

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 movie.

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## Tips, Tricks, and Tools of Lesson Planning - Lesson Planning

Successful Solutions Training in Child Development  
 Britney Andrade, MS Early Childhood Studies & Kimberlee Turner, MS Ed  
[Britney@ccastates.com](mailto:Britney@ccastates.com) & [Kimberlee@ccastates.com](mailto:Kimberlee@ccastates.com)

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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 **two** 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 lesson plan elements, participants will be able to recall the elements and define them.
- After reading and discussing different lesson plans, participants will be able to identify different aspects.
- After practicing lesson plans, participants will be able to create their own.

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## Schedule

- Curriculum Components
- Break
- Lesson Plan Components
- Lesson Plan Layout
- Lesson Plan Example and Practice
- Break
- Breakout Rooms for Practice
- Review
- Questions

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## Curriculum Development

**How are you currently feeling about curriculum development?**

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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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## Lesson Plan

### Spray Bottle Flowers

**Age Group:**

- Preschool

*\* Lesson plan objective and assessment can be adapted to use this activity with school-age children.*

**Objectives:**

- Children will create a piece of artwork using a new technique
- Children will talk about their work and the creative process
- Children will practice fine motor skills

**CDA Competency Standard:**

**II.7.Ab**

Candidate promotes individual expression and creativity

- by facilitating child-directed and progress-oriented creative experiences

**Materials:**

- 4 small spray bottles
- water
- food coloring
- white crayons
- white construction paper

**Procedure:**

1. Prepare the spray bottles ahead of time. Fill the spray bottles about a third of the way full and add several drops of food coloring to each.

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## Activities

### Scavenger Hunt Activity

For toddlers, you can show the children a picture list of animals and have them find them around the classroom. They can bring the back to the list and a basket.

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## Games



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## Puzzles



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## Music

Five little pumpkins sitting on a gate,  
The first one said, "Oh, my it's getting late"  
The second one said, "There are witches in the air."  
The third one said "But we don't care."  
The fourth one said, "Let's run, let's run!"  
The fifth one said, "Isn't Halloween fun?"  
Then wooooo went the wind  
And OUT went the lights,  
And five little pumpkins rolled out of sight.

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## Books

A few popular picture books:



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## Example Weekly Theme

Weekly Theme: Fairy Tales	Age Group: 3 years old																																			
<p><b>Language Development:</b> Cards, Games, King, Queen, Princess, Dragon, Knight, Magic</p> <p><b>Factual Statements:</b> Cards are made of large stones. Food families consist of king, queens, prince, or princess. A knight rides a horse.</p> <p><b>Objective Goals:</b> Through participating in the activities, the children may learn:</p> <p>The children will build cards out of different materials. The children will read fairy tales that they've heard throughout the week.</p>																																				
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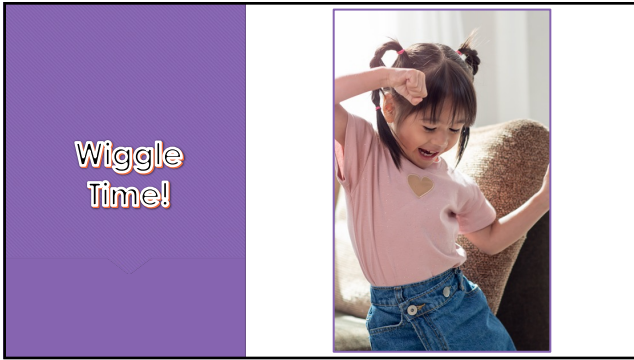
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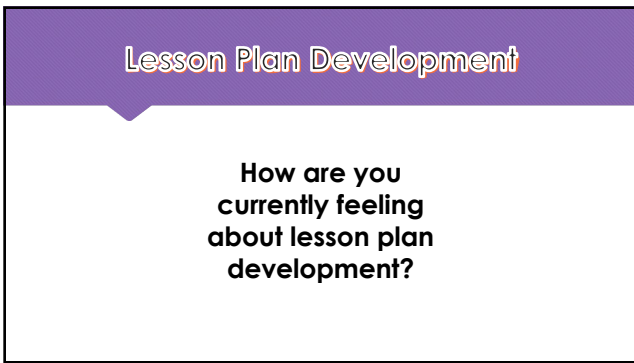
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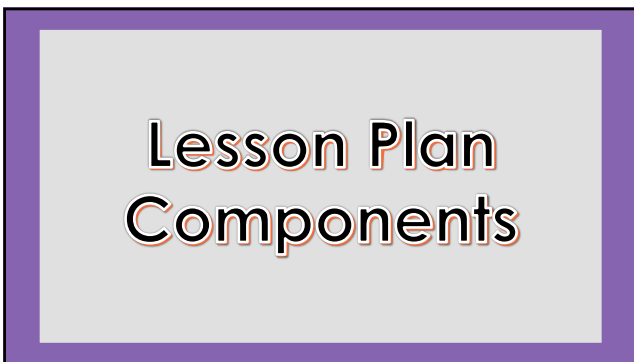
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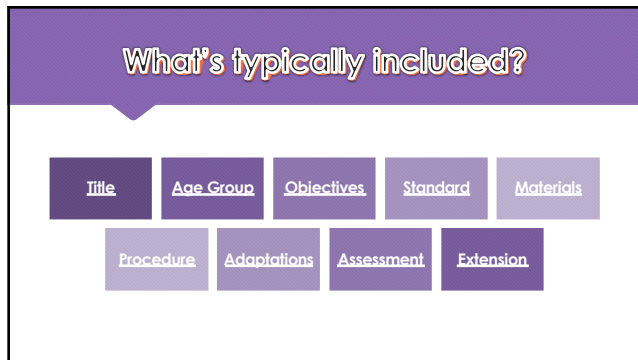
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## Lesson Plan

