

<p>Overview of Curriculum</p> <p>Sessions</p> <p>A, B, C, D</p>	<h1 style="text-align: center;">Participant Guide</h1> <h2 style="text-align: center;">Overview of Curriculum: Teaching and Learning in All Domains of Development</h2>	
<p><i>This module is part of the Minnesota Parent Aware Training and the MNCCC, Class 19.</i></p> <p style="text-align: center;">July, 2012</p> <p>MNCPD, Metropolitan State University 1450 Energy Park Drive Suite 147 Saint Paul, Minnesota 55108</p> <p>Revised January 2014 Center for Early Education and Development (CEED)</p>	<h2 style="text-align: center;">8 hours</h2>	

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Session A

Overview of Curriculum, Session A

Date /Time

Location

Core Competencies

This session addresses the following Core Competencies:

I-2c. Matches activities and teaching strategies to children’s variable needs.

I-3b. Uses a variety of strategies to encourage children’s physical, social, emotional, cognitive, and language development.

II-3f. Understands and implements principles for designing curriculum goals in response to developmental characteristics of children.

Parent Aware Area

Teaching Materials and Strategies

Learning Objectives

- *Describe the domains of development and the types of skills within each domain;*
- *Review the structure and content of the MN Early Childhood Indicators of Progress in everyday language*
- *Define curriculum and describe its relationship to early learning standards and child development.*

Session Outline

Section	Overview
Introduction	<ul style="list-style-type: none"> • Welcome and Introductions • Brainstorming and Discussion – Goals of early learning programs
Review of the ECIP	<ul style="list-style-type: none"> • Activity – Domains of development • Presentation – Review • Discussion –What do we know and what do we do with the ECIPS?
Defining ‘Curriculum’	<ul style="list-style-type: none"> • Activity – Webbing ‘curriculum’ • Presentation and Discussion: What is curriculum? • Small Group Discussion – Benefits of using a curriculum
Variations in Early Childhood Curriculum	<ul style="list-style-type: none"> • Discussion – Differing types and approaches to curriculum • Activity – Common characteristics of effective curriculum • Presentation – Approaches to Curriculum
Closing	<ul style="list-style-type: none"> • Discussion – Session summary • Activity - Reflection • Discussion – Assignment

Domains of Development

Social and Emotional Development

The development of skills required for positive interactions and relationships with others and the healthy expression of feelings, needs, and desires. Development of self-regulation.

Language Development /Communication

The skills necessary for recognizing and conveying ideas and information including verbal, non-verbal, gestural, and written language

Cognitive Development

The mental activity and processes such as thinking, problem solving, memory, and creativity that allow us to understand and participate in events in our world.

Physical and Motor Development

The development of gross motor and fine motor skills. Gross motor skills include those that involve the use and coordination of large muscles – neck, trunk, arms, and legs. Fine motor skills involve the use and coordination of small muscles such as mouth, hands, eyes, and feet.

Creativity and the Arts

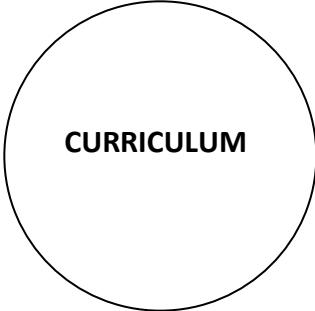
The development of skills for creating, responding to, and evaluating the arts. The development of skills and interest for creating, for using imagination, and for responding to modalities that encourage expression and appreciation.

Approaches to Learning

The attitudes, behaviors, motivation, and learning styles children use in social learning situations and to acquire information.

