

Lesson Plan

Name:	Period:	Presentation Date:
Theme:	Age Group:	
Learning Center:	Developmental Area: Circle the developmental area(s) this activity focuses upon. (Cognitive, Physical, Communication, Creative)	
Name of Activity:		
Concept(s): (What specific concepts/ideas will the children learn from completing this activity? What vocabulary will they be learning? Concepts learned may be directly related to the theme, as well as indirectly teaching something else.)		
Objective(s): (Remember to include all three parts for each objective: what the children will be given, what they will do with what they're given, and to what level they'll be able to complete the activity.)		
Materials Needed to Complete This Activity		
Available:		
Student Will Supply:		
Teacher Will Supply:		
Preparation: (What do you need to do to prepare for this activity BEFORE the children arrive?)		
Procedures: (In great detail, explain how to complete the activity. Your instructions should be good enough for someone else to teach the activity if you are not here.)		
Closure/Transition: (How will you end this activity?)		
Sample Attached, if sample needed: (Yes / No)		
Total Planning Points: /25		

Evaluation

Student Evaluation		
1. Did you fulfill your objective(s)? _____ Yes _____ No (1 point) Explain:		
2. How was this activity developmentally appropriate for the children you were teaching? (4 points)		
3. What went well during the activity? (2 points)		
4. In what way could you improve the activity? (1 point)		
Student/Teacher Evaluation		
Evaluation of Performance in the Lab	Student	Teacher
A. The lesson plan was turned in on time.	/1	/1
B. The activity was ready to go and set up on time.	/2	/2
C. The activity followed the lesson plan.	/1	/1
D. The student actively interacted/talked with the preschoolers.	/2	/2
E. The student followed appropriate guidance techniques.	/2	/2
F. The student exhibited a professional attitude and appearance.	/2	/2
G. The student cleaned the area after use.	/2	/2
Performance Evaluation Points	/12	/12
Average of student/teacher performance evaluation points /12		
Total Evaluation Points: /20		
Teacher Comments:		

Alignment of CDA Assignments with Early Childhood Education I & II Standards/Objectives

STANDARD 1

Students will evaluate the quality of various early childhood programs and review applicable licensure standards and laws.

Objective 1: Classify the types of childcare programs by category.

- a. Categories of child care: custodial, developmental, and comprehensive child care.
- b. Pros, cons, and flexibility associated with various types of child care (hourly, Montessori, head start, preschool, on-site, home care, and day care centers and laboratory schools).

Objective 2: Identify current childcare licensing standards and laws.

(<http://nrckids.org/STATES/UT/ut430.htm>)

- a. Qualifications for directors and teachers.
- b. Licensing laws (confidentiality issues, proof of immunizations).

- **CDA Resource Collection VI-1 Child Care Regulations**
- **CDA Resource Collection VI-2 Early Childhood Associations (see also 2.1.a)**
- **CDA Competency Standard V: To ensure a well-run, purposeful program that is responsive to participant needs (see also 2 and 4.3)**
- **CDA Competency Standard VI: To maintain a commitment to professionalism (see also 2.1)**

STANDARD 2

Students will evaluate and model employment skills needed to work with young children.

Objective 1: Create or update a personal resume.

- a. Positive employment characteristics.

- **CDA Resource Collection VI-2 Early Childhood Associations (see also 1.2)**
- **CDA Competency Standard VI: To maintain a commitment to professionalism (see also 1)**

Objective 2: Identify effective communication skills (children, staff, parents, and employers).

- **CDA Resource Collection IV Family Resources Guide (IV-1 Family Counseling, IV-2 Translation Service, IV-3 Children with Disabilities, IV-4 Child Development Resources)**
- **CDA Competency Standard IV: To establish positive and productive relationships with families**
- **CDA Competency Standard V: To ensure a well-run, purposeful program that is responsive to participant needs (see also 1.2 and 4.3)**

STANDARD 3

Students will evaluate and model how to maintain a healthy environment for young children.

Objective 1: Identify and/or demonstrate how to maintain a secure and healthy environment for young children.

- a. Safety guidelines.
- b. Health and wellness (childhood illnesses, communicable diseases and basic first-aid: poisoning, cuts, bumps and bruises, and choking).
- c. Emergency procedures (fire, earthquake and intruders).
- d. Sanitation and hand-washing (20 seconds, upon arrival, before and after snack, prior to sensory play, after restroom use).
- e. Identifying and reporting procedures for abuse and neglect.

