

We're going to give everyone a few minutes to join us and then we'll get started.

While we wait, if you know where the chat is located, please introduce yourself.

Your name, age group you work with, where you are from, and your favorite childhood game.

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Tips, Tricks, and Tools of Lesson Planning Session 1

Successful Solutions Training in Child Development
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Housekeeping Information

- Keep yourself on mute to keep us on track and refrain from distractions.
- If you have specific or situational questions, please email Kimberlee or I and we'll get back to you as soon as we can.
- Kimberlee is handling chat so any technical questions, please direct them to her.
- We will be having **one** breakout session and **1-2** breaks.
- PLEASE** fill out the evaluation form at the end of the session to give us feedback.
- Certificates:** will be sent out today (if you don't see it by the end of the day, let us know!)
- Recording:** will be done within the next few business days (if you don't see it within a week, let us know!)
- "Leave the stories but keep the lessons."

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Learning Objectives

- After reading and discussing curriculum elements, participants will be able to recall the elements and define them.
- After reading and discussing weekly lesson plans, participants will be able to identify different aspects.
- After practicing weekly lesson plans on chosen themes, participants will be able to create their own.

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Schedule

- **Commonly Asked Questions and Curriculum Components**
- Themes
- Break
- Weekly Theme Layout
- Weekly Theme Example and Practice
- Break
- Breakout Rooms for Practice
- Review
- Questions

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Curriculum Development

How are you currently feeling about curriculum development?

- Some phrases that people have used to describe "curriculum" are:
- overwhelming,
 - doesn't allow enough time to follow children's interests,
 - frustrating,
 - intensive,
 - time spent making sure toddlers don't eat the materials,
 - fun,
 - helps them be more organized,
 - weekly Sunday activity,
 - and many, many more!

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Commonly Asked Questions

- What is curriculum?
- What is typically included in curriculum?
- Why does the curriculum have to be developmentally appropriate?
- What do you do with your curriculum if you have children in your care who are at different stages of development?
- Where do you find curriculum components that are developmentally appropriate for the children in your care?
- The big question is... do you always have to follow the curriculum?

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What is curriculum?

It is just a collection of lesson plans, activities, books, etc. into themes that can be used with children.

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What is typically included in curriculum?

Curriculum could include lesson plans, activities, games, puzzles, music, books, and much more. Just because all of those were listed, doesn't mean that if a curriculum doesn't include those, it won't be considered curriculum.

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Why does the curriculum have to be developmentally appropriate?

You might be thinking, that's a silly question! Everyone should know this, but that's not always the case. Plus it's always smart to review! Developmentally appropriate is different than age appropriate.

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What do you do with your curriculum if you have children in your care who are at different stages of development?

This is an important question! You don't have to scrap your curriculum if this is the case. You can adapt it to fit the children in your care. It is always a good idea to include adaptations within your lesson plans to be ready when you need them but sometimes you do have to think on the fly.

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Where do you find curriculum components that are developmentally appropriate for the children in your care?

That's a great question! If it was only as simple as finding any lesson online and it being 100% developmentally appropriate for the children in your care, that would be awesome! But that's not the case.

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The big question is... do you always have to follow the curriculum?

Nope! It's often a misconception that you MUST always follow what you planned or else it's a failure. That's not accurate at all! This often is when educators throw up their arms and quit trying to use curriculum.

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Curriculum Components

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What's typically included?

- Lesson plans
- Activities
- Games
- Puzzles
- Music
- Books

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Hammering a Pumpkin

Please provide appropriate supervision to the children in your care when completing all lessons. You will need to provide adult supervision to the children in your care. Appropriate and reasonable caution should be used when providing art and sensory experiences for children.

Age Group:
Toddlers

Objective:
Children will develop fine motor skills.
Children will practice hand-eye coordination.

COA Competency Standard:
A.2.2
Activities and materials encourage children of varying abilities to develop their small muscles

Materials:

- Golf tees
- Children's hammer
- Large pumpkin

Procedure:
Place the materials in an appropriate area.
Open them how to use the hammer to safely pound the golf tee into the pumpkin.
Allow the children to practice.

****Be sure to monitor children during the lesson to keep them safe.**

Adaptations:
For children who are having challenges with their fine motor skills, follow the hand over hand method. Help support their hands in holding the hammer and hitting the tee safely. Also putting holes in the pumpkin ahead of time can help.

Assessment:
Observe and record the children's fine motor skills. Were they able to hold the hammer and golf tee? How are their grasping skills developing? Place these notes along with pictures of the children participating in the lesson in the children's portfolio.

Extension:
For children who need more of a challenge, place dots or x's on the pumpkin for them to hammer the golf tee on.

