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IDENTIFIERS *CDA: Child Development Associate

ABSTRACT

This Child Development Associate (CDA) training module is about how to write and use lesson plans. CDA interns are taught how to write and analyze behavioral objectives, choose appropriate materials and techniques, and observe and evaluate instruction. Instructional and behavioral objectives are given. The teacher's materials consist of pretest directions, an activity list and directions. The student's materials include pre- and post-tests, an activity record, a glossary and 12 lessons. (Author/RH)

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CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

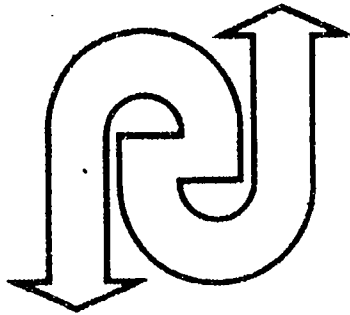
Module 3

PLANNING LESSONS FOR THE PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

Unit II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Module 3

PLANNING LESSONS FOR THE PERSONAL
AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

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A Joint Project Of: Community College of Philadelphia
Research For Better Schools, Inc.
School District of Philadelphia

Unit II

Module 3

Unit II

PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Overview
of
Module 3

PLANNING LESSONS FOR THE PERSONAL AND

SOCIAL DEVELOPMENT OF YOUNG CHILDREN

Purpose of the Module

This module is about how to write a LESSON PLAN. Writing a lesson plan is like writing little notes to yourself so that that you can remember exactly what you're supposed to do.

Unit II

Module 3

PLANNING LESSONS FOR THE PERSONAL
AND SOCIAL DEVELOPMENT OF YOUNG
CHILDREN

COMPETENCY

The trainee will be able to plan, and develop a lesson plan, and implement a lesson in a preschool center.

INSTRUCTIONAL OBJECTIVES

Entry Level

The trainee will know to construct an objective which contains the three basic parts.

Intermediate Level

The trainee will be able to develop a lesson plan which contains the five important parts and implement it.

Mastery Level

The trainee will be able to develop and evaluate a lesson plan; and implement it in a preschool setting.

BEHAVIORAL OBJECTIVES

Entry Level

Given a topic, the trainee will write an objective for this topic; identify at least two important parts and construct at least two questions for each of these parts.

Unit II
Module 3

Intermediate Level

Given a choice of topics, the trainee will write a lesson plan which contains the five important parts with 80% accuracy.

Mastery Level

The trainee will write and evaluate the lesson plan with 80% accuracy.

The trainee will implement the lesson plan in a preschool setting with 80% accuracy.

Unit II

Module 3

Trainee Directions

Pretest

If....you think you may already know how to do the things in this module:

1. See the Resource Person and describe why you think you may already know to do these things.
2. Review the Pretest with the Resource Person and decide with the Resource Person if you will try it.

If....you do not wish to take the Pretest, or do not know how to do these things:

1. Fill out the Cover Sheet for this Module.
2. Read the Glossary.
3. Begin work on Activity 1.

Unit II

Module 3

PRETEST

Resource Person Directions

Purpose of the Pretest:

1. To determine if the trainee has the skills for writing a lesson plan.
2. To determine if the trainee can implement his/her lesson plan.

Procedure:

1. Read trainee's directions.
2. Be available to answer questions.
3. Use note on notes in Activity 10 as criteria for acceptability of lesson plan.
4. Trainee must be able to fill in each column of lesson plan sheet as well as write an appropriate objective for the lesson.
5. If trainee has not written an acceptable lesson plan, she must not plan to implement the lesson. Notify her/him that s/he must work in the module.
6. If trainee has written an acceptable lesson plan, have trainee contact his/her field supervisor to set up a time when s/he can be observed teaching the lesson.

Unit II

Module 3

PRETEST

Field Supervisor Directions

Purpose of the Pretest

1. To determine if the trainee has the skills for writing a lesson plan.
2. To determine if the trainee can implement his/her lesson plan.

Procedures

1. Read trainee's directions.
2. When trainee contacts you, set up a time to observe her/him teaching the lesson.
3. Use the observation sheet in Activity 8 as the basis for determining the success of the lesson. Also check the lesson for consistency with the lesson plan.

UNIT 11: Personal and Social Development
Of Young Children .

MODULE 3: Planning Lessons For The Personal
And Social Development of Young Children

NAME _____

DATE _____

PLACEMENT TEST

Time Started _____

Time Finished _____

Mastery _____

No Mastery _____

Resource Person _____

Unit II

Module 3

PRETEST

Trainee Directions

Your pretest assignment is to write a lesson plan and then to teach a lesson from the lesson plan you've constructed.