- **CDA Resource Collection I-1 CPR and First Aid Training**
- **CDA Resource Collection V Record Keeping Forms (see also 4.3)**
- **CDA Resource Collection VI-3 Reporting Child Abuse and Neglect**

Objective 2: Describe the factors to consider in meeting the nutritional needs of young children.

- a. Healthy snacks and meals.
- b. Food safety (allergies, use of gloves, follow food handling guidelines).

- **CDA Resource Collection I-2 Weekly Menu**
- **CDA Competency Standard I: To establish and maintain a safe, healthy learning environment (see also 4.4 and 5.1.c)**

STANDARD 4

Students will evaluate and model Developmentally Appropriate Practices (DAP).

Objective 1: Identify and/or demonstrate DAP activities for young children.

- a. Define DAP. (Characteristics: age and individual appropriateness, hands-on, concrete, real, relevant, uses all areas of development, multicultural)
- b. Types of learning: child-directed, teacher-directed, child-initiated
- c. Active vs. passive learning.
- d. Effective transitions.
- e. DAP materials and activities for specific ages and areas of development (cognitive, social, emotional, moral, and physical [gross and fine motor]).
- f. Positive questioning techniques (open-ended questions).

- **CDA Resource Collection II-6 Self Concept Learning Experience (see also 5.2)**
- **CDA Resource Collection II-7 Emotional Skills/Regulation Learning Experience (see also 5.2)**
- **CDA Resource Collection II-8 Social Skills Learning Experience (see also 5.2)**
- **CDA Competency Standard II: To advance physical and intellectual competence**
- **CDA Competency Standard III: To support social and emotional development and to provide positive guidance (see also 4.2)**

Objective 2: Identify and/or demonstrate positive guidance techniques for preschoolers.

- a. Review common reasons for misbehavior (normal behavior, natural curiosity, don't know better, to get attention, for power, revenge, feeling inadequate and need to feel they belong).
- b. Positive guidance: natural consequences, logical consequences, positive statements, redirection, limited choices, time out, positive reinforcement, modeling, child-directed and problem-solving.
- c. Identify and/or demonstrate the ability to maintain control in a large and small group setting.

- **CDA Resource Collection III Developmentally Appropriate Books (see also 5.2)**
- **CDA Competency Standard III: To support social and emotional development and to provide positive guidance (see also 4.1)**

Objective 3: Incorporate observation techniques and guidelines while studying children and develop strategies to meet their needs.

- a. Purpose of observing children (formal & informal assessments, curriculum planning, children's developmental stages).
- b. Objective/factual statements vs. subjective/interpretative statements.

- **CDA Resource Collection V Record Keeping Forms (see also 3.1.b)**
- **CDA Competency Standard V: To ensure a well-run, purposeful program that is responsive to participant needs (see also 1.2 and 2)**

Objective 4: Identify and/or implement appropriate environmental space arrangement.

- a. Physical characteristics in a classroom (floor coverings, permanent fixtures, storage for materials, color and children's display, personal storage and child-size furniture).
- b. Space arrangements (quiet, active, wet, dry, centers, group and individual space).
 - **CDA Competency Standard I: To establish and maintain a safe, healthy learning environment (see also 3 and 5.1.c)**

STANDARD 5

Students will develop, implement and evaluate age appropriate curriculum for young children.

Objective 1: Identify components of curriculum planning.

- a. Identify and/or demonstrate the responsibilities of the lead and support teacher.
- b. Understand calendaring, daily scheduling and routines.
- c. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.

- **CDA Resource Collection I-3 Weekly Lesson Plans (with Special Needs Accommodations)**
- **CDA Competency Standard I: To establish and maintain a safe, healthy learning environment (see also 3 and 4.4)**

Objective 2: Create DAP learning experiences for preschoolers.

- a. Language/literacy activities (fingerplays, stories, show and tell).
- b. Math activities (sequencing, sorting, classification, matching, seriation).
- c. Creative arts activities (Four stages of art: 1] scribbling, 2] pre-schematic, 3] schematic, 4] realism).
- d. Science and sensory activities.
- e. Music and movement activities.

- f. Dramatic play.
- g. Food experiences.
- h. Free play.

