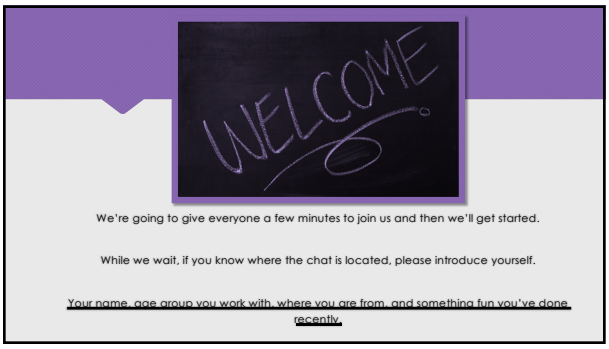


We're going to give everyone a few minutes to join us and then we'll get started.

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 something fun you've done recently.

1

Tips, Tricks, and Tools of Lesson Planning Session 2

Successful Solutions Training in Child Development

Brittney Andrade, MS Early Childhood Studies & Kimberlee Turner, MS Ed

Brittney@cdastars.com &
Kimberlee@cdastars.com

2

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 **one** break.
- **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."**

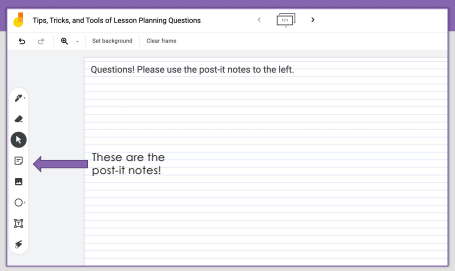
3

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.

4

Jamboard



5

Schedule

- Review of Weekly Lesson Plans
- Lesson Plan Components
- Lesson Plan Layout
- Lesson Plan Example and Practice
- Break
- Breakout Rooms for Practice
- Review
- Questions

6

Lesson Plan Development

How are you currently feeling about lesson plan development?

7

Review

8

Lesson Plan Components

9

What's typically included?

- Title
- Age Group
- Objectives
- Standard
- Materials
- Procedure
- Adaptations
- Assessment
- Extension

10

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.

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

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 invert 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.

11

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

12

Objectives

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

13

Blooms Taxonomy Action Verbs

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

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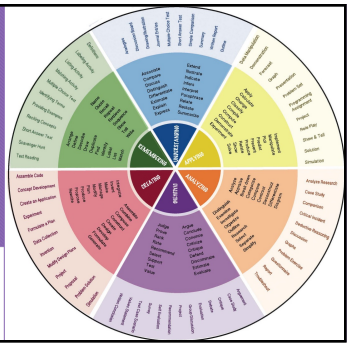
Blooms Taxonomy Action Verbs



15

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.)

16

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

17

FAQs

What are standards and why are they important?

How do you use standards?

Where do you find standards?

18

State Standards

19

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.

21

Lesson Plan

Feather Colander

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22

Check for Understanding

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

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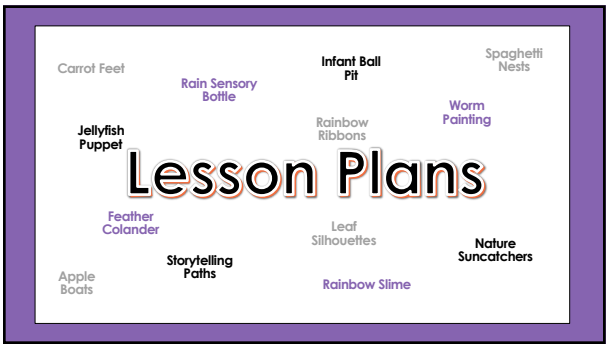
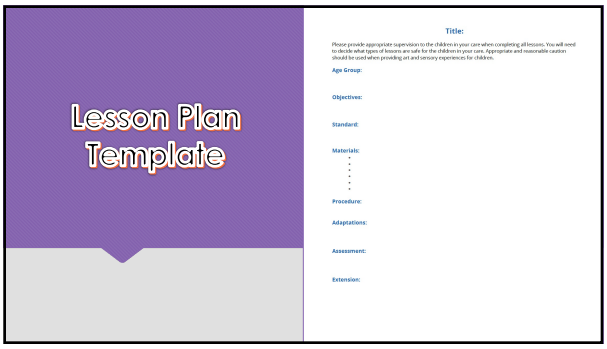

Carrot Feet
Rain Sensory Bottle
Infant Ball Pit
Spaghetti Nests
Jellyfish Puppet
Rainbow Ribbons
Worm Painting
Lesson Plans
Feather Colander
Leaf Silhouettes
Nature Suncatchers
Storytelling Paths
Apple Boats
Rainbow Slime

25


Lesson Plan Template
Title:
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:
Objectives:
Standard:
Materials:
Procedure:
Adaptations:
Assessment:
Extension:

26

Practice Together!

27

Break Time!

28

Breakout Rooms

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

29

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-sub-pages/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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What to expect in Part 3:

- We'll do a quick review of weekly lesson plans/themes from part 1 and lesson plan components from this session.
- We'll break down observations and assessments .
- We'll take a look at how to use standards for lesson planning which helps in observations and assessments.
- You'll practice creating your own lesson plan based upon standards.

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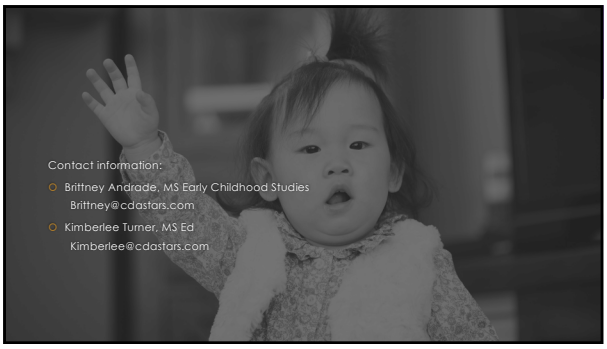

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