**Feather Colander**

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

**Age Group:**  
Toddlers

**Objectives:**  
Children will develop fine motor skills.  
Children will utilize hand-eye coordination.

**CEA Competency Standard:**  
E.1.7.a  
Activities and materials encourage children of varying abilities to develop their small muscles as individual fine motor skills are encouraged through a variety of developmentally appropriate methods and activities.

**Materials:**

- Colander
- Feathers

**Procedure:**  
Place the colander and feathers in an appropriate area for the children to explore.  
Show them how to insert the end of a feather into the colander.  
Allow the children to practice putting the feathers in the holes.  
**\*\*Be sure to monitor children during the lesson to discourage eating the feathers.**

**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 feather between their fingers and work the feathers into the colander with help.

**Assessment:**  
Observe and record the children's fine motor skills. Were they able to insert the feathers? How are their grasping skills developing? Place their marks along with pictures of the children participating in the lesson in the children's portfolios.

**Extension:**  
For children who need more of a challenge, place string with the colander to allow for further fine motor development. Another option is to expose the children to lacing boards to practice with.

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## Title and Age Group

**Feather Colander**

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

**Age Group:**  
Toddlers

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## Objectives

**Objectives:**  
 Children will develop fine motor skills.  
 Children will utilize hand-eye coordination.

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## Bloom's Taxonomy Action Verbs

	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
<b>Definitions</b>	Recall or retrieve information from memory by reciting, listing, or describing.	Comprehension or understanding of material by explaining, interpreting, or summarizing.	Using acquired knowledge to solve problems or apply concepts in new situations.	Examining and breaking information into parts to identify relationships.	Forming and defending judgments about value or quality of materials or methods.	Putting information together to form a new pattern or structure.
<b>Verbs</b>	Choose, Define, Find, Give, Identify, Label, List, Match, Name, Order, Recall, Repeat, Show, Tell, Write	Classify, Compare, Contrast, Describe, Explain, Illustrate, Interpret, Paraphrase, Relate, Summarize, Translate	Apply, Build, Calculate, Classify, Construct, Define, Design, Draw, Explain, Illustrate, Implement, Interpret, Interview, Make a model, Model, Organize, Plan, Predict, Produce, Relate, Solve, Translate, Utilize	Analyze, Assume, Compare, Classify, Conclude, Discover, Distinguish, Evaluate, Explain, Examine, Forecast, Investigate, Interpret, Justify, Measure, Monitor, Relate, Solve, Synthesize, Test, Use	Appraise, Assess, Argue, Choose, Compare, Conclude, Critique, Defend, Evaluate, Explain, Examine, Forecast, Investigate, Interpret, Justify, Measure, Monitor, Relate, Solve, Synthesize, Test, Use	Adapt, Alter, Change, Classify, Compare, Construct, Create, Design, Develop, Evaluate, Explain, Examine, Forecast, Investigate, Interpret, Justify, Measure, Monitor, Relate, Solve, Synthesize, Test, Use

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## Example

**Remembering** - Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.

Children will show that the ball rolls down the ramp. (Show is the verb that was listed under the Remembering column.)

**Understanding** - Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

Children will explain the difference between the bumpy ball and smooth ball. (Explain is the verb that was listed under the Understanding column.)

**Applying** - Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

Children will build a ramp out of cardboard and wood blocks. (Build is the verb that was listed under the Applying column.)

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## Standards

**CDA Competency Standard:**

II.7.1a

Activities and materials encourage children of varying abilities to develop their small muscles

- a) Individual fine motor skills are encouraged through a variety of developmentally appropriate materials and activities

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## FAQs

**What are standards and why are they important?**

**How do you use standards?**

**Where do you find standards?**

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## State Standards

Use the links below to find your state's standards.

