

Sue Langwell

Class:

Language Activities and Development for Young Children CCA 104 – 351

I am going to incorporate this lesson in my class this semester with an introduction to these books. The parent extension activity may need to wait until next semester. This particular class is about how language develops in young children. There is also a focus on activities to help language develop. This particular course does not directly deal with social justice issues, but it was not challenging to bring this issue to the forefront in this class.

Title of Assignment:

We're Different We're the Same

Learning Outcomes:

Illinois Early Learning Standard

This course addresses the following Early Learning Standards:

1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C,

(Below are outcomes that don't directly apply to this course I am taking – It is my understanding that outcomes and competencies can be added to courses per state guidelines. Numbers 12, 13, and 14 have been added)

1. Demonstrate an understanding of the stages of language development.
2. Demonstrate appropriate techniques to enhance language development.
3. Demonstrate an understanding of the teacher's role to support emerging literacy.
4. Prepare developmentally appropriate language activities to support emerging literacy.
5. Discuss language related difficulties.
6. Demonstrate a knowledge and understanding of language development stages in relationship to physical, cognitive and social-emotional development.
7. Demonstrate a variety of language arts techniques that are developmentally appropriate.
8. Demonstrate strategies to support emerging literacy of young children.
9. Demonstrate an understanding of teacher's role and responsibilities in language development.
10. Develop appropriate goals and objective for language development.
11. Prepare, present and evaluate a wide variety of language arts activities
12. Improve abilities to relate to children and families, including families from diverse backgrounds
13. Apply National Association for the Education of Young Children's Code of Ethics to situations
14. Assist exceptional children and their families with resources and strategies for language development

Critical Thinking

Students will be able to engage in thought processes that will help them decide what activities they can do in class with their children and what activities can be sent home to do with their family.

Students will be able to problem solve about how each child learns best and base their lesson on the child's learning style.

Relevant to the Lives of Students

This assignment will help my students relate to other cultures. It will give them a better understanding of biases and prejudices.

Assignment

Picture books are a great way to teach young children about social justice and equality. These topics are very important to teach to young children so that they go through life practicing the Golden Rule: To treat others the way you want to be treated. We want our young children to be the leaders of tomorrow that will create a peaceful and respectful place to live.

Students will introduce and read books to children about diversity and sustainable issues.

Students will do a lesson with the children based on the book as an extension to the reading.

Student will state the title and author of book selection.

Children will make predictions about the subject of the book

Children will make connections (schemas) to the book

Project Assignment - Extension of Book

Problem solve regarding the book's extension and how it will be introduced allowing children the freedom and creativity to express themselves.

Children will be allowed to create and explore how they would like to do the project.

Project Extension:

- Children will compare their skin color to that of their classmates.
- Children will cut out circles for faces and select paint that matches their skin color and paint the circle cut out faces.
- Children paint and decorate faces with materials provided.

Parent involvement:

- Parents visit school to see children wearing their faces and singing “I am Special”.
- Literacy bags could also be sent home with diversity books in them and a simple related activity.

For Example: The book *Stone Soup* could be read by the parent and

then the children and parent can make a pot of stone soup.

Friends and neighbors could be included in making the soup

as well so the project becomes neighborhood involvement .

Critical Thinking

Students will be able to engage in thought processes that will help them decide what activities they can do in class with their children and what activities can be sent home to do with their family.

Students will be able to problem solve about how each child learns best and base their lesson on the child’s learning style.

Assessment (See assessment for children check list and sample lesson plan below)

Formal Assessment is not done with small children.

The assessment for my students would be how they actually read the book and how they incorporate the extension. I will include a developmental check list and a lesson plan that is used for assessing children and their teacher. In order for the lesson plan to be given a final grade, all revisions and corrections need to be made by the student.

CHILD DEVELOPMENT CHECKLIST

Name _____ Observer _____

Program _____ Dates _____

Directions:

Put an **X** for items you see the child perform regularly. Put **N** for items where there is no opportunity to observe. Leave all other items blank.

Item	Evidence	Dates
1. Self Esteem		
___ Separates from primary caregiver without difficulty		
___ Develops a secure attachment with teacher		
___ Completes a task successfully		
___ Makes activity choices without teacher's help		
___ Seeks other children to play with		
___ Plays roles confidently in dramatic play		
___ Stands up for own rights		
___ Displays enthusiasm about doing things for self		
2. Emotional Development		
___ Releases stressful feelings in appropriate manner		
___ Expresses anger in words rather than negative actions		
___ Can be calmed in difficult or dangerous situations		

___ Overcomes sad feelings in appropriate manner		
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Item	Evidence	Dates
___ Handles surprising situations with control		
___ Shows fondness, affection, love toward others		
___ Shows interest, attention in classroom activities		
___ Smiles, seems happy much of the time		
3. Social Play		
___ Spends time watching others play		
___ Plays by self with own toys/materials		
___ Plays parallel to others with similar toys/materials		
___ Plays with others in group play		
___ Makes friends with other children		
___ Gains access to ongoing play in positive manner		
___ Maintains role in ongoing play in positive manner		
4. Prosocial Behavior		
___ Shows concern for someone in distress		
___ Can tell how another feels during conflict		
___ Shares something with another		

