child
* Engage in continuous collaborative learning to inform practice

#### Anticipated Student Pre-conceptions/Misconceptions

* The more excited preschoolers are, the more well-behaved and attentive they are (M).
* Interest level of preschool children will be consistent if the topic is engaging (M).
* Timelines will NOT vary when implementing a lesson that was planned with specific time schedules, and great lessons do not have to worry about (M): The variance of children’s attention spans; behavior escalating due to children’s excitement; frequent interruptions.

#### Instructional Tips/Strategies/Suggestions for Teacher

* If rhythm instruments are not available, see handout 2 (a guide to creating rhythm instruments out of recycled materials).
* Behavior management strategies when introducing rhythm instruments:
* Quietly hand out the instruments. This prevents children from getting too excited and becoming disruptive.
* Introduce only one at a time. The number of instruments should be limited to two, three, or four.
* Explain to the children the instruments should be handled with respect and care.
* Use a signal such as hand signals, peace and quiet, high five, peace etc. to indicate it is time to stop.

****Lesson Plan Implementation Rubric**:** Using the following rubric as a guide, the students will create a lesson plan for music and movement. The rubric will be used to score their lesson plans.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Expectations** | **3: Exemplary** | **2: Proficient** | **1: Needs Improvement** | **0: Unsatisfactory** |
| **Goal** | The goal is clearly stated including clear expectations. | The goal is stated and expectations are clear. | The goal is stated, but the expectations are not clear. | The goal is not stated and/or there are no clear expectations. |
| **Objective/Strands from MA-DEEC Preschool Standards** | The objective is clearly stated and learners will have a clear understanding of expectations. | The objective is stated and learners will have an understanding of expectations. | The objective is stated but is not easy to understand. | The objective is not stated so learners will not understand expectations |
| **Materials** | All necessary materials are clearly stated. | Most of the necessary materials are stated. | Some of the necessary materials are stated. | Few of the necessary materials are stated. |
| **Introduction** | Opening remarks are designed to capture the attention of all children. | Opening remarks are designed to capture the attention of most children. | Opening remarks are designed to capture the attention of few students. | Opening remarks are not thoughtfully designed to capture the attention of children. |
| **Procedure** | Description is extremely clear and would be easy for another teacher to follow. | Description is clear and can be followed by another teacher. | Description is somewhat clear and teacher has difficulty following. | Description is not clear and cannot be followed by the teacher. |
| **Review/Closing** | The closing remarks are designed to capture the attention of the children and provide a clear review. | The closing remarks are designed to capture the attention of some children and provide a review. | The closing remarks are designed to capture the attention of a few children and do not provide a review. | The closing remarks are not designed to capture the attention of the children or review the lesson. |
| **Evaluation/ Assessment** | Formative and summative assessments are defined in detail, showing clear relationship to the objective addressed in the lesson. | Formative and summative assessments are not defined in detail but have clear relationship to the lesson objective. | Assessments are provided for the lesson but they do not have a clear relationship to the objective. | No assessment provided for the lesson or assessment does not have any connection to the objective. |
| **Differentiated Instruction** | The instructions are clearly stated and meet the needs of all children based upon special needs and/or learning styles. | The instructions are stated and meet the needs of all children based upon special needs and/or learning styles. | If language was reworked, the instructions are stated and would meet the needs of all children based upon special needs and/or learning styles. | The instructions are not clearly stated and do not meet the needs of all children based upon special needs and/or learning styles. |

#### Lesson Details

**Lesson Opening: 30 min.**

* We are going on an adventure with Daniel Tiger to the music store. We are going to experience the world of instruments. While watching the video, make a mental note of all the instruments he sees. After watching the video, we will brainstorm using a web (handout 1) of the various instruments in the store.
* Today, you will be wearing your maestro uniform. You are going to create a music lesson with a brand new band. The plan will be based on rhythm band instruments, so get ready to dance or at least tap your feet. The band members will start in quiet mode, instruments in hand (only one) understanding respect and care. Once the band members are ready, a stop signal should be established to return to quiet mode. Please refer to instructional tips and strategies for methods for handing out instruments and creating stop signals. Give each student some time (a few minutes) to enjoy.
* Give students two rhythm sticks and follow along with a preschool song of choice. They will explore with a variety of rhythm instruments and create their own rhythm.
* They will then choose two to four instruments to use in their own preschool lessons. If instruments are not available, see handout 2 on methods to create instruments from recycled materials.