Lesson Plan

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Activities

Car Color Sorting Chart Activity

For preschool children, you can create a bar chart with poster board and on the bottom label each bar with colors. Allow the children to park the cars on the chart that matches up with the color of the car to see how many in the classroom are the same color. They will be working on their problem solving and sorting skills.

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Games

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Puzzles



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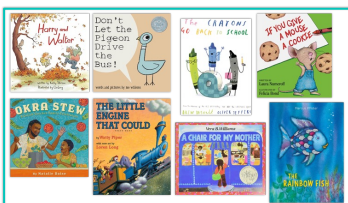


“Five little speckled frogs
 Sat on a great big log
 Eating the most delicious
 bugs (yum, yum)
 One jumped into the pool
 Where it was nice and cool
 Then there were four speckled
 frogs.”
 (Repeat the verse with one
 fewer frog each time)

Music

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Books



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Check for Understanding

Please answer the questions in the poll to gauge your understanding so far.

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Break Time!

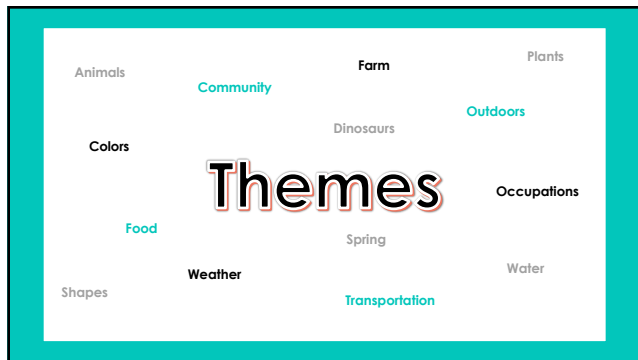


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Questions???



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Weekly Theme Layout

Weekly Theme:		Age Group:				
Language Development:		Factual Statements:				
Objective Goals: Through participating in the activity, the children may learn:						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Group Time (circle, center, group, etc.)						
Outdoor Activities (if weather allows)						
Small group activities (in centers, individual, etc.)	Language & Literacy	Music	Art	Science	Math	
Special Needs Accommodations: (hearing, vision, speech, physical, cognitive, learning, etc.) Please note: Changes in special needs and/or needs that are added after the announcement are general need.			Special Needs:			
Classroom Design Ideas:						
Self-Selected Activities						
Dramatic Play		Blocks		Literacy Center		
Sensory Table (sand and water)		Fine Motor		Art		

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Example Weekly Theme

Weekly Theme: Beach		Age Group: 3 years old				
Language Development: Sand, water, ocean, beach toys, beach, summer		Factual Statements: Beaches are on the edges of bodies of water. Beaches can have sand, umbrellas, or lifeguards.				
Objective Goals: Through participating in the activity, the children may learn: The children will identify different aspects of beaches. The children will explore how to build with sand.						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Group Time (circle, center, group, etc.)	Beach Day Song and sandcastle game	5. Ocean beach shapes	A Day at the Beach Book by Tom Bracht	Beach Snack Song	Beach Song Book by Megan and Eric Bracht	
Outdoor Activities (if weather allows)	Crab walk race	Beach Fishing	Beach Ball game	Obstacle run	Beach games	
Small group activities (in centers, individual, etc.)	Language & Literacy Matching fish names	Music Beach Songs	Art Paper sandcastles	Science Can you drink seawater?	Math Ocean animal pattern blocks game	
Special Needs Accommodations: (hearing, vision, speech, physical, cognitive, learning, etc.) Please note: Changes in special needs and/or needs that are added after the announcement are general need.			Special Needs: Physical struggle			
Classroom Design Ideas: Create around the children. Beach chairs in dramatic play with blow up pool toys. Add fly traps and umbrellas to dramatic play.						
Self-Selected Activities						
Dramatic Play Create an in a beach house		Blocks Paper fish and water bottles		Literacy Center Beach book, sand and beach toys		
Sensory Table Water table		Fine Motor Sandcastle making		Art Make hanging fish fish		

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Practice Together!



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Break Time!



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Breakout Rooms

Now you're going to get to practice in a group!
Any questions first?

- Infant - birth to 1 year
- Toddler - 1 to 3 years
- Preschool - 3 - 5 years
- Family - All

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References

- Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved June 7, 2021 from <https://cft.vanderbilt.edu/guides-subpages/blooms-taxonomy/>.
- Stauffer, B. (2020, January 7). What Is a Curriculum and How Do You Make One? Digital Curriculum for CTE & Elective Teachers. <https://www.aeseducation.com/blog/what-is-a-curriculum>.

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