Infant/Toddler					Preschool/Child Age				
Alabama	Hawaii	Massachusetts	New Mexico	South Dakota	Alabama	Illinois	Massachusetts	New Mexico	South Dakota
Alaska	Idaho	Michigan	New York	Tennessee	Alaska	Indiana	Michigan	New York	Tennessee
Arizona	Iowa	Minnesota	North Carolina	Texas	Arizona	Iowa	Minnesota	North Carolina	Texas
Arkansas	Kansas	Mississippi	North Dakota	Utah	Arkansas	Indiana	Mississippi	North Dakota	Utah
California	Kentucky	Missouri	Ohio	Vermont	California	Iowa	Missouri	Ohio	Vermont
Colorado	Louisiana	Montana	Oklahoma	Virginia	Colorado	Kansas	Montana	Oklahoma	Virginia
Connecticut	Maine	Nebraska	Oregon	Washington	Connecticut	Kentucky	Nebraska	Oregon	Washington
Delaware	Marshall Islands	Nevada	Pennsylvania	West Virginia	Delaware	Kentucky	Nebraska	Oregon	Washington
Florida	Marshall Islands	New Hampshire	Rhode Island	Wisconsin	Florida	Maine	New Hampshire	Rhode Island	Wisconsin
Georgia	Marshall Islands	New Jersey	South Carolina	Wyoming	Georgia	Maine	New Jersey	South Carolina	Wyoming

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## Materials, Procedure, and Adaptations

**Materials:**

- colander
- feathers

**Procedure:**

Place the colander and feathers in an appropriate area for the children to explore.

Show them how to insert the end of a feather into the colander.

Allow the children to practice putting the feathers in the holes.

**\*\*Be sure to monitor children during the lesson to discourage eating the feathers.**

**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 feather between their fingers and work the feathers into the colander with help.

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## Assessment and Extension

**Assessment:**

Observe and record the children's fine motor skills. Were they able to insert the feathers? 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 string with the colander to allow for further fine motor development. Another option is to expose the children to lacing boards to practice with.

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# Lesson Plan

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**Age Group:**  
Toddlers

**Objectives:**  
Children will develop fine motor skills.  
Children will utilize hand-eye coordination.

**CEA Competency Standard:**  
17.7.6  
Activities and materials encourage children of varying abilities to develop their small muscles as individual fine motor skills are encouraged through a variety of developmentally appropriate materials and activities

**Materials:**

- colander
- feathers

**Procedure:**  
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**Adaptations:**  
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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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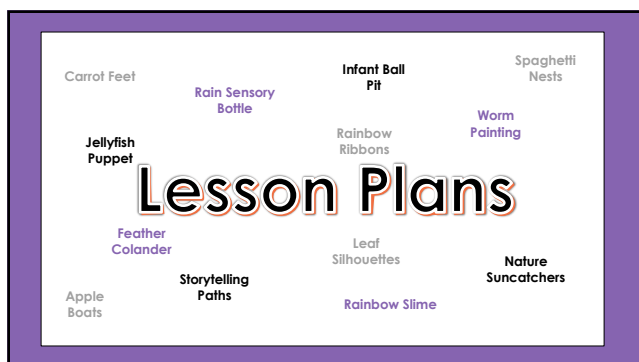
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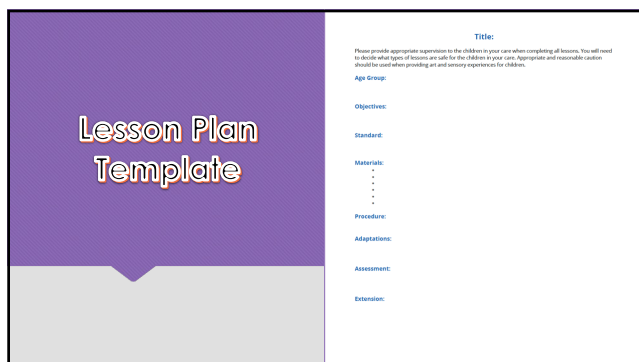
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## Practice Together!



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## Breakout Rooms

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

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## Learning Objectives

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

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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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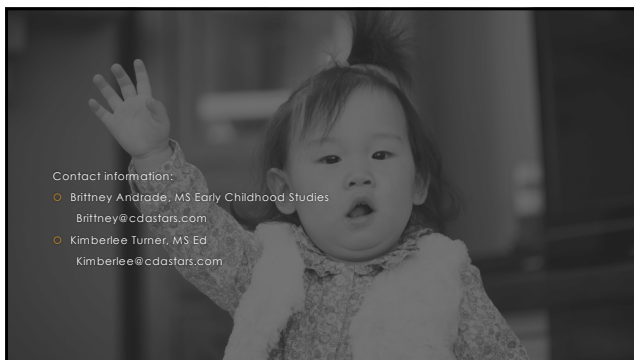
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