#### During the Lesson: 120 min.

* Today you will become a music teacher. Your objective is to create a lesson plan that will allow preschool children to explore with rhythm instruments. You will be given the *Massachusetts Guidelines to Preschool Learning Experiences* to select your objective for the preschool children. The rhythm instruments you had previously selected must be included in your lesson. After completing your lesson plan, present your lesson to your peers for review. Your peers will then complete a 2 + 2 for feedback.
* The students will create a music lesson plan, using the template provided, based on the rhythm band instruments they had previously selected. The plans should include goals and objectives for the activity and a description of how you would introduce and explain the 2 + 2 model: Start by reading the following to students:
* You have just completed your music lesson plan. It is now time to share your ideas with your classmates. Remember, constructive criticism is a valuable tool for teachers. We will each be given the opportunity to share our lesson plan with a partner. Be specific when describing your lesson plan.
* Your partner will then provide you with two compliments about your lesson plan and then they will provide you with two suggestions for additional activity ideas.
* After each partner group has shared their ideas, we will meet as a group. Each partner will present the lesson plan that they evaluated and share the 2 + 2 ideas.
* Collaboration instills excitement and creativity. When completing this activity be open-minded and receptive to new ideas. We are all in this together as teachers and feeding off of each other’s creative energy will take you a long way!
* Students then present their lessons to the class for evaluation and suggestions.

**Lesson Closing (30 minutes): Ticket to Leave**

Each high school student will choose his/her favorite instrument and in a clear and concise paragraph, explain why s/he chose that instrument and how s/he would use the instrument in a future lesson.

#### **Lesson Plan Assessment**

#### Students: Use this rubric as you are planning your lesson and before you submit your ticket to leave. Your teacher will also use this rubric to assess your work.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3: Exemplary** | **2: Proficient** | **1: Needs Improvement** | **0: Unsatisfactory** |
| **Organization** | The summary begins with a clear topic sentence. All major points are stated and arranged in logical order. A concluding sentence brings the summary to an effective close. | The summary begins with a topic sentence. All major points are stated and arranged in logical order. A concluding sentence brings the summary to a close. | The summary begins with an unclear topic sentence. Some points are stated and arranged in logical order. The summary may lack a conclusion. | No summary; lacks unity and coherence. |
| **Elements of Summaries** | The purpose of the summary is clear; it expresses only the main idea and major points of the original selection; the writing is tailored to the audience; word choice is efficient and concise. | The purpose of the summary is stated; it expresses the main idea and major points of the selection; most word choices are efficient and concise. | The summary does not express the main idea accurately, or most major points of the selection; some word choices may be vague or repetitive. | The summary is unclear. Word choices are confusing or misleading. |
| **Grammar, Usage, Mechanics, and Spelling** | There are few or no errors in mechanics, usage, grammar, or spelling. | There are some errors in mechanics, usage, grammar, or spelling. | There are serious errors in mechanics, usage, grammar, or spelling. | Serious errors in mechanics, usage, grammar, or spelling make the summary difficult to understand. |

**Handout 1 – Rhythm Instrument Web**

Use this web to brainstorm which rhythm instruments your preschoolers may use for your music center.

#### music and dancing**Ready-Set-Go-Instructions for Making Rhythm Instruments**

**1. Making a drum**

Drums can be made out of any large recyclable containers. Large coffee cans or oatmeal containers are ideal for this project. Covering the container with construction paper gives you the drum skin needed to create an individual beat, and decorating them with crayons makes it your own drum. Unsharpened pencils are great for drum sticks.

**2. Creating a guitar**

Have pictures of guitars handy to give the pre-school children a visual to start with. Using a shoebox without a top, attach a stick or ruler to one end of the shoebox. This will make the arm of the guitar. To create the strings for the guitar, wrap five large rubber bands of different widths across the top of the shoebox. Children now will be able to pick the bands or strum them creating notes like a real guitar.

**3. Creating a tambourine or maraca**

Two-paper plates work very well for these instruments. Start by placing them together so their tops face each other. Using a hole punch to place holes every 2 inches around the outside of the plates will allow you to tie strings about three inches long with jingle bells on them. You are now ready to join the band! For a maraca sound, fill the plates with dry beans before stapling them together.

**4.Creating a water xylophone**

6 to 8 stemware glasses or long jars will be needed to make this instrument. The pre-school children should fill each container with different amounts of water creating the “Glass Xylophone." The pre-school children will now be able to tap each glass or jar with a spoon carefully creating different tones from each glass and can have fun creating their own song on their “Glass Xylophone.”