Domains of Development in the MN Early Childhood Indicators of Progress

Birth to Age 3	Preschool
<p>Social and Emotional Development</p> <ul style="list-style-type: none"> • Trust and Emotional Security • Self-Awareness • Self-Regulation • Relationships with Other Children 	<p>Social and Emotional Development</p> <ul style="list-style-type: none"> • Emotional Development • Self-Concept • Social Competence and Relationships
<p>Language Development and Communication</p> <ul style="list-style-type: none"> • Listening and Understanding • Communicating and Speaking • Emergent Literacy 	<p>Language and Literacy Development</p> <ul style="list-style-type: none"> • Listening • Speaking • Emergent Reading • Emergent Writing
<p>Cognitive Development</p> <ul style="list-style-type: none"> • Exploration and Discovery • Memory • Problem Solving • Imitation and Symbolic Play 	<p>Cognitive Development</p> <ul style="list-style-type: none"> • Mathematical and Logical Thinking <ul style="list-style-type: none"> - Number concepts and operations - Patterns and relationships - Spatial relationships and geometry - Measurement - Mathematical reasoning • Scientific Thinking and Problem-Solving <ul style="list-style-type: none"> - Observing - Questioning - Investigating • Social Systems Understanding <ul style="list-style-type: none"> - Human relationships - Understanding the world
<p>Physical and Motor Development</p> <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development • Physical Health and Well-Being 	<p>Physical and Motor Development</p> <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development • Physical Health and Well-Being
	<p>Creativity and the Arts</p> <ul style="list-style-type: none"> • Creating • Responding • Evaluating
	<p>Approaches to Learning</p> <ul style="list-style-type: none"> • Curiosity • Risk-Taking • Imagination and Invention • Persistence • Reflection and Interpretation



Defining 'Curriculum'

"Curriculum is more than a collection of enjoyable activities. Curriculum is a complex idea containing multiple components, such as goals, content, pedagogy, or instructional practices. Curriculum is influenced by many factors, including society's values, content standards, accountability systems, research findings, community expectations, culture and language, and individual children's characteristics."

NAEYC Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation (2003) p. 6.

"The Head Start Program Performance Standards define curriculum as a written plan that is based on sound child development principles, is consistent with Program Performance Standards overall, and includes:

- Goals for children's development and learning;
- Experiences through which children will achieve the goals;
- Roles for staff and parents to help children to achieve these goals; and
- Materials needed to support the implementation of a curriculum."

Choosing a Curriculum by the National Center on Quality Teaching and Learning for the Office of Head Start, available online at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/preschool-curriculum-2.pdf>

"The curriculum consists of the knowledge and skills to be acquired in the educational program as well as the plans for experiences through which children's learning will take place."

Developmentally Appropriate Practice in Early Childhood Programs, NAEYC (2009) p. 42.

"Curriculum – the knowledge and skills teachers are expected to teach and children are expected to learn, and the plans for experiences through which learning will take place."

The Intentional Teacher by Ann Epstein (2007) p. 5.

"Curriculum in early childhood is defined as an organized framework that includes three components:

- Content – This component is the subject matter of the curriculum, the goals and objectives of children's learning.
- Processes – This component is the pedagogy of learning, how teachers teach, and the ways in which children achieve goals and objectives of the curriculum.
- Context – This component is the setting, the environment in which learning takes place."

How Curriculum Frameworks Respond to Developmental Stages: Birth to Age 8 by Diane Trister Dodge and Toni S. Bickart, Clearinghouse on Early Education and Parenting, available online at <http://ceep.crc.uiuc.edu/pubs/katzsym/dodge.html>

Benefits of Using a Curriculum

Approaches to Curriculum

Integrated Curriculum - An integrated curriculum encourages young children to transfer knowledge and skills from one subject to another while using all aspects of their development. Most early childhood curriculum is highly integrated as young children tend to learn in undifferentiated ways.

Project Approach - A project is an in-depth investigation of a topic worth learning about. Programs using a project approach encourage individual children, small groups, or whole groups to engage in projects by applying their skills, asking questions, making decisions and choices, and assuming responsibility. Projects may last a few days or for an extended period of time. Learning in all domains is addressed as the project unfolds.

Emergent Curriculum - Emergent curriculum emerges out of the interests and experiences of the children. Teachers and children work together to decide what to do when and how to do it.

Inclusive Curriculum - An inclusive curriculum underscores the importance of individual differences, special needs, and cultural and linguistic diversity among young children. An inclusive curriculum is for all children not only for children with identified special needs.

Anti-Bias Curriculum - An anti-bias curriculum actively challenges prejudice, stereotypes, and unfair treatment of an individual or group of individuals. Curriculum that is anti-bias values differences and similarities among children, is sensitive and respectful of children's differing backgrounds and cultures, and encourages children to explore their strengths as they develop to their fullest potential.

