

Module 1D: Session Handouts

Putting it All Together: Standards, Curriculum, and Assessment

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In addition to these handouts, each participant will need a full copy of the Louisiana Birth to Five Early Learning and Development Standards.

Curriculum and Standards Activity Cards

<p>Have children build a wall with blocks. Encourage them to explore items (block, plastic egg, paper cup, tennis ball) to determine which will balance on their wall and which will fall.</p> <p>Ask: “Why was Humpty Dumpty more likely to fall than a block might be?”</p>	<p>Standard AL 2: Demonstrate attention, engagement, and persistence in learning. AL 2 Indicators:</p> <ul style="list-style-type: none"> • Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1) • Maintain attention in child initiated and adult - directed activities despite distractions and interruptions. (4.2) • Plan and complete tasks and activities. (4.3)
<p>Read the story “The Three Bears” to the children and display the story prop characters.</p> <p>Using a Xylophone, draw children’s attention the length of the keys. Play the longest key and the shortest key. Confirm the relationship between the size of a key and the pitch it makes.</p> <p>Play the longest key and ask children which character voice might match this key. Play the shortest and ask again which character’s voice this might match. Ask about a key to match Mama Bear’s voice.</p>	<p>Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions. AL 3 Indicators:</p> <ul style="list-style-type: none"> • Identify and understand cause and effect relationships. (4.1) • Apply prior knowledge and experiences to learn new skills during play. (4.2) • Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3) • Make specific request for help from both peers and adults as needed. (4.4)
<p>In the dramatic play area, you set up materials for the children to pretend to be school helpers such as a librarian, cook, teachers, etc.</p>	<p>Standard CC 3: Explore roles and experiences through dramatic art and play. CC 3 Indicators:</p> <ul style="list-style-type: none"> • Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1) • Role play or use puppets to act out stories or play a character. (4.2) • Represent fantasy and real -life experiences through pretend play. (4.3) • Use objects to represent other objects. (4.4)

<p>Encourage children to count frog counters using soft voices as they move in a straight line from left to right. Have them move in the opposite direction (from right to left), counting in a loud voice.</p> <p>Point out that the counting sequence is always the same regardless of the direction in which they count.</p>	<p>Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.</p> <p>CM 1 Indicators:</p> <ul style="list-style-type: none"> • Verbally count by ones to 20. (4.1) • Count forward from a given number between 1 and 10 and count backward from 5. (4.2) • Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)
<p>After reading the book “The Ant and the Grasshopper,” count out 5 yellow cubes into a basket to represent the ant’s acorn collection. Next count out 5 green cubes into a separate basket to represent the grasshopper’s food supply.</p> <p>Take one cube from both baskets, one at a time. Pair the cubes in a one-to-one correspondence so that children can see that both sets are the same.</p> <p>Ask: “Which basket has more?” “How do you know that both baskets have the same amount?”</p>	<p>Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.</p> <p>CM 1 Indicators:</p> <ul style="list-style-type: none"> • With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6) • Compare sets of objects using same/different and more/less/ fewer. (4.7) • Identify an object’s or person’s position as first or last. (4.8)
<p>Using daily schedule picture sequence cards and a string.</p> <p>Have children sort the sequence cards by activities, placing them on the left or right of the string according to when they happen ex. before or after lunch time or outdoor time.</p> <p>Ask: “Do more activities happen before or after this activity?”</p>	<p>Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).</p> <p>Standard CS 1:</p> <ul style="list-style-type: none"> • Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1) • Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2) • Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)

<p>Display a puppet and a picture of the puppet. Tell the children that they will each take home a photo of the puppet at the end of the week. The puppet will visit their family for two weeks.</p> <p>While he/she is visiting, they will involve her in their regular activities (dinner, playing, family trips, etc.) and record the adventures in a special journal they will make at school this week.</p>	<p>Social Studies (CSS) for Four-Year-Olds Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community. CSS 1 Indicators:</p> <ul style="list-style-type: none"> • Describe events, activities, and people from the past using appropriate vocabulary. (4.1) • Initiate conversations about familiar places, people, and/ or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2)
<p>Invite children to demonstrate how to wiggle, jiggle, and giggle as they dance and sing along with the song “Wiggles, Jiggles, Giggles.”</p> <p>Ask which body parts they are using to perform each movement.</p>	<p>Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body. PM 1 Indicators:</p> <ul style="list-style-type: none"> • Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1) • Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)
<p>Give the children an overview of the book, “Ms. Bumblebee Gathers Nectar.”</p> <p>Read the book then ask: “How many flowers did Ms. Bumblebee visit?” “What did Ms. Bumblebee make with the nectar she gathered from the flowers?”</p>	<p>Speaking and Listening Standard LL 1: Comprehend or understand and use language. LL 1 Indicators:</p> <ul style="list-style-type: none"> • Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1) • Listen and respond attentively to conversations. (4.2) • With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)

Pre- and Post-Assessment

Module 1D: *Putting it All Together: Standards, Curriculum, and Assessment*

Date: _____

Trainer's Name: _____ Participant's Name: _____

Job Title: Teacher Assistant Teacher Director Other: _____
(circle one)

Ages you work with: infants toddler: ones toddler: twos preschool pre-k
(circle all that apply) 6 weeks to 12 months 13 to 23 months 24 to 35 months 3 to 4 years 4 to 5 years

Instructions: Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Why standards are important and how they can be used to guide what one does in the classroom												
The difference between standards, curriculum, and assessment and how they are interconnected and work together for teaching effectiveness												
Determining if an activity is relevant to the standards, follows the curriculum, and can be assessed and recorded												

Pretend Play Firefighter Video Guide

Selina provided the children with materials to stimulate and enhance dramatic play. Two boys quickly choose helmets and uniforms. The boys discuss how to move a table, a fire, and then a tornado alert. One boy reports that the fire is out. Another suggests it is time to clean the kitchen. The boys play creatively as they come up with imaginative solutions for dealing with the tornado. Their plans include punching the tornado and whacking it with pans.