**5. Creating an outdoor musical tree**

The first step is to locate a tree in your area with low hanging branches. The pre-school children are going to create an enormous wind chime. To start this musical tree, the pre-school children will be tying items onto its branches. For this adventure, you need heavy-duty fishing line to tie different lengths of wood, metal pipes, or other thin metal items such as old pie plates to a tree. The pre-school children will be given wooden spoons to gently hit the items and create different sounds.

**6. Making hand bells**

Punch a hole in each end of a paper towel roll. Tie two jingle bells to each side of the paper towel roll by running string or yarn through the holes and carefully tying off.

**7. Creating a horn**

Cover one end of a paper towel roll with waxed paper and secure it with a rubber band. Punch a row of holes along one side of the roll with a pen. To play, sing a tune into the open end of the horn.

**Resources and decorative items for making instruments**

For these instruments, you can leave them plain or decorate them to give a personal touch. If your pre-school children want to get into decorating these projects, try any of the following items. This list will help the pre-school children and you to think of even more items you can use. Let the preschool children’s creativity surprise you!

Keeping items such as these in a large plastic storage container makes for easy access and quick clean up.

* Sequins, buttons
* Yarn, ribbon
* Masking tape
* Beads, glitter
* sand
* cellophane
* construction paper
* magazines, photos
* crayons, markers
* colored pencils
* paint
* nail polish

****TAMBOURINE****

* 2 paper plates
* stapler or glue
* hole punch
* string
* jingle bells
* crayons
* **DRUM**
* empty oatmeal box with cover
* yarn
* pen
* 2 pencils
* 2 spools
* construction paper

****CHIMES****

* ruler or stick
* washers
* nail polish
* string
* mixing spoon

****XYLOPHONE****

* tall glasses or jars
* water
* mixing spoon

****GUITAR****

* empty shoe box
* rubber bands
* ruler or stick

# Lesson 6: Dramatic Play

## Brief Overview of Lesson: A prop box contains materials and equipment that encourage children to explore various roles within a specific theme. The students will extend children’s play by creating a virtual prop box. Using a presentation tool, each student will create ten slides detailing the items they would place within the dramatic play center for their theme. As you plan, consider the variability of learners in your class and make adaptations as necessary.

## Prior Knowledge Required:

* Before this lesson, high school students will have successfully completed lessons 1-5.
* Students need working knowledge of computer systems of choice and how to make a slideshow or presentation.
* Child growth and development covering ages and stages of a child 2.9 – 5 years old

**Estimated Time: 180 minutes**

30 minutes – lesson opening

120 minutes – during the lesson

30 minutes – closing

## Resources for Lesson (list resources and materials):

* Thematic resources
* Device to save resources in the virtual prop box as well as presentation (e.g., USB/flashdrive, Google Drive, Drop Box etc.)
* Online presentation tool (PowerPoint, Prezi, Keynote, Google Slides, etc.)
* Handout 1: Virtual Prop Box theme cards
* Handout 2: Guess the Theme game cards
* Materials needed for group selection (will vary by chosen method)
* 4 dentist prop boxes (may include: gloves, scrubs, bibs, tongue depressors, toothbrushes, toothpaste, floss, appointment book, etc.)
* *Massachusetts Guidelines for Preschool Learning Experiences*

## Find a Way to Play Together: Strategy Song and Activity | Daniel Tiger's Neighborhood: <http://mass.pbslearningmedia.org/resource/414fa9d8-b12d-46cd-840b-6671fffcbadb/414fa9d8-b12d-46cd-840b-6671fffcbadb/>

#### Standard(s)/Unit Goal(s) to be addressed in this lesson:

WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of EEC tasks, purposes, and audiences.

WHST.2 Write informative/explanatory texts, lesson plan procedures or technical processes.

RST.3. Follow precisely a complex multistep procedure when carrying out lesson plans and analyze the specific results based on established criteria in EEC

2.F.02.04 Prepare a lesson plan that meets industry standards.

2.F.02.05 Participate as a team member within the classroom.

2.F.02.06 Demonstrate sensitivity to the values and customs of various cultures.

2.F.02.07 Reflect on practice to promote positive outcomes for each child.

2.F.02.08 Engage in continuous, collaborative learning to inform practice.

2.B.05.01 Explain the importance of creative expression.

2.B.05.04 Identify materials that support creative exploration of the arts.

2.B.05.08 Develop activities for open-ended dramatic play.

2.B.05.12 Implement activities for open-ended dramatic play.