Theme-based Curriculum - Thematic curriculum focuses on one topic, or theme, at a time. A theme is usually a broad topic such as "seasons" or "the environment". Theme based curriculum usually uses an integrated approach in which all domains are addressed in activities related to the theme's topic.

Montessori - Montessori programs are based on the ideas, materials and methods developed by Dr. Maria Montessori, one of early childhood education's pioneers. Montessori programs are known for the use of child-sized and carefully arranged materials. Children in Montessori programs choose their own work and often work independently. Montessori materials are often designed to be self-correcting and to teach very specific skills. There is variation among Montessori programs and many early childhood programs use some aspects of the Montessori approach.

Reggio Emilia - Reggio Emilia is a small area in northern Italy which has become well known for its approach to programs for young children. Programs using an approach inspired by Reggio Emilia often use projects that emerge from the interests of the children as a catalyst for learning. Teachers in these programs are careful observers of children and support children in documenting what they know and discover in their work. Children use visual representation – drawing, sculpture, dramatic play, and writing as the language that shows their development.

Bundled Curriculum – Some programs use two or more curriculum packages each designed for one content area. These programs 'bundle together' multiple packages to foster development across all domains. For example, a program may combine an early math curriculum and an early literacy curriculum with activities selected by the program to address all domains of development.

Definitions informed by *Early Education Curriculum: A Child's Connection to the World* by Hilda L. Jackman (2012).

Reflection

Take a few minutes to reflect on what you have learned in this session of this class. Use the spaces below to capture your ideas and plans for action.

In this session I learned...

Based on what I learned, some things I plan to do ...

This session started me thinking about...

Session A - Assignments

1. Curriculum Investigation

With the instructor decide on one of the following curriculum approaches (1 and 2) or commercially-produced curriculum packages (3 to 7) to investigate:

	Potential Sources of Information
1. Montessori approach	<ul style="list-style-type: none"> • Article: <i>Different Approaches to Teaching: Comparing Three Preschool Programs</i> by Amy Sussna Klein, available online at http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367 • American Montessori Society webpage http://www.amshq.org/Montessori%20Education • YouTube video clip – Montessori Education for the Early Childhood Years http://www.youtube.com/watch?v=OM1Gu9KXVkk
2. Reggio Emilia approach	<ul style="list-style-type: none"> • Article: <i>Different Approaches to Teaching: Comparing Three Preschool Programs</i> by Amy Sussna Klein, available online at http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367 • Website – About Reggio Kids http://www.reggiokids.com/about/about_approach.php • Website for the Reggio-Inspired Network of Minnesota http://www.mnreggio.org/ • You Tube video clip – Bambini Creativi, Reggio inspired Preschool – Kansas City http://www.youtube.com/watch?v=kQdAU7Dm9A0
3. Creative Curriculum – Preschool	<ul style="list-style-type: none"> • Article: <i>How Curriculum Frameworks Respond to Developmental Stages: Birth to Age 8</i> by Diane Trister Dodge and Toni S. Bickart, Clearinghouse on Early Education and Parenting, available online at http://ceep.crc.uiuc.edu/pubs/katzsym/dodge.html • Teaching Strategies Inc. (publisher of Creative Curriculum) website http://www.teachingstrategies.com/page/73756-creative-curriculum-system-preschool.cfm Check out the “product overview” section and, at the bottom of the page, the “interactive web page” • You Tube video clip – A Look Inside the Creative Curriculum Preschool http://www.youtube.com/watch?v=2CWbDzaqUj0
4. Creative Curriculum – Infant/Toddler	<ul style="list-style-type: none"> • Article: <i>How Curriculum Frameworks Respond to Developmental Stages: Birth to Age 8</i> by Diane Trister Dodge and Toni S. Bickart, Clearinghouse on Early Education and Parenting, available online at http://ceep.crc.uiuc.edu/pubs/katzsym/dodge.html • Teaching Strategies Inc. (publisher of Creative Curriculum) website http://www.teachingstrategies.com/page/74258-creative-curriculum-infants-toddlers.cfm
5. Creative Curriculum – Family Child Care	<ul style="list-style-type: none"> • Article: <i>How Curriculum Frameworks Respond to Developmental Stages: Birth to Age 8</i> by Diane Trister Dodge and Toni S. Bickart, Clearinghouse on Early Education and Parenting, available online at http://ceep.crc.uiuc.edu/pubs/katzsym/dodge.html • Teaching Strategies Inc. (publisher of Creative Curriculum) website http://www.teachingstrategies.com/page/71035-creative-curriculum-family-child-

