

## Best Practices of Technology Integration

**Title:** *A Career in Early Childhood*

**Subject Area:** Secondary Employability Skills, Life Skills & English

**Intended Grade Level:** For a secondary special education student with an interest in a career in child care. Could also be used in a secondary child care class.

**Description:**

In this project the student(s) will use their child development text for information and expand upon it by accessing the Internet to find project ideas to put what he/she has learned into action. The goal is for the student to understand, plan and implement the many activities required to run a daycare/preschool.

1. The student will be required to complete a full day schedule that could be used at the center or sent home with parents.
2. The student will be required to pick a “Theme” for a week and find 5 activities for each of the scheduled areas using the Internet, magazines, and teacher publications.
3. The student will be required to create a calendar and list the snacks and lunches that will be provided for the week.
4. The student will need to choose 2 activities to try at a local daycare/preschool center.

**Curriculum Benchmarks:**

MI.ELA.1

Read and comprehend general and technical material.

MI.ELA.2

Demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

MI.CES.3 H.S. 2

Analyze and synthesize information and data from multiple sources.

MI.CES.3 H.S. 3

Plan and transform ideas and requirements into a concept, service, or product.

MI.CES.5 H.S. 1

Demonstrates regular attendance, promptness, and staying with a school/work task until satisfactory completion.

MI.CES.5 H.S. 2

Complete assignments with minimum supervision and meet school/work deadlines.

MI.CES.5 H.S.5

Monitor and evaluate accurately one's progress toward a goal or completion of a project.

MI.CES.6 H.S. 1

Determine goals and develop an action plan to accomplish them within a given time frame.

MI.CES.6 H.S. 8

Compiles a list of materials and supplies needed in advance of an assignment.

MI.CES.6 H.S. 9

Acquires resources in a timely fashion and takes responsibility for their care.

MI.LME.6 H.S. 5

Apply food pyramid in food decision-making.

Elementary Technology Benchmarks:

Keyboarding grade 4

Word-processing grade 4

Desktop Publishing grade 4

On-line telecommunications grade 4

### **Materials and Resources:**

Books and Familiar Resources:

ESSENTIALS for Child Development Associates Working with Young Children by  
Carol Brunson Phillips

Mailbox, Teacher Magazine

Family Fun Magazine

Community Resources:

Local Library and their computerized book find system.

Local daycare/ preschool Center

Technology:

Calendar Program - Microsoft Publisher®, American Greetings Card Program, or  
Hallmark Greetings Card Program.

Word-processing software

Web sites - Sites for Teachers

<http://www.capecod.net/schrockguide/>

<http://www.AtoZTeacherStuff.com/>

<http://www.theideabox.com/>

<http://www.kconnect.com/>

Literature Sites

<http://www.carolhurst.com/>

<http://www.cbcbooks.org/navigation/teaindex.htm>

<http://www.storyarts.org/>

<http://www.eric-carle.com/>

## Arts/Crafts Sites

<http://www.crayola.com/>

[http://www.arts.ufl.edu/art/rt\\_room/@rtroom\\_home.html](http://www.arts.ufl.edu/art/rt_room/@rtroom_home.html)

<http://www.bconnex.net/~jarea/lessons.htm>

### **Detailed Timeline:**

The class will be taught for one hour three times a week.

- Day 1- Complete Part 1
- Day 2- Work on Schedules
- Day 3- Work on Schedules, Schedules are due at the end of the period.
- Day 4- Complete Part 2
- Day 5- Theme idea is due. Complete Part 3
- Days 6, 7, 8, 9 & 10- are workdays for Part 3
- Day 11- Part 3 is due. Complete Part 4
- Days 12 & 13 Are work days for Part 4
- Day 14- Part 4 is due. Complete Peer Evaluations
- Day 15- Work-time to complete self-evaluation
- Day 16- Self-evaluation is due

Students can complete Part 5 on their own or we will help them find a place and they can go during the class days 8-10 or days 12-13. This project may take longer or shorter depending on the number of students, number of resources, and the number of computers in the classroom. This class could also be taught one hour a day, five days a week.