2.B.05.13 Develop a variety of materials to enhance dramatic play in various learning centers.

#### Essential Question(s) addressed in this lesson:

Q3: What are the goals of engaging children in creative expression?

Q4: What makes a good plan?

#### Objectives

By the end of this lesson the students will be able to:

* develop activities for open-ended dramatic play
* summarize the benefits of socio-dramatic play
* prepare the classroom environment and guide socio-dramatic play activities
* facilitate socio-dramatic play utilizing developmentally appropriate language for preschool children

#### Language Objectives: Base on individual needs of English Language Learners.

#### Targeted Academic Language

* + socio-dramatic play
  + solitary play
  + parallel play
  + cooperative play
  + personification
  + imaginative stage of play
  + role-playing
  + prop box
  + modeling
  + coaching

#### What students should know and be able to do before starting this lesson:

* Before this lesson, high school students will have successfully completed lessons 1-3.
* Students need working knowledge of computer systems of choice and how to make a slideshow or presentation.
* Child growth and development covering ages and stages of a child 2.9 – 5 years old

#### Instructional Tips/Strategies/Suggestions for Teacher

* Provide resource guide to high school students with health and sanitation guidelines for dramatic play materials.
* In the event that computer resources are unavailable, students may use paper and pencil to design dramatic play center layout. Students should list all materials needed for developmentally appropriate theme chosen. Guidelines for virtual prop box should continue to be followed substituting hard copy where needed.

****Lesson Plan Assessment:**** Students use the following rubric as a guide as they create a lesson plan for dramatic play. The rubric will be used to score their lesson plans.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Expectation** | **3**  **Exemplary** | **2**  **Proficient** | **1**  **Needs Improvement** | **0**  **Unsatisfactory** |
| **Goal** | The goal is clearly stated including clear expectations. | The goal is stated and expectations are clear. | The goal is stated, but the expectations are not clear. | The goal is not stated and/or there are no clear expectations. |
| **Objective** | The objective is clearly stated and learners will have a clear understanding of expectations. | The objective is stated and learners will have an understanding of expectations. | The objective is stated but is not easy to understand. | The objective is not stated so that learners will not understand expectations |
| **Materials** | All necessary materials are clearly stated. | Most of the necessary materials are stated. | Some of the necessary materials are stated. | Few of the necessary materials are stated. |
| **Introduction** | Opening remarks are designed to capture the attention of all children. | Opening remarks are designed to capture the attention of most children. | Opening remarks are designed to capture the attention of few children. | Opening remarks are not thoughtfully designed to capture the attention of children. |
| **Procedure** | Description is extremely clear and would be easy for another teacher to follow. | Description is clear and can be followed by another teacher. | Description is somewhat clear and teacher has difficulty following. | Description is not clear and cannot be followed by the teacher. |
| **Review/Closing** | The closing remarks capture the attention of the children and provide a clear review. | The closing remarks capture the attention of some children and provide a review. | The closing remarks capture the attention of a few children and do not provide a review. | The closing remarks are not designed to capture the attention of the children or review the lesson. |
| **Evaluation/Assessment** | Formative and summative assessments are defined in detail, showing clear relationship to the objective addressed in the lesson. | Formative and summative assessments are not defined in detail but have clear relationship to the lesson objective. | Assessments are provided for the lesson but they do not have a clear relationship to the objective. | No assessment provided for the lesson or assessment does not measure the objective. |
| **Differentiated Instruction** | The instructions are clearly stated and meet the needs of all children based upon special needs and/or learning styles. | The instructions are stated and meet the needs of all children based upon special needs and/or learning styles. | If language was reworked, the instructions are stated and meet the needs of all children based upon special needs and/or learning styles. | The instructions are not clearly stated and do not meet the needs of all children based upon special needs and/or learning styles. |