	<p>care.cfm#product_overview</p> <ul style="list-style-type: none"> Handout: Creative Curriculum for Family Child Care, Introduction
6. High Scope – Preschool	<ul style="list-style-type: none"> Article: <i>Different Approaches to Teaching: Comparing Three Preschool Programs</i> by Amy Sussna Klein, available online at http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367 High Scope website - http://www.highscope.org/Content.asp?ContentId=63 Note that this website has links to video clips as well. On Line article “What is High Scope? To be found at http://www.perpetualpreschool.com/highscope/highscope_info.htm
7. High Scope – Infant/Toddler	<ul style="list-style-type: none"> Article: <i>Different Approaches to Teaching: Comparing Three Preschool Programs</i> by Amy Sussna Klein, available online at http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367 High Scope website http://www.highscope.org/Content.asp?ContentId=62 Note that this website has links to video clips On Line article “What is High Scope? To be found at http://www.perpetualpreschool.com/highscope/highscope_info.htm
8. Program for Infant and Toddler Care (PITC)	<ul style="list-style-type: none"> Program for Infant and Toddler Care website www.pitc.org Careful check out the following areas of the website – PITC’s mission and philosophy, PITC’s Six Program Policies and the In Practice section, especially the Demonstration Programs which show photos from programs using PITC.

Investigation Worksheet

Name of Curriculum or Approach _____

Use the "What to look for" questions in the "*Choosing a Preschool Curriculum*" handout as a guide.

Characteristic of Effective Curriculum	Findings from this Curriculum
Comprehensive Domains of Learning Including – how would this curriculum help us to address the ECIPs?	
Specific Learning Goals	
Well-Designed Learning Activities	
Intentional Learning	
Culturally and Linguistically Responsive	
Individualizing Instruction	
On-going Assessment	
Family Involvement	
Appropriate for Program Staff, Children, and Families	

Overview of Curriculum, Session B

Date / Time:

Location:

Core Competencies

This session addresses the following Core Competencies:

II – 2b Participates in providing an interesting and safe environment that encourages play, exploration, and learning.

II-2h Begins to assist in planning learning activities and lessons.

II-3f Understands and implements principles for designing curriculum goals in response to developmental characteristics of children.

II-3g Provides and uses materials that demonstrate acceptance of all children’s gender, family, race, language, culture, and special needs.

Parent Aware Area

Teaching Materials and Strategies

Learning Objectives

- Describe differences between various curriculum approaches and commercially-produced curriculum packages; and
- List and explain six components of curriculum: use of goals, time, space (environment) materials, activities, and adult roles/interactions.

Session B Outline

Section	Overview
Introduction	<ul style="list-style-type: none">• Welcome and reinforce introductions
Curriculum Investigation	<ul style="list-style-type: none">• Small Group Discussion – Curriculum investigations• Activity – Jigsaw: Curriculum investigation sharing
Components of Curriculum	<ul style="list-style-type: none">• Presentation and Discussion – Curriculum components• Activity – Walkabout: Curriculum components• Group Discussion – Similarities and differences
Lesson Plans and ECIP	<ul style="list-style-type: none">• Presentation and Discussion – Planning and lesson plans• Activity – Lesson plans and ECIPs• Activity – Demonstrating alignment between lesson plans and the ECIPs
Closing	<ul style="list-style-type: none">• Discussion – Session summary• Activity - Reflection• Discussion - Assignments

Curriculum Investigations - Notes

Montessori	Reggio Emilia
High Scope-Preschool	High Scope – Infant/Toddler
Creative Curriculum – Preschool	Creative Curriculum – Infant/Toddler
Creative Curriculum – Family Child Care	PITC