- **CDA Resource Collection II-1 Science/Sensory Learning Experience**
- **CDA Resource Collection II-2 Language and Literacy Learning Experience**
- **CDA Resource Collection II-3 Creative Arts Learning Experience**
- **CDA Resource Collection II-4 Fine Motor (Indoor Activity) Learning Experience**
- **CDA Resource Collection II-5 Gross Motor (Outdoor Activity) Learning Experience**
- **CDA Resource Collection II-6 Self Concept Learning Experience (*see also 4.1.e*)**
- **CDA Resource Collection II-7 Emotional Skills/Regulation Learning Experience (*see also 4.1.e*)**
- **CDA Resource Collection II-8 Social Skills Learning Experience (*see also 4.1.e*)**
- **CDA Resource Collection II-9 Mathematics Learning Experience**
- **CDA Resource Collection II (opt) Music and Movement Learning Experience**
- **CDA Resource Collection III Developmentally Appropriate Books (*see also 4.2*)**

CDA Assignments			ECE Standards/Objectives
RC I			
	1	CPR and First Aid Training	3.1.b
	2	Weekly Menu	3.2.a
	3	Weekly Lesson Plans	5.1.c
RC II		<u>Learning Experiences</u>	
	1	Science/Sensory	5.2.d
	2	Language/Literacy	5.2.a
	3	Creative Arts	5.2.c
	4	Fine Motor (Indoor Activity)	5.2 (a, b, c, d)
	5	Gross Motor (Outdoor Activity)	5.2.e, 5.2.h
	6	Self Concept	4.1.e, 5.2
	7	Emotional Skills/Regulation	4.1.e, 5.2
	8	Social Skills	4.1.e, 5.2
	9	Mathematics	5.2.b
	Opt	Music and Movement	5.2.e
RC III		Developmentally Appropriate Books	4.2, 5.2.a
RC IV		<u>Family Resources Guide</u>	
	1	Family Counseling	2.2
	2	Translation Service	2.2
	3	Children with Disabilities	2.2
	4	Child Development Resources	2.2
RC V		Record Keeping Forms (Accident Report, Emergency Form, Completed Observation Form)	3.1.b, 4.3
RC VI			
	1	Child Care Regulations	1.2
	2	Early Childhood Associations	1.2, 2.1
	3	Reporting Child Abuse and Neglect	3.1.e
Reflective Statements of Competence			
	1	To establish and maintain a safe, healthy learning environment	3, 4.4, 5.1.c
	2	To advance physical and intellectual competence	4.1
	3	To support social and emotional development and to provide positive guidance	4.1, 4.2
	4	To establish positive and productive relationships with families	2.2
	5	To ensure a well-run, purposeful program that is responsive to participant needs	1.2, 2.1, 2.2, 4.3
	6	To maintain a commitment to professionalism	1.1, 1.2, 2.1

East High School Model

ECE I	ECE II	CE-ECE (or III)	CDA Assignments			ECE Standards/Objectives
			RC I			
		X		1	CPR and First Aid Training	3.1.b
X	X			2	Weekly Menu	3.2.a
X	X	X		3	Weekly Lesson Plans	5.1.c
			RC II		<u>Learning Experiences</u>	
X	X			1	Science/Sensory	5.2.d
X	X			2	Language/Literacy	5.2.a
X	X			3	Creative Arts	5.2.c
		X		4	Fine Motor (Indoor Activity)	5.2 (a, b, c, d)
X		X		5	Gross Motor (Outdoor Activity)	5.2.e, 5.2.h
	X	X		6	Self Concept	4.1.e, 5.2
X		X		7	Emotional Skills/Regulation	4.1.e, 5.2
X		X		8	Social Skills	4.1.e, 5.2
X	X			9	Mathematics	5.2.b
X	X			Opt	Music and Movement	5.2.e
X	X		RC III		Developmentally Appropriate Books	4.2, 5.2.a
			RC IV		<u>Family Resources Guide</u>	
		X		1	Family Counseling	2.2
		X		2	Translation Service	2.2
	X	X		3	Children with Disabilities	2.2
		X		4	Child Development Resources	2.2
X	X	X	RC V		Record Keeping Forms (Accident Report, Emergency Form, Completed Observation Form)	3.1.b, 4.3
			RC VI			
		X		1	Child Care Regulations	1.2
		X		2	Early Childhood Associations	1.2, 2.1
		X		3	Reporting Child Abuse and Neglect	3.1.e
			Reflective Statements of Competence			
	X			1	To establish and maintain a safe, healthy learning environment	3, 4.4, 5.1.c
	X			2	To advance physical and intellectual competence	4.1
	X			3	To support social and emotional development and to provide positive guidance	4.1, 4.2
		X		4	To establish positive and productive relationships with families	2.2
		X		5	To ensure a well-run, purposeful program that is responsive to participant needs	1.2, 2.1, 2.2, 4.3
		X		6	To maintain a commitment to professionalism	1.1, 1.2, 2.1