### **Activities/Procedures:**

Part 1 - Read from the Essentials text Chapter 3 How do you plan an environment that promotes play pages 145 - 155. Discuss the reading and have students brainstorm what activities need to be included in a daily schedule which ones are more important and which ones should be given more time. Give the students a list of activities that need to be included in their daily schedule. (see attachment 1) The students will rough draft their schedules and complete them on the computer. Since this schedule could be used at the center on the wall or sent home to parents it needs to be printed on decorative paper or created on a program that will allow the use of borders/clipart. (See attachment 2)

Part 2 - Read from the Essentials text Chapter 5, pages 333-340 what are appropriate Themes? Students will brainstorm themes that would be fun to plan around. Students will be introduced to the many Internet sites, magazines and teacher magazines. (See the section on resources) The students will be given time to view these resources before picking their theme topic. Themes should not be duplicated by students so that at the end of the project they will be able to share their units with each other. This will allow each of the students to compile a nice group of thematic units to take with them.

Part 3 - Read from the Essentials text Chapter 5 pages 280-287 large/small muscle play; pages 306-309 Use of Books, pages 313-316 Children enjoy the sound of music, pages 316-322 Children learn through art and pages 324-326 Encourage discovery.

The students will need to find 5 appropriate activities according to their reading for the following areas:

1. Story-time- list 5 books and authors. (see attachment 3)
2. Music - list 5 songs. (see attachment 4)
3. Discovery time- list 5 activities and the instructions on how to instruct this activity
4. Art List 5 art projects with instructions and material lists. (see attachment 6)
5. Fine-Motor - List 5 activities children could rotate to. (see attachment 7)

Students need to remember the activities need to correspond with the theme they picked to use the resources that have been made available to them. Each of these areas needs to be typed following the format seen in the attachments.

Part 4 - Read from the Essentials text Chapter 3 pages 136-144 You eat healthy foods. Draw a food pyramid on the board have students label each of the areas. Then for each of the food groups brainstorm 10 foods items that belong there. Lastly the student need to brainstorm some simple healthy snacks that could be used during snack time. The students will then need to plan snacks and lunches following the guidelines for their one week theme unit. ( 10 snacks and 5 lunches) The snacks and lunches will then need to be put on a computer generated calendar. This calendar is also something that could be sent home with parents.

Part 5 - Each student will try 2 of their activities at a local daycare/preschool or with a group of young children in the neighborhood or family. Each student will complete a self-evaluation on how the activities went.

#### **Assessment/Evaluation:**

The students project will be evaluated through a teacher evaluation, peer evaluation and a self-evaluation. (see attachment 8, 9, 10)

#### **Management:**

Discussions will take place as a whole group. Then students will work independently rotating between reading the text, organizing, locating and viewing materials, going to the library and using the computer(s). The project is to be done independently so it is the students responsibility to plan how they will accomplish each task by the given due date. A teacher and/or teacher assistant will be available to assist the students when they need help.

#### **Follow-up Activities:**

1. Compile a list of books and songs children love.
2. Compile a list of good themes to use in early childhood.
3. Create a recipe book of good snacks, lunches and art projects to make with children.
4. Create a 1 month unit plan using 1 or more theme topics.
5. Have the students try their activities out on each other.
6. Have the students write summaries of children's books.

7. Develop grocery lists from the Menu Calendar base on 15 children.

**Submitted By:**

**Name:** Ann Wallace

**School District:** Three Rivers Community Schools

**School:** Three Rivers Life Skills Center

## Attachment #1

Activities that need to be included in your daily schedule:

- Children's arrival
- Free Play
- Breakfast
- Story Time
- Opening
- Music
- Toileting
- Art
- Snack
- Discovery Time
- Nap Time
- Fine-motor Time
- Lunch
- Outdoor Play
- Leave for the day

## Attachment #2

Example Schedule (student should use decorative paper or border)

7-9 a.m

Children arrive, breakfast, free play

9-9:15

Opening & Sharing

9:15-9:30

Story Time

9:30-10:15

Discovery Time

10:15-10:30

Toileting & Snack

10:30-11:00

Music

11:00-11:45

Fine-motor Time

11:45-12:15

Toileting & Lunch

12:15- 1:00

Outdoor Play

1:00-1:15

Toileting

1:15-3:15

Nap-time

3:15-3:30

Toileting

3:30-4:15

Art

4:15-7:00

Free Play/Children leave for the day.