**Lesson Details**

**Lesson Opening** (30 minutes) Guess the Theme

* Say to students: We all like a little drama in our lives. You will prepare the classroom environment, using developmentally appropriate language to guide socio-dramatic play activities. A prop box containing materials and equipment that encourage children to explore various roles will be developed. A virtual prop box will be created to extend children’s play when needed. Benefits will be summarized about the socio-dramatic outcomes. You will identify developmentally appropriate materials and how they connect to a theme.
* Break class into groups of four students. Some suggestions for creating groups are listed below:
  + Put four or five different kinds of candy in a bag. As students/participants arrive, ask them to choose a piece of candy and get into groups based upon the type of candy they have. For example, you may have a lollipop group or other assorted wrapped candies. (This works well for large groups.)
  + Bring a deck of playing cards to the class. Playing cards provide many opportunities for group work depending on your audience. Groups can be arrange by the same number (Aces, Kings, Queens, 10’s, 4’s, etc.), by the same suit (hearts, clubs, spades, diamonds), or by odd numbers and even numbers. For large groups, you may have to use more than one deck, but for smaller groups, you may want to plan in advance the exact number of cards needed for each student. Be very aware of absent students if you have preplanned. For example, if you have planned for 12 students (4 hearts, 4 spades, 4 clubs), but there are two absent students, you will need to remove one heart and one spade so that you have two groups of three and one group of four as opposed to simply removing two clubs which would leave you with two groups of four and one group of two.
* Ask students/participants to form a line at the front of the room. Then, count off (1, 2, 3…), for as many groups as you need (all the 1’s form a group, all the 2’s form a group, etc. Adjust roles accordingly if there are absent students).
* Pass around a prop box to each group. Each student will choose one item from the box. If box with materials is unavailable, Handout 2 may be utilized with pre-printed cards. They will explore and compare items with the group, and then guess the theme of the props.
* They will then share the theme with their classmates and explain how each item is connected to the theme.

#### During the Lesson: 120 minutes

* Tell students: Welcome to our world of imaginary play. We are going to watch a video about Daniel Tiger and how he learns that it is more fun to play together than alone. After watching the video, we are going to join together and put on our imagination caps and explore a virtual prop box. Are you ready to put on your imagination caps and come join us? Today, we are going to choose a theme from our imagination bag and complete a virtual prop box of this imaginative world. Some of us may become firefighters and build a fire station complete with hats, coats, boots, hoses, and a fire engine to drive. Others may become bakers and create a bake shop complete with ovens, bowls, spoons, cookies, and other yummy baked goods. Whatever your theme is, you will be utilizing all of the provided resources to create your imaginary world for the preschool children to enjoy. When you have completed your theme, you will then take your peers on an exploration of your imaginative world.
* Each student will choose a theme from a given theme bag. (For teachers: theme suggestions are: the Beach, Flower Shop, Restaurant, Veterinarian, Fire Fighter, Bakery, Post Office, Fishing, Camping, Doctor, Grocery Store.)
* The student will then find developmentally appropriate items for the theme they have chosen utilizing a valid Internet search or resource books provided. Then they create a virtual prop box using an online presentation tool. Virtual Prop Box Guidelines:
  + - Always consider safety first.
    - Avoid stereotyping. All children should be allowed to explore any “role” they choose.
    - Build upon skills that children previously presented.
* Using a presentation tool, each student will create a ten-slide presentation detailing the items they would place within the dramatic play center for their theme. Each slide should contain a picture/clip art, a description of the item, and why the item is appropriate for the theme. (If computer resources are unavailable, students may use paper and pencil to design dramatic play center layout.)
* Students should list all materials needed for developmentally appropriate theme chosen. Guidelines for virtual prop box should continue to be followed substituting hard copy where needed.
* They ten develop a dramatic play lesson plan for implementation of their theme utilizing the program lesson plan template.

****Lesson Plan Template****

Student teachers preparing a lesson should use this guide to ensure that all parts of a lesson are included and detailed, including:

* Developmental goals
* Learning objectives
* Materials needed
* Motivation/Introduction
* Procedures
* Closure/Transition
* Evaluation/Assessment
* Differentiated instruction

**Lesson Closing: 30 min.**

*3-2-1 Model:* Please read this to the students:

You have just completed your virtual prop box. It is now time to share your ideas with your classmates. Remember, constructive criticism is a valuable tool for teachers. We will each be given the opportunity to share our virtual prop box with a partner. Be specific when describing your virtual prop box. Your partner will then provide you with *3* strategies they learned about your dramatic play theme, *2* strategies they would like to know more about your dramatic play theme, and *1* suggestion for an addition to your dramatic play theme.

After each partner group has shared his/her ideas, we will meet as a whole group. Each partner will present the virtual prop box that s/he evaluated and share 3 strategies they learned about each dramatic play theme and 1 suggestion for an addition to the theme. Collaboration instills excitement and creativity amongst partners. When completing this activity, be open-minded and receptive to new ideas. We are all in this together as teachers. Feeding off of each other’s creative energy will take you a long way!