Components of Curriculum

Component	Doing Now	Suggestions from ECIPs
<p>Goals</p> <ul style="list-style-type: none"> • Help children become independent, self-confident, inquisitive learners. • Help children develop self-confidence, independence and self-control, and have a positive attitude toward life. • Help children develop physical skills and healthy eating choices. 		
<p>Time</p> <ul style="list-style-type: none"> • There is a daily schedule that fits with the ages of children served • The daily schedule includes blocks of time for child-directed play? • The schedule has a balance of child-directed and teacher-directed activity • There is time for care routines such as meals, naps, etc • The daily schedule reflects the understanding that children learn and develop during all parts of the day 		
<p>Space – the Environment</p> <ul style="list-style-type: none"> • The use of the environment reflects learning across all domains • The environment includes areas for children to play alone and in small groups • The environment is arranged to supports children’s growing independence • Children’s art is respectfully displayed • The environment reflects children’s lives, their interests, their culture, and diversity that exists within the community 		
<p>Materials</p> <ul style="list-style-type: none"> • There is a variety of materials available for children • The materials are appropriate to the ages and abilities of the children in the program? • The materials reflect all domains? • The materials are multicultural and 		

reflect diversity?		
<p>Activities</p> <ul style="list-style-type: none"> • The activities offered fit the ages and abilities of the children in the program • The activities address all domains of development • The activities can easily be adapted to meet individual children’s needs • There are activities planned for child-directed play, small groups, and whole groups • The activities encourage children’s active involvement in learning – movement and hands-on activity rather than passive activities 		
<p>Adult Roles/ Interactions, Guidance, etc.</p> <ul style="list-style-type: none"> • Caregivers or teachers are actively involved in planning, and implementing curriculum, interacting with children, and supporting learning • The interactions between adults and children create a positive climate and are responsive to children’s needs and match the level of support needed at the ages of the children in the program • The interactions between adults and children allow for variation based on culture, language, and children’s varying need • The interactions between adults and children support children’s growing independence • The interactions support development of children’s language and critical thinking skills using extended conversations, open-ended questions, and other instructional strategies 		

Notes:

Components of Curriculum, continued

Component	Examples from Curriculum Approaches
<p>Goals</p> <ul style="list-style-type: none"> • Are there curriculum goals for all domains? 	
<p>Time</p> <ul style="list-style-type: none"> • Does the curriculum suggest a daily schedule that fits with the ages of children served? • Does the daily schedule include blocks of time for child-directed play? • Do for a balance of child-directed and teacher-directed activity? • Is there time for care routines such as meals, naps, etc? • Does the daily schedule reflect the understanding that children learn and develop during all parts of the day? 	
<p>Space – the Environment</p> <ul style="list-style-type: none"> • Does the use of the environment reflect learning across all domains? • Does the curriculum call for areas for children to play alone and in small groups? • Does the curriculum call for the environment to be arranged in a way that supports children’s growing independence? • Does the curriculum encourage the display of children’s work? • Does the curriculum call for the environment to reflect children’s lives, their interests, their culture, and diversity that exists within the community? 	
<p>Materials</p> <ul style="list-style-type: none"> • Does the curriculum describe the materials needed for implementation? • Are the materials needed for the curriculum appropriate to the ages and abilities of the children in the program? • Does the curriculum call for materials that reflect all domains? • Does the curriculum require or allow for materials that are multicultural and reflect diversity? 	
<p>Activities</p> <ul style="list-style-type: none"> • Does the curriculum describe activities that fit the ages and abilities of the children in the program? • Do the curriculum’s activities address all domains of development? • Can the curriculum’s activities easily be adapted to meet individual children’s needs? • Does the curriculum include activities for child-directed, small 	

<p>group, and whole group activities?</p> <ul style="list-style-type: none"> • Do the curriculum’s activities encourage children’s active involvement in learning – movement and hands-on activity rather than passive activities? 	
<p>Teachers – Interactions, Guidance, etc.</p> <ul style="list-style-type: none"> • Does the curriculum describe the role of the teacher in implementing curriculum, interacting with children, and supporting learning? • Does the curriculum describe interactions that are responsive to children’s needs and match the level of support needed at the ages of the children in the program? For example, does the curriculum for infants describe responsive caregiving and the importance of relationships? • Do the interactions describe in the curriculum allow for variation based on culture, language, and children’s varying needs? • Do the interactions described in the curriculum support children’s growing independence? • Do the interactions support development of children’s language and critical thinking skills using extended conversations, open-ended questions, and other instructional strategies? 	

