



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.

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Tips, Tricks, and Tools of Lesson Planning Session 3

Successful Solutions Training in Child Development
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Housekeeping Information

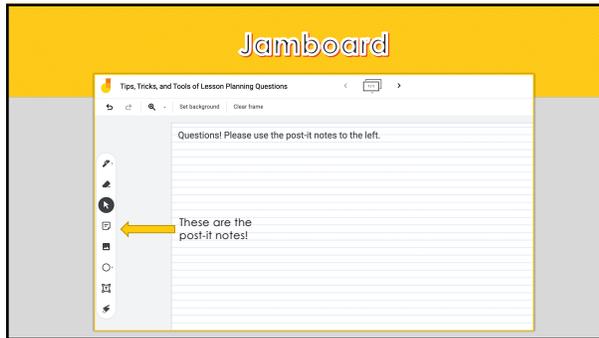
- **Keep yourself on mute** to keep us on track and refrain from distractions.
- If you have specific or situational questions, please email Kimberlee or I and we'll get back to you as soon as we can.
- Kimberlee is handling chat so any technical questions, please direct them to her.
- We will be having **one** breakout session and **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."**

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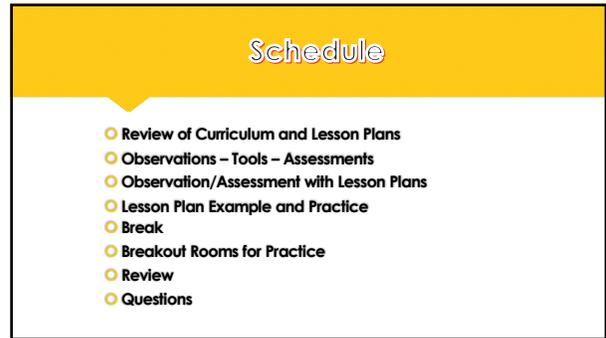
Learning Objectives

- After reading and discussing observations and assessments, participants will be able to identify aspects of each through peer discussion.
- After reading and discussing how to use lesson plans for observations and assessments, participants will be able to describe this in peer discussion.
- After practicing using standards in lesson planning, participants will be able to create their own to support their observation and assessments.

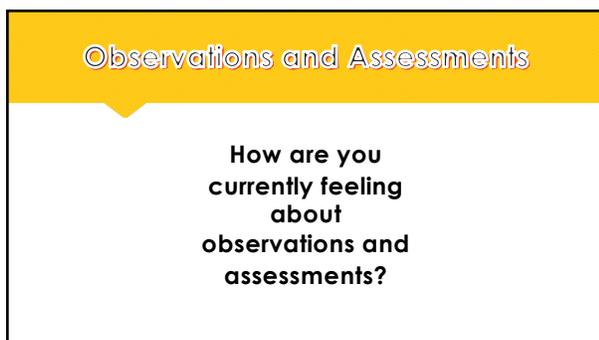
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Observation

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Objective and Subjective

Objective Words	Subjective Words
Count	Lazy
Draw	Sad
Identify	Dumb
Quote	Slow
State	Smart
Tell	Nice
Choose	Bored

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Quantitative and Qualitative

Quantitative	Qualitative
Allicen has 12 green grapes on her plate.	Kevin used the red crayon to color his car picture.
There are three stuffed animals on Ryan's cot.	Elliott put his left hand out to balance on one foot.
Kollyns jumped on one foot 5 times in a row.	Rocky ran from the fence to the grass and jogged back.
Kai crumpled up four pieces of paper.	Finley banged the two rocks together at the table.

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Running Records and Anecdotal Notes

Running Records

Writing everything as if you are holding a video camera and detailing every minute of what is going on in the video. A running record is great to gather a lot of information that is "in the moment" and without being subjective.

Anecdotal Notes

Anecdotal notes are used for the little bits of information that you gather throughout your day. It's those little snip-its from running records, shortened and still objective. Once you write it, you can file it in a child's portfolio and use/organize it for a later date.

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Work Samples & Pictures and Videos

Work Samples & Pictures

Work samples and pictures are clear examples of how children are developing. You can visually take a picture of it happening and include it within a child's portfolio.

Videos

Using a video can be a simple way to observe different moments within a classroom. There are many benefits! You can rewind, pause, replay, fast forward, etc. Those are things you cannot do during a regular day.

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Checklists and Time/Event Samplings

Checklists

Checklists are simple and work well for identifying what skills children do. Make a list of the skills, observe them throughout a day or week, and check them off if/when the child has achieved them.

Time/Event Samplings

Time/Event samplings are wonderful to quickly gain observations and record them. You can tally how often children run in your classroom or how many times children are in a particular learning area.

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Assessments

Observations

Standardized Tests

Portfolios

Self-Assessments

Parent Input

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How do lesson plans help with observations and assessments?

You're going to want to know what you are wanting to observe or assess first.

Next, you can do this two different ways:

- Write the standard or write the objectives**

If you decide to write the standard first, you'll find one and then build your lesson plan around that standard.

If you decide to write your objectives first, then you'll build your lesson plan around them.

This is typically called backwards planning or design, as you already know what you want the final plan to teach and you can build everything around it.

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Lesson Plan

Coin Letter Matching

These printable approach questions to the children you use when completing all items. They will need to make their own responses to the questions you can approach and complete when they are ready to do so at any time.

Age Group:
Pre-K/Kind

Objectives:
Children will develop fine motor skills.
Children will identify letter recognition.
Children will experiment with letter recognition.

21st Century Skills:
ELA

Materials and equipment: Various children thinking and problem solving.

Materials:

- Plastic clay oval
- Paper with letter section
- Black marker
- Scissors or a needle
- Sharp pencil tip

Procedure:

To make a coin for a letter, take several cups of clay and roll it in a Ziplock bag, along with a few drops of liquid food coloring, then allow to dry overnight.

Using a black marker, hand write with letters of the alphabet you can narrow it down to the letters you are currently working with if appropriate.

Fill the clay with your markers and color.

Invite the children to pick colors out of the containers and place them on the corresponding letter on the paper.

As the children are working, you can ask three questions to further phonological awareness.

What's your favorite letter and how does it appear? Can you use other examples like any ones you have?

Adaptations:

For children who are having challenges with this option, or have one letter, you can do only appear in only lowercase for them to practice further. For children who are having challenges with choosing from all the options, you can limit to 3 letters at a time.

Assessment:

Observe and record the children's fine motor skills. Were they able to pick up the balls with ease? How are their grasping skills developing? How do their motor skills along with pictures of the children participating in the lesson to the children's parents.

Extension:

For children who need more of a challenge, you could have them spell right words with the letters they put out.

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Check for Understanding

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

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Lesson Plan Template

Title:

Please provide appropriate explanation to the student in your case when completing all items. You will need to include what types of resources and tasks for the children in your case in appropriate and reasonable location. Provide the end when providing an end summary explanation for children.

Age Group:
Preschool

Objectives:

Standard:

Materials:

Procedure:

Adaptations:

Assessment:

Extension:

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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?

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References

- Abi. (2020, July 8). How to use backwards design for effective lesson planning! Kognity. <https://kognity.com/blog/how-to-use-backwards-design-for-effective-lesson-planning/?text=One%20useful%20method%20for%20planning.end%20goal%E2%80%9D%20or%20learning%20point>.
- Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved June 7, 2021 from <https://ctt.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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Questions???

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