#### **Handout 1: Guess the Theme cards**

|  |  |
| --- | --- |
| dental uniform | toothbrush and toothpaste |
| appointment book | tongue depresser |
| teeth | dentist chair |
| dental instrument | dentist patient |
| dental floss | rubber gloves |

#### **Handout 2: Virtual Prop Box Theme Ideas**

|  |  |
| --- | --- |
| The Beach | Flower Shop |
| Restaurant | Veterinarian |
| Fire Fighter | Bakery |
| Post Office | Fishing |
| Camping | Doctors Office |
| Grocery Store | Construction Site |

#### 

# Curriculum Embedded Performance Assessment (CEPA)

Teacher Instructions

Each high school student teacher will act in the role of a professional early education teacher. The student teacher will be expected to dress for success in an appropriate and professional manner in accordance with the MA Model System for Educator Evaluation. Each student teacher must complete a self-assessment reflection based upon their best posture, clothing, communication and language skills, and then demonstrate this professionalism in the classroom.

Students will also be responsible for creating and implementing a lesson plan for open-ended creative expression activity (visual arts, creative movement, music, and/or dramatic play). In the classroom, the student teacher will be assigned one or two children and will be asked to design and deliver his/her open ended creative expression lesson plan using the Child Care Program’s lesson plan template.

#### Prior Knowledge Required:

All lessons in the professionalism and planning unit need to be successfully completed prior to taking the CEPA.

#### Estimated Time: 170 minutes

#### Instructional Materials/Resources/Tools

* Lesson plan template
* Block plan template
* Implementation Materials (Vary based upon theme chosen)
* Thematic resources
* Massachusetts Model System for Educator Evaluation ( <http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf> )
* *Massachusetts Guidelinesforo Preschool Learning Experiences* (or appropriate state guidelines)

#### *Standards*

WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of EEC tasks, purposes, and audiences.

WHST.2. Write informative/explanatory texts, lesson plan procedures or technical processes.

RST.3. Follow precisely a complex multistep procedure when carrying out lesson plans and analyze the specific results based on established criteria in EEC.

CVTE 2.F.02 Demonstrate a commitment to professional standards (01 – 08)

CVTE 2.B.05.13 Facilitate growth and development through creative expression (01 – 13)

#### Essential Questions to be addressed:

Q1. How do we know what each child needs?

Q2. What’s wrong with “one size fits all” teaching?

Q3. What are the goals of engaging children in creative expression?

Q4. What makes a good plan?

#### Objectives

#### Students will dress for success in an appropriate and professional manner according to the MA Model System for Educator Evaluation.

#### Students will create and implement a lesson plan for an open-ended creative expression activity.

#### Targeted Academic Language

* + professional
  + ethical
  + family
  + community
  + home
  + engagement
  + facilitator
  + chef
  + counselor
  + colleague
  + friend
  + interior designer
  + nurse
  + safety expert
  + developmentally appropriate practice
  + theme
  + spiral curriculum
  + web
  + block planning
  + graphic organizer
  + lesson plan
  + theme
  + goal
  + objective
  + materials
  + introduction
  + procedure
  + review/closing
  + differentiation
  + evaluation/assessment
  + dots
  + horizontal lines
  + vertical lines
  + diagonal lines
  + curved lines
  + multiple lines
  + loops
  + circles
  + crosses
  + starts
  + closed shapes
  + faces
  + human figures with limbs
  + human figures with a torso
  + socio-dramatic play
  + solitary play
  + parallel play
  + cooperative play
  + personification
  + imaginative stage of play
  + role-playing
  + prop box
  + modeling
  + coaching
  + Rhythm
  + Beat
  + Classification of sounds
  + Discriminate sounds (quiet, loud, hard, and soft)

#### What students should know and be able to do before starting this lesson:

#### All lessons in the professionalism and planning unit need to be successfully completed prior to taking the CEPA.

#### Anticipated Student Pre-conceptions/Misconceptions

By the time students are ready for the CEPA, the teacher assumes that most preconceptions and misconceptions have been clarified.

#### Instructional Materials/Resources/Tools

* Lesson plan template
* Block plan template
* Implementation materials (vary based upon theme chosen)
* Thematic resources
* Massachusetts Model System for Educator Evaluation (<http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf> )
* *Massachusetts Guidelines for Preschool Learning Experiences* (or appropriate state guidelines)

#### Instructional Tips/Strategies/Suggestions for Teacher

* A teacher can utilize half of the given time for the high school student to complete the block planning form and the lesson plan (parts one and two). The second half can be utilized for the implementation of the lesson plan (parts three and four).
* Implementation of the lesson plan can be modified depending upon the preschool center design. If no preschool center is available, high school students can rotate implementing their lessons with their peers in the related classroom.