___ Gives something to another		
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Item	Evidence	Dates
___ Takes turns without a fuss		
___ Complies with requests without a fuss		
___ Helps another do a task		
___ Helps (care for) another in need		
5. Large Motor Development		
___ Walks down steps alternating feet		
___ Runs with control over speed & direction		
___ Jumps with feet together		
___ Hops on one foot		
___ Climbs up, down, across climbing		
___ Throws, catches & kicks balls		
___ Rides trikes, bikes & scooters		
___ Does creative movement		
6. Small Motor Development		
___ Turns knobs, lids, eggbeaters		
___ Pours liquids without spilling		
___ Fastens/unfastens ,zippers, buttons, Velcro		

Item	Evidence	Dates
___ Molds play dough/clay with dexterity		
___ Uses drawing/writing tools with control		
___ Uses scissors with control		
___ Uses hammer with control		
7. Cognitive Development ___ Sorts objects by shape, color		
___ Classifies objects by size		
___ Places objects in sequence or series		
___ Recognizes, creates patterns		
___ Counts to rote to 20		
___ Displays 1-to-1 correspondence with numbers		
___ Problems-solves with concrete objects		
___ Problem-solves with computer programs		
8. Spoken Language ___ Listens but does not speak		
___ Gives short phrase responses		
___ Does chanting		

Item	Evidence	Dates
___ Takes part in conversations		
___ Speaks in expanded sentences		
___ Asks questions		
___ Can tell a story		
9. Emergent Writing and Reading Skills		
___ Pretends to write with pictures & scribbles		
___ Makes horizontal lines of writing scribbles		
___ Includes letter-like forms in writing		
___ Makes some letters, prints name or initial		
___ Holds book right-side up: turns pages right to left		
___ Pretends to read using pictures to tell story		
___ Retells stories from books with increasing accuracy		
___ Shows awareness that print in books tells story		
10. Art and Music Skills		
___ Makes basic scribble shapes		
___ Combines circles/squares with crossed lines		
___ Draws person as sun-face with arms & legs		

___ Combines objects together in a pictures		
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Item	Evidence	Dates
___ Moves legs & feet in rhythm to a beat		
___ Moves arms & hands in rhythm to a beat		
___ Plays instruments		
___ Sings with group or by him/herself		
11. Dramatic Play Skills		
___ Does pretend play by him/herself		
___ Assigns roles or takes assigned roles		
___ Needs particular props to do pretend play		
___ Takes on characteristics & actions related to role		
___ Can pretend with imaginary		
___ Uses language for creating & sustaining plot		
___ Enacts exciting, danger-packed themes		
___ Uses elaborate themes, ideas, details		

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Child Care Program Lesson Plan - Moraine Valley

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Student

Date

Instructor

Course

Suggested Age Range

Unit Topic

Lesson

Title

I. Objectives (List at least 3 - Please use resource issued by instructor).



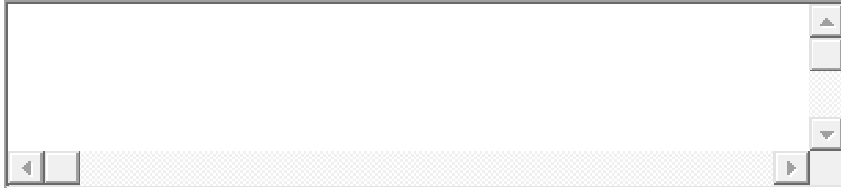
II. Benchmarks:



III. Materials:



IV. Before Class, I Need To:



V. Lesson

A. Introduction - Motivation (This should excite the child)



B. Development (Demonstrate the steps):



C. Questions to develop thinking/thought when appropriate:

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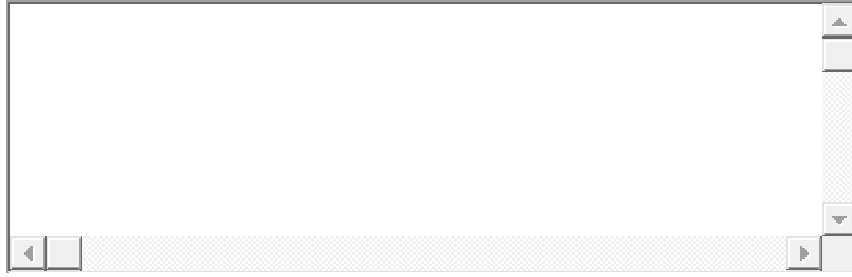
D. Reinforcement-Extension (Must reinforce objective):

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E. Evaluation - Changes (Note: The questions must be answered if the lesson was actually presented):

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F. Source:



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List of Books Paths to Peace: Ideas and Actions for Change -- Picture Books

Gregory, Valiska. [When Stories Fell Like Shooting Stars](#). Illustrated by Stefano Vitale. Simon & Schuster, 1996. 40 pages. Ages 6 - 10

Hume, Lachie. [Clancy the Courageous Cow](#). U.S. edition: Greenwillow Books / HarperCollins, 2007. 32 pages. Ages 6-10

McKee, David. [The Conquerors](#). Handprint Books, 2004. 24 pages. Ages 3-7

Muth, Jon J.. [Stone Soup](#). Scholastic Press, 2003. 32 pages. Ages 5 - 8

Radunsky, Vladimir. [What Does Peace Feel Like?](#) An Anne Schwartz Book / Atheneum, 2004. 16 pages. Ages 4-8

Thomas, Shelley Moore. [Somewhere Today: A Book of Peace](#). Photographed by Eric Futran. Albert Whitman, 1998. 24 pages. Ages 3 - 7

Woodson, Jacqueline. [The Other Side](#). Illustrated by E. B. Lewis. G. P. Putnam, 2001. 32 pages. Ages 5 - 8