Notes

Reflection

Take a few minutes to reflect on what you have learned in this session of this class. Use the spaces below to capture your ideas and plans for action.

In this session I learned...

Based on what I learned, some things I plan to do ...

This session started me thinking about...

Session B - Assignments

1. Bring any curriculum you are currently using and we can look at it the same way we did today.
2. Observe a child at play for about 10 minutes and make notes about what is observed. Bring your notes with you to the next session.
3. ** Remember to bring your lesson plan examples to the remaining sessions.

Session C

Overview of curriculum , Session C

Date / Time:

Location:

Core Competencies

This session address the following Core Competencies:

- III – 1 Assists with collection of information about each child’s development.
- III – 2 Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families, and life situations.

Parent Aware Area

Tracking Learning

Learning Objectives

- *Exploring how to build a curriculum*
- *List two opportunities associated with a solid curriculum*
- *Demonstrate how to write a lesson plan*

Session C Outline

Section	Overview
Introduction	<ul style="list-style-type: none">• Presentation – Welcome and introductions• Activity – review of assignments
Minnesota Parent Aware Criteria for Curriculum	<ul style="list-style-type: none">• Presentation – Parent Aware criteria for curriculum development• Discussion
Let’s look at what curriculum you already have	<ul style="list-style-type: none">• Presentation –Discussion• Analyze/apply curriculum to connect to ECIPs• Activity – Beginning to Build a Thematic Curriculum
Observation Basics to Know How to proceed with Curriculum	<ul style="list-style-type: none">• Presentation – Observations basics• Video – Observation practice
Closing	<ul style="list-style-type: none">• Discussion – Session summary• Activity - Reflection• Discussion – Assignments

Using observation/assessment data to make plans for caring and teaching young children

Observation (Assessment) Data	What Caregivers Might Do to Respond to this Information <i>Come up with specific examples of what to say, what toys to use, when to use, what songs to sing, books to read</i>
<p>A caregiver notes that Maria rarely answers questions during group time. The caregiver's notes indicate that in the last week Maria has only responded to two questions during a group time, one about her pet and one about her family's new car.</p>	<ul style="list-style-type: none"> • Plan to ask more questions directed to Maria specifically during group time • Plan to engage Maria in conversations during non-group times to understand her language abilities • Plan to ask Maria's family about her language during family gathering, Sunday School, or other groups Maria is in.
<p>A caregiver records the following exchange between two children:</p> <p>Sue: "I go'd to the new pizza store last night"</p> <p>John: "Cool, I want to go too"</p> <p>Sue: "Do you have enough money?"</p> <p>John: "I have two cents!"</p>	
<p>A caregiver records the number of visitors to each of the learning activities in her environment during one day each week for three weeks. She notices that the writing table gets very few visitors, only 2 per day on average.</p>	
<p>A caregiver notices that one child, Minh struggles with counting quantities greater than four. Observations of Minh show that she can count by rote up to ten but cannot count objects in quantities greater than four consistently.</p>	

Tips for Effective Observation

Observation improves with time and practice. Start with the following guidelines to enhance the effectiveness of your observations of young children:

- Observe regularly
- Plan who you are observing and what you are looking for
- Be prepared to change focus
- Observe at different times of day and in different situations
- Take advantage of care routines to observe individual children
- Develop a note taking system Use frequency counts of other measures when appropriate
- Put your personal biases aside to observe what you see and hear
- Be objective in your observations

Objective	Not Objective
<p style="text-align: center;"><i>Observation of Omar</i></p> <p><i>Selects crayons from box. Puts them on table. Looks around. Picks up crayon from floor. Makes a few marks on paper. Walks to window – back to table. Looks at Richards’s paper, “Whatchya drawing? I’m gonna make apples.” Uses green crayon to draw a circle, pressing hard, scribbles in color.</i></p>	<p style="text-align: center;"><i>Observation of Justine</i></p> <p><i>J is confused and frustrated. She is not relaxed or enjoying the assignment. After a few minutes she gets up and leaves the table, leaving the task incomplete.</i></p>

Source for observation examples: Judy R. Jablon, Amy Laura Donbro, and Margo L. Dichtelmiller in *The Power of observation for Birth through Eight*, 2007, NAEYC and Teaching Strategies Inc.

