

Module 1B: Session Handouts

The Big Three of School Readiness: 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

<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 1B: *The Big Three of School Readiness: 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
Importance of using a quality curriculum												
Meaning of "alignment"												
Importance of aligning standards, curriculum, and assessment												
Helping a child master a complex task by scaffolding												
Selecting activities and experiences for children based on your knowledge of the ELDS and curriculum												

Selecting Activities Planning Sheet

What curriculum material are you using? (ex. *Frog Street Theme 7 Things that Move*)

Describe the activity:

My interactions to meet Standards CSS 1

1. *What did you do after you . . .*

2.

3.

4.

5.

Indicators

Indicator CSS 3.1

Describe the activity:

My interactions to meet Standards CSS 1

1. *Tell me about what you bought at the grocery store?*

2.

3.

4.

5.

Indicators

Indicator CSS 4.1