#### **Part 1:** Block Planning: The students will be given a theme. (Use your discretion when choosing themes. Examples include: dinosaurs, transportation, all about me, community helpers, nutrition, animals, gardening.) The students will then appropriately complete a curriculum block planning form (See blank Block Planning Template). The students may use all methods of research available. They will be scored based upon the Block Planning Template Rubric.

#### **Part 2:** Lesson Plan (visual arts, creative movement, music, and/or dramatic play):

Students choose a card, with a center labeled, from a bag, including the following centers: art, dramatic play, music and movement. They then write a lesson plan for that center based upon the theme developed in the Block Planning Form. The students may use all methods of research available (see Lesson Plan Template). The lesson plans will be scored using the Lesson Plan Rubric.

#### **Part 3: Lesson Plan Implementation:** The students implement the lesson plan that they have created in the preschool classroom. Teachers will need to use their own discretion about how the implementation will take place based upon their center design. Collaboration with preschool teachers will need to take place in order for this to be successful. The students will be scored based upon the CEPA Rubric.

****Part 4: Self-Assessment Reflection:**** Upon completion of unit implementation, the high school students will complete a Self Assessment Reflection that asks each student to assess himself/herself on: posture, clothing, communication, and language skills.

**Center Label Cards**

| Art |
| --- |
| Dramatic Play |
| Music and Movement |

**Blank Block Planning Template**

|  |  |  |
| --- | --- | --- |
| Blocks | Dramatic Play | Toys and games |
| Art | Library | Discovery |
| Sand and Water | Music and Movement | Cooking |
| Computers | Outdoors | Family/Community Involvement |

**Student Rubric: Block Planning Template**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Expectation** | **3**  **Exemplary** | **2**  **Proficient** | **1**  **Needs Improvement** | **0**  **Unsatisfactory** |
| **Activity Description** | Two or more activities are clearly connected to the theme provided | One activity is listed that generally connects to the theme | Activities do not connect to the theme | No activities listed |
| **Developmentally Appropriate** | All activities chosen are developmentally appropriate | Some activities chosen are developmentally appropriate | Few activities chosen are developmentally appropriate | Activities chosen are not developmentally appropriate |
| **Program Goals** | The block plan is clearly connected to the program goals | The block plan generally connects to the program goals | The block plan does not connect to the program goals. | No program goals |

**Total Score:**

**Teacher Comments**:

#### **Lesson Plan Template**

| Name: |  | Date: |  |
| --- | --- | --- | --- |

Developmental Goals:

Learning Objective:

Materials Needed:

Motivation/Introduction:

Procedures:

Closure/Transition:

Evaluation/Assessment:

Differentiated Instruction:

**Student Rubric: Lesson Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance**  **Expectation** | **3**  **Exemplary** | **2**  **Proficient** | **1**  **Needs Improvement** | **0**  **Unsatisfactory** |
| **Goal** | The goal is clearly stated including clear expectations. | The goal is stated and expectations are clear. | The goal is stated but the expectations are not clear. | The goal is not stated and/or there are no clear expectations. |
| **Objective based on preschool standards or guidelines** | The objective is clearly stated and learners will have a clear understanding of expectations. | The objective is stated and learners will have an understanding of expectations. | The objective is stated but is not easy to understand. | The objective is not stated so learners will not understand expectations |
| **Materials** | All necessary materials are clearly stated. | Most of the necessary materials are stated. | Some of the necessary materials are stated. | Few of the necessary materials are stated. |
| **Introduction** | Opening remarks are designed to capture the attention of all of the children. | Opening remarks are designed to capture the attention of some children. | Opening remarks are designed to capture the attention of few children. | Opening remarks are not thoughtfully designed to capture the attention of children. |
| **Procedure** | Description is extremely clear and would be easy for another teacher to follow. | Description is clear and can be followed by another teacher. | Description is somewhat clear and teacher has difficulty following. | Description is not clear and cannot be followed by the teacher. |
| **Review/Closing** | The closing remarks are designed to capture the attention of the children and provide a clear review. | The closing remarks are designed to capture the attention of some children and provide a clear review. | The closing remarks are designed to capture the attention of a few children and provide a clear review. | The closing remarks are not designed to capture the attention of the children or review the lesson. |
| **Evaluation/Assessment** | Formative and summative assessments are defined in detail, showing clear relationship to the objective addressed in the lesson. | Formative and summative assessments are not defined in detail but have clear relationship to the lesson objective. | Assessments are provided for the lesson but they do not have a clear relationship to the objective. | No assessment provided for the lesson or assessment does not have any connection to the objective. |
| **Differentiated Instruction** | The instructions are clearly stated and meet the needs of all children based upon special needs and/or learning styles. | The instructions are stated and meet the needs of all children based upon special needs and/or learning styles. | If language were reworked, the instructions are stated and would meet the needs of all children based upon special needs and/or learning styles. | The instructions are not clearly stated and do not meet the needs of all children based upon special needs and/or learning styles. |