Observation Practice

<i>Scenes</i>	<i>Focus on just one child in each scene. What does he or she say or do? Try to create a running record of what one child in each scene says and does. For one scene create an anecdotal record of an incident – what happens, who does what? Who says what?</i>
Children in the block area	
Children with a cricket terrarium	
Children discussing bunk beds and a new baby on the way	
Children at the lunch table	
A child who doesn't want to clean up	

Reflection

Take a few minutes to reflect on what you have learned in this session of this class. Use the spaces below to capture your ideas and plans for action.

In this session I learned...

Based on what I learned, some things I plan to do ...

This session started me thinking about...

Session C - Assignments

Watch children play in dramatic play. What props are they using? What are they saying? What words are they using? What plot are they playing out? What are they learning? Write some notes and bring them to the next class.

** Remember to bring your sample lesson plans to the final session.

Session D

Overview of Curriculum, Session D

Date / Time:

Location:

Core Competencies

This session address the following Core Competencies:

LI-2e Adapts curriculum to meet individual needs of children.

III-3b Analyzes findings of observations and uses the information to plan for and guide curriculum, instruction, and interaction with children.

Parent Aware Area

Teaching Materials and Strategies

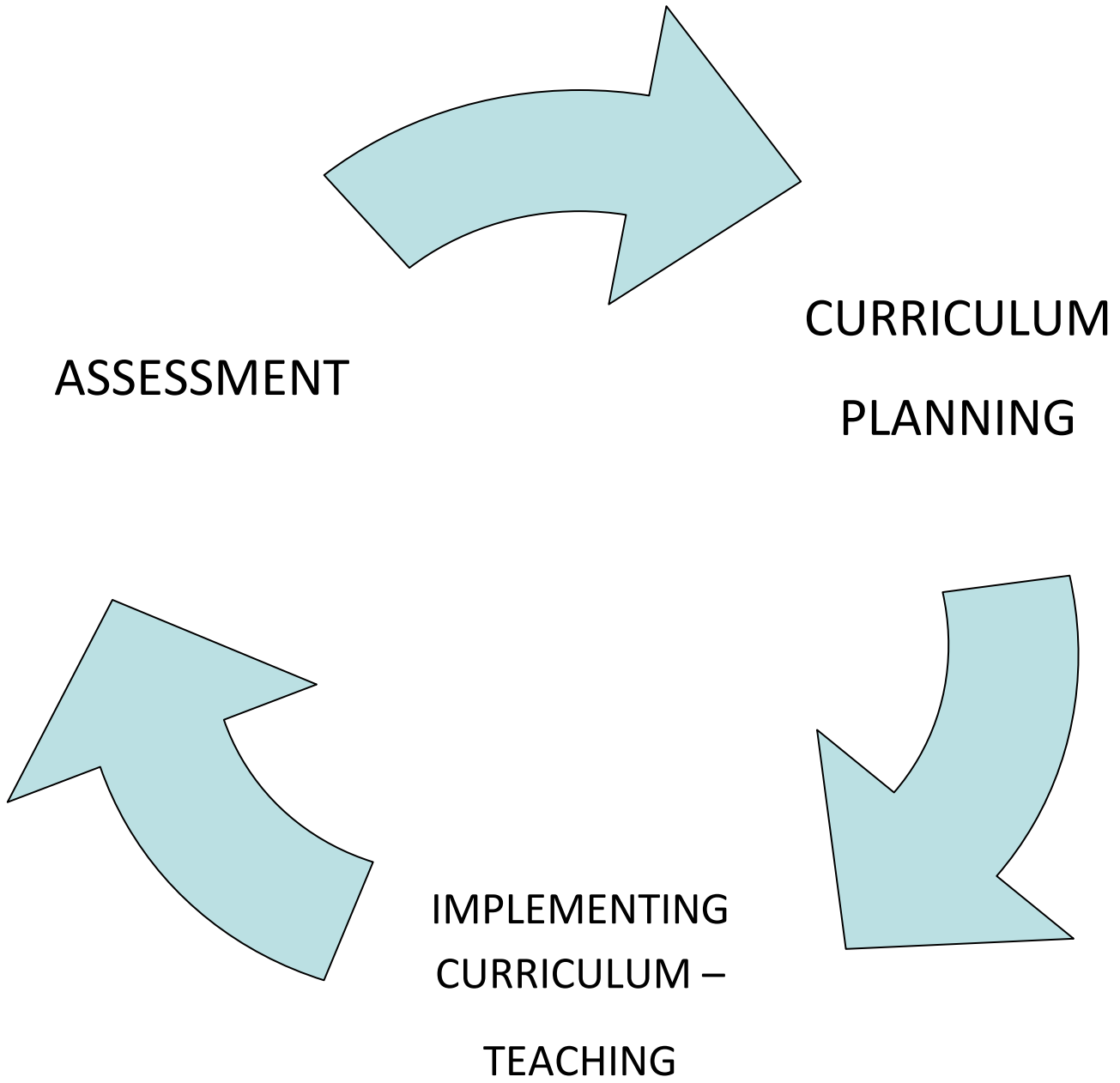
Tracking Learning

Learning Objectives

- *Demonstrate the ability to develop or adapt activities based on observation (authentic assessment) data;*
- *Describe program enhancements that reflect children’s identity, culture, and the diversity of the community; and*
- *List three ways to enhance language and literacy by creating a language and print-rich environment*

Session D Outline

Section	Overview
Introduction	<ul style="list-style-type: none">• Welcome and Introductions• Activity – Build a visual sandwich
Using Authentic Assessment to Create and Adapt Curriculum and Activities	<ul style="list-style-type: none">• Presentation – The cycle of curriculum, assessment, and teaching• Activity – Now and next, part 1• Activity – Now and next, part 2
Enriching the Program to Reflect Identity, Culture and Diversity	<ul style="list-style-type: none">• Discussion –Reflecting culture and diversity• Activity – Enriching activities and environments to support identity, culture, and diversity