1. What evidence do you see that children are beginning to understand the work of firefighters?

2. What understanding of math concepts is displayed?

3. What examples do you see of the children using opposites?

4. What concepts about weather do you see demonstrated?

5. How do the children demonstrate concepts of social responsibility?

Teaching Strategies Objectives Checklist

Student: _____

Checkpoint: Fall Winter Spring

Social-Emotional

Objective Number	Objective/Dimension	Date Observed	Completed ✓
1.	Regulates own emotions and behaviors.		
	a. Manages feelings.		
	b. Follows limits and expectations.		
	c. Takes care of own needs appropriately.		
2.	Establishes and sustains positive relationships.		
	a. Forms relationships with adults.		
	b. Responds to emotional cues.		
	c. Interacts with peers.		
	d. Make friends.		
3.	Participates cooperatively and constructively.		
	a. Balances needs and rights of self and others.		
	b. Solves social problems.		

Physical

Objective Number	Objective/Dimension	Date Observed	Completed ✓
4.	Demonstrates traveling skills.		
5.	Demonstrates balancing skills.		
6.	Demonstrates gross-motor manipulative skills.		
7.	Demonstrates fine-motor strength.		
	a. Uses fingers and hands.		
	b. Uses writing and drawing tools.		

Language

Objective Number	Objective/Dimension	Date Observed	Completed ✓
8.	Listens to and understands increasingly complex language.		
	a. Comprehends language.		
	b. Follows directions.		
9.	Uses language to express thoughts and needs.		
	a. Uses an expanding expressive vocabulary.		
	b. Speaks clearly.		
	c. Uses conventional grammar.		
	d. Tells about another time or place.		

Objective Number	Objective/Dimension	Date Observed	Completed ✓
10.	Uses appropriate conversational and other communication skills.		
	a. Engages in conversations.		
	b. Uses social rules of language.		
11.	Demonstrates positive approaches to learning.		
	a. Attends and engages.		
	b. Persists.		
	c. Solves problems.		
	d. Shows curiosity and motivation.		
12.	Remembers and connects experiences.		
	a. Recognizes and recalls.		
	b. Makes connections.		
13.	Uses classification skills.		
14.	Uses symbols and images to represent something not present.		
	a. Thinks symbolically.		
	b. Engages in sociodramatic play.		

Literacy

Objective Number	Objective/Dimension	Date Observed	Completed ✓
15.	Demonstrates phonological awareness.		
	a. Notices and discriminates rhyme.		
	b. Notices and discriminates alliteration.		
	c. Notices and discriminates smaller and smaller units of sound.		
16.	Demonstrates knowledge of the alphabet.		
	a. Identifies and names letters.		
	b. Uses letter sound knowledge.		
17.	Demonstrates knowledge of print and its uses.		
	a. Uses and appreciates books.		
	b. Uses print concepts.		
18.	Comprehends and responds to books and other texts.		
	a. Interacts during read-alouds and book conversations.		
	b. Uses emergent reading skills.		
	c. Retells stories.		
19.	Demonstrates emergent writing skills.		
	a. Writes name.		
	b. Writes to convey meaning.		

Math

Objective Number	Objective/Dimension	Date Observed	Completed ✓
20.	Uses number concepts and operations.		
	a. Counts.		
	b. Quantifies.		
	c. Connects numerals with their quantities.		
21.	Explores and describes spatial relationships and spaces.		
	a. Understands spatial relationships.		
	b. Understands shapes.		
22.	Compares and measures.		
23.	Demonstrates knowledge of patterns.		

Science and Technology

Objective Number	Objective/Dimension	Date Observed	Completed ✓
24.	Uses scientific inquiry skills.		
25.	Demonstrates knowledge of the characteristics of living things.		
26.	Demonstrates knowledge of the physical properties of objects and materials.		
27.	Demonstrates knowledge of Earth's environment.		
28.	Uses tools and other technology to perform tasks.		

Social Studies

Objective Number	Objective/Dimension	Date Observed	Completed ✓
29.	Demonstrates knowledge about self.		
30.	Shows basic understanding of people and how they live.		
31.	Explores change related to familiar people or places.		
32.	Demonstrates simple geographic knowledge.		

The Arts

Objective Number	Objective/Dimension	Date Observed	Completed ✓
33.	Explores the visual arts.		
34.	Explores musical concepts and expressions.		
35.	Explores dance and movement concepts.		
36.	Explores drama through actions and language.		

English Language Acquisition

Objective Number	Objective/Dimension	Date Observed	Completed ✓
37.	Demonstrates progress in listening to and understanding English.		
38.	Demonstrates progress in speaking English.		

Instructions for Use

- This document is to help you keep track of the observations you have completed for your students. It can be used with my observation sheets for multiple students for the different TSG areas. The observation sheet for individual students that I have posted already includes this checklist.
- Record the student's name and the checkpoint on each section in case they get separated.
- As you complete observations, record the date the objective or dimension was observed so that you know it was completed and can easily go back to your observation sheet and find it.
- You can check the last box as you complete each objective. This is mostly for objectives that have multiple dimensions under it. You can record the date each dimension was recorded and then check the box when you have observed all of the dimensions for that objective. I find it easier visually, so I can glance at the sheet and see what was completed.
- When you need to find a specific observation, look up the date using this checklist and then find it on your observation sheet.