## Attachment #3

### Book List

#### Theme: Farm

1. Family Farm by Thomas Locker
2. My Farm by Alison Lester
3. The Year at Maple Hill Farm by Alice & Martin Provensen
4. Baby Farm Animals by Merrill Windsor
5. The Midnight Farm by Reeve Lindbergh

## Attachment #4

### Music List

Theme: Farm

1. Old McDonald
2. The Farmer in the Dell
3. Bought Me a Cat
4. Oats, Peas, Beans & Barley Grow
5. Six Little Ducks

## Attachment #5

### Discovery Time

(This is only an example of 1 out of the 5 they need to do)

Theme: Farm

Churning Butter

Materials Needed: Whipping Cream, One baby food jar per student

Directions: Fill each jar about half full of cream before tightly fastening its lid. Have your youngsters sit in a circle and sing songs. As they are singing, have them pass the jars around the circle. Whenever a youngster is passed a jar, he shakes it in rhythm to the music for the duration of one verse. Then he passes the jar to the person on his left. After 20 minutes or more, pour the buttermilk off the butter in each jar. Press any remaining buttermilk from the butter with a spoon, rinse the butter with cold water and salt lightly. Have the butter on some crackers for snack time.

## Attachment #6

Art

Theme: Farm

Farm Animal Puppets

Materials: (1) Brown paper lunch bag per student, Scissors, Crayons, Glue Sticks, Photocopies of farm animal face patterns

Directions: Allow each student to choose the animal they want. Have each student color their farm animal, cut it out and glue it to the paper bag. The students will enjoy using the puppets while singing Old McDonald.

## Attachment #7

### Fine-motor Skills

#### Theme: Farm

1. Cutting- cut circles, squares & triangles out of construction paper and build different things you might see on a farm.
2. Sand Table - put pots, shovels, spades, rakes and plastic greenery in the sand table and let the students pretend they are planting.
3. Water Table - Practice pouring water in and out of different sized milk containers.
4. Blocks- have the students build their blocks as high as a silo.
5. Playdough- students will find plastic farm animals in a ball of playdough.

Attachment # 8

Teacher Evaluation

Student: \_\_\_\_\_

|  |      |
|--|------|
| 1. Attendance  | /10  |
| 2. Work turn in on time (minus one point for each day late up to 5 pts.) |      |
| Part 1   | /5   |
| Part 2   | /5   |
| Part 3   | /5   |
| Part 4   | /5   |
| 3. Grammar/complete sentences  | /5   |
| Spelling   | /5   |
| Punctuation  | /5   |
| 4. Use of Resources  |      |
| Books/Magazines  | /5   |
| Community  | /5   |
| Technology   | /10  |
| 5. Use of Food Pyramid   | /5   |
| 6. Creativity/Neatness   | /10  |
| 7. Peer Evaluation   | /20  |
| 8. Self-evaluation   | /10  |
| Total possible points  | /110 |

Attachment #9

Peer Evaluation

Student: \_\_\_\_\_

|  |   |   |   |   |
|--|---|---|---|---|
| 1. Appearance of Daily Schedule            | 1 | 2 | 3 | 4 |
| 2. Appearance and Choices on Menu Calendar | 1 | 2 | 3 | 4 |
| 3. Creativity of Activities                | 1 | 2 | 3 | 4 |
| 4. Correlation of Activities to the Theme. | 1 | 2 | 3 | 4 |
| 5. Will children like the activities?      | 1 | 2 | 3 | 4 |

Scoring:      1= weak      2= fair      3= good      4= excellent

Attachment #10

Self-Evaluation

Student: \_\_\_\_\_

Each student will write and then type on the computer one paragraph about what went well and what went wrong when presenting the activities to children. What would you do different next time?