Creating a Language and Print Rich Curriculum	<ul style="list-style-type: none">• Presentation – Language matters• Activity – Facilitating language, building vocabulary, and creating print awareness throughout the day
Closing	<ul style="list-style-type: none">• Discussion – Session summary• Activity - Reflection• Wrap Up and PLAT



Now and Next, Part 1 – Using observations to plan curriculum

Sam is nearly 4 years old. During free play Sam and a four year old friend are playing a game with picture cards and dice with dots. In the game 25 pairs of picture cards are placed face down (picture not showing) on the table. One child roles the dice and can turn over the number of cards indicated by the total number of dots on the 2 dice. If any of the cards are matching pairs the child find the pairs and ‘wins’ those cards. Play continues with the two children alternating turns until all cards are matched.

On the first turn Sam rolls a one and a three on the dice. Sam counts the dots and turns over the cards. Sam is able to quickly find one match among the cards. On his next turn Sam rolls a four and a four. Sam counts one dice and then hesitates, looking at the other dice. Sam turns over four cards, then counts the other dice and turns over four more cards.

Play continues this way until all of the matches are made. Sam and his friend alternate turns each time with no conflicts. Each time Sam roles the dice and the total of the dice is more than 5 or 6, Sam uses the strategy of counting each dice separately. He does not count the two dice and develop one number for the sum of the two dice.

Based on what you know about Sam from this short observation complete the following chart.

NOW <i>What are the skills Sam is showing now?</i>	NEXT <i>What could we do next to support Sam’s development?</i>

Now and Next, Part 2 – Using Observations

NOW <i>What are the skills now?</i>	NEXT <i>What could we do next to support development? How would we adapt lesson plans to show what comes 'next'?</i>

Learning About Culture and Diversity for an Integrated Curriculum

Enriching Activities and Environments to Support Identity, Culture, and Diversity

Area or Learning Center

Materials

Activities

Interactions – Things Caregivers Can Say and Do

Area or Learning Center

Materials

Activities

Interactions – Things Caregivers Can Say and Do

Area or Learning Center

Materials

Activities

Interactions – Things Caregivers Can Say and Do

Reflection

Take a few minutes to reflect on what you have learned in this session of this class. Use the spaces below to capture your ideas and plans for action.

In this session I learned...

Based on what I learned, some things I plan to do ...

This session started me thinking about...