You will have three hours to write your lesson plan. Use the lesson plan sheet on the next page to write your lesson plan. Go over your lesson plan with your Resource Person before you make plans to teach your lesson.

Once your lesson plan has been approved, contact your Field Supervisor and make arrangements to have her observe you teaching your lesson. Have your lesson plan available to give to your Field Supervisor before you teach your lesson.

Unit II
Module 3
PRETESI
LESSON PLAN

OBJECTIVE

What is Being Taught	Materials	Techniques	Evaluation (How do you know if the lesson worked)	Notes

Unit II

Module 3

Resource Person Activity List

ACTIVITY	ESTIMATED TIME FOR COMPLETION	MATERIAL	EQUIPMENT
1. Overview		Activity Folder U2-M3-A1	
2. Writing Behavioral Objectives		Activity Folder U2-M3-A2	
3. Analyzing Objective for Lesson Content (E)		Activity Folder U2-M3-A3	
4. Choosing Materials and Techniques		Activity Folder U2-M3-A4	
5. Observing Objectives, Materials and Techniques At Work		Activity Folder U2-M3-A5	
6. Knowing What Lessons To Teach		Activity Folder U2-M3-A6	
7. Finding Out If Your Lesson Worked		Activity Folder U2-M3-A7	
8. Evaluating A Lesson Observed		Activity Folder U2-M3-A8	
9. Writing A Lesson Plan		Activity Folder U2-M3-A9	
10. Evaluating A Lesson Plan		Activity Folder U2-M3-A10	
11. Practicing Teaching A Lesson (I)		Activity Folder U2-M3-A11 Copies of Lesson Plan To Hand Out To The Class	
12. Teaching A Lesson (M)		Activity Folder U2-M3-A12 Lesson Plan From Activity 9	

Unit: II

Module 3

Resource Person Directions

Activity 1: Overview Introduction to Module, "How To Write
A Lesson Plan and Follow Through"

Equipment and Materials:

Trainee: Activity Folder U2-M3-A1

Resource Person: Activity Folder U2-M3-A1

Directions:

Trainee: Read material individually.

Resource Person: Be available to answer questions.

Mode of Instruction

Individual
Small Group
Resource Person is is not needed

Unit II

Module 3

Resource Person Directions

Activity 2: Writing Behavioral Objectives

Equipment and Materials

Trainee: Activity Folder U2-M3-A2

Resource Person: Activity Folder U2-M3-A2

Answer Keys U2-M3-A2A, U2-M3-A2B, U2-M3-A2C

Directions:

Trainee: Go through this activity by yourself. Follow directions given in the activity.

Resource Person: Be available to answer questions.

Mode of Instruction

Individual
Small Group
Resource Person <input checked="" type="radio"/> is not needed

Unit II

Module 3

Resource Person Directions

Activity 1: Overview Introduction to Module, "How To Write
A Lesson Plan and Follow Through"

Equipment and Materials:

Trainee: Activity Folder U2-M3-A1

Resource Person: Activity Folder U2-M3-A1

Directions:

Trainee: Read material individually.

Resource Person: Be available to answer questions.

Mode of instruction

<input checked="" type="radio"/> Individual
<input type="radio"/> Small Group
Resource Person <input type="radio"/> is needed <input checked="" type="radio"/> is not needed

Unit II

Module 3

Resource Person Directions

EXERCISE A2A

ANSWER KEY

To write complete objectives, the trainee should match the following:

COLUMN A

COLUMN B

1	and	4
2	and	7
3	and	9
4	and	10
5	and	1
6	and	6
7	and	3
8	and	2
9	and	8
10	and	5

Unit II

Module 3

Resource Person Directions

EXERCISE A2B

ANSWER KEY

QUESTIONS:

1. The child can name three things he likes to do when asked the question, "what do you like to do?"

COMPLETE X

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

2. Knows the parts of the face when asked the questions, "Can you show me your nose? Can you show me your mouth? Can you show me your eyes?" etc.

COMPLETE _____

WHAT'S MISSING: Who is being taught

HOW IT SHOULD BE DONE:

Trainee should have added: The child or the name of a child.

3. Knows the sound of his voice

COMPLETE _____

WHAT'S MISSING: Who is being taught and how you will know if it was taught.

HOW IT SHOULD BE DONE:

Trainee should have added: (a) the child or name of a child and, (b) a question to ask the child.

Unit II

Module 3

4. The child, when asked the questions, "Can you point to the picture of the tall building? Can you point to the picture of the short building?"