CEPA Rubric

| **Performance Expectation** | **3: Exemplary** | **2: Proficient** | **1: Needs Improvement** | **0: Unsatisfactory** |
| --- | --- | --- | --- | --- |
| **Developmental Goal** | Lesson goal is very clear and appropriate. | Lesson goal is clear and appropriate. | Lesson goal is not entirely clear or not appropriate. | Goal is missing |
| **Learning Objective** | Lesson objectives are clear, measurable, and directly linked to a standard. | Lesson objectives are clear, measurable and linked to a standard. | Lesson objectives are unclear or not measurable and/or not directly linked to a standard. | No lesson objectives |
| **Materials** | Detailed preparation of materials/technology is provided for both teacher and students. | Preparation of materials/ technology is provided for both teacher and students. | Preparation of materials/ technology is incomplete for teacher and students. | Little to no preparation |
| **Introduction/ Motivation** | Introduces the lesson by sharing purpose and relevance; gathers students’ attention; fully states what the teacher will say. | Introduces the lesson by sharing purpose and relevance; gathers some students’ attention; states what the teacher will say. | Introduces the lesson by sharing at least some purpose and relevance; gathers few students’ attention; states some of what the teacher will say. | Little to no Introduction/  Motivation provided |
| **Procedures for Implementation** | Explicit match between procedures and objective(s); multiple teacher modeling or examples provided; opportunities for guided & independent practice; thoroughly details the teacher’s step-by-step actions in the first person. | Match between procedures and objective(s); multiple modeling or examples provided; opportunities for guided & independent practice; thoroughly details the teacher’s step by step actions in the first person. | Limited match between procedures and objective(s); limited teacher modeling or examples provided; few opportunities for guided & independent practice; missing necessary details for teacher’s actions. | Mo match between procedures and objective(s); no teacher modeling or examples provided; no details for teacher’s actions. |
| **Closing/Transition** | The student teacher revisits the purpose for the lesson; preschool children review the lesson by summarizing and/or sharing what they learned. | The student teacher revisits the purpose for the lesson; most preschool children review the lesson by summarizing and/or sharing what they learned. | The student teacher ends lesson with limited review; limited focus on preschool children’s review. | The student teacher ends lesson without review. |
| **Evaluation/**  **Assessment** | Formative and summative assessments are defined, showing clear relationship to all objectives addressed in the lesson. | Formative and summative assessments show clear relationship to most of the objectives addressed in the lesson. | Formative and summative assessments inaccurately and/or incompletely measures objectives addressed in the lesson. | Formative and summative assessments are not provided for the lesson. |
| **Differentiated Instruction** | Differentiations are clearly implemented and meet the needs of all the children based upon IEPs and/or learning differences. | Differentiations are implemented and meet the needs of most of the children based upon IEPs and/or learning differences | Differentiations are implemented and meet the needs of some of the children based upon IEPs and/or learning differences. | Differentiations are not implemented and do not meet the needs of the children. |

**Self-Assessment Reflection**

1. How did communication with your colleagues as well as the preschool children help and strengthen your teaching skills during the implementation of your lesson?
2. How did being prepared in the classroom create a developmentally appropriate environment?
3. How did your appearance and behavior impact the parents of the children for whom you were responsible?
4. How did your preparedness help you or hurt you during your teaching of preschool children?
5. How did your language choices and self-expression (non-verbal) benefit or confuse preschool students?

**CEPA Checklist**

Use this checklist to ensure that you have completed and submitted all parts of this summative assessment.

* I completed thematic Block Planning Form.
* I used the Block Planning Rubric to check my work and modify as necessary.
* I completed lesson plan based on the block planning information.
* I used the Lesson Plan Rubric to check my work and modify as necessary.
* I implemented my lesson with preschool students under the supervision of my teacher.
* I completed and submitted my Self Assessment Reflection, responding with clear writing and specific examples that connected to my lesson implementation experience.