COMPLETE _____

WHAT'S MISSING: What is being taught.

HOW IT SHOULD BE DONE: Trainee should have added a phrase which includes: will know the-----

5. The child can name three other children in his class when asked the question, "Who comes to school with you every day?"

COMPLETE X

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

6. The child can tell his right arm from his left arm when

COMPLETE

WHAT'S MISSING: How you will know if it was taught.

HOW IT SHOULD BE DONE:
Trainee should have added a phrase which includes: When asked the question "-----?"

Unit II

Module 3

7. The child can name his friends

COMPLETE _____

WHAT'S MISSING: How you will know if it was taught.

HOW IT SHOULD BE DONE: Trainee should have added a phrase which includes when asked the question -----?

8. Pick out red on a color wheel.

COMPLETE _____

WHAT'S MISSING: Who is being taught; what's being taught and how you will know if it was taught.

HOW IT SHOULD BE DONE: Trainee should have added the above parts to the phrase to make a complete objective.

9. The child will know what he looks like when asked to pick out his picture from a bunch of other pictures.

COMPLETE X

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

Unit II

Module 3

10. Names his family

COMPLETE _____

WHAT'S MISSING: Who is being taught, what is being taught, and how you will know if it was taught

HOW IT SHOULD BE DONE: Trainee should have added the parts to the phrase to make a complete objective.

Unit II

Module 3

Resource Person Directions

EXERCISE A2C

ANSWER KEY

Trainees' objectives must contain the following:

- Who is being taught;
- What is being taught;
- How you will know if it was taught.

Unit II

Module 3

Resource Person Directions

Activity 3: Analyzing Objectives For Lesson Content

Equipment and Materials:

Trainee: Activity Folder U2-M3-A3

Resource Person: Activity Folder U2-M3-A3
Answer Keys

Directions:

Trainee: Go through this activity by yourself. Follow the directions given in the activity.

Resource Person: Be available to answer questions and to go over exercises with trainee.

Mode of instruction

Individual

Small Group

Resource Person is
is not needed

Unit II

Module 3

- underlined in the objective, what is being taught;
- broken down what is being taught into parts;
- written two questions for each part;

Unit II

Module 3

Resource Person

ANSWER KEYS

EXERCISE A3A

1. What is being taught: Knows his right arm from his left arm.
2. Parts: Arm:
Right and left;
3. Trainee should have two questions for each part.

EXERCISE A3B

1. Trainee should have the following for each objective:
 - what is being taught should be underlined;
 - broken down what is being taught into parts;
 - written two questions for each part;

CHECKING ACTIVITY

1. Trainee should have the following for the topic:
 - An objective which contains: (a) who is being taught, (b) what is being taught; and (c) how you will know if it's being taught.

Resource Person Directions

Activity 4: Choosing Materials and Techniques

Equipment and Materials:

Trainee: Activity Folder U2-M3-A4

Resource Person: Activity Folder U2-M3-A
Card Sets U2M-4A-4A, U2M-4A-4B
RP Card Keys for these sets

Directions:

Trainee: Go through this activity by yourself. Follow the directions given in the activity.

Resource Person: Be available to answer questions. Give out card sets as required. Be familiar with card keys so you can help Trainees with problems completing the activity.

Mode of Instruction

Individual

Small Group

Resource Person is needed
is not

Unit II

Module 3

Field Supervisor Directions

Activity 5: Observing Objectives, Materials, and Techniques
at Work

Purpose of the Activity

To help trainees see the relationship between preparation and execution of a lesson.

To reinforce what they have learned about the relationship between behavioral objectives, lesson content, materials and techniques.

Procedure to Follow

1. Read trainees' directions for the field assignment.
2. When the trainee has completed the assignment, check what she has done:
 - A. Check the objective for correct form. If the objective is not in the correct form have the trainee repeat Activity.
 - B. Check the content breakdown to see that it is derived from the objective. If it does not follow from the objectives, have the trainee repeat Activity 2.

Unit II

Module 3

Field Supervisor's Directions

- C. Check to make sure the materials and techniques the trainee recorded follow her objective and content breakdown. If there is a discrepancy, have the trainee repeat Activity 3.
- D. Ask the trainee to describe the lesson orally. Make sure that what she says about the lesson matches up with what she has written down. If, in talking, you sense that:

She has written an inappropriate objective, help her write an appropriate objective.

She has not accurately described the materials and techniques, help her describe them accurately.

If she must change one of the parts of her assignment, have her re-write the entire assignment so that all the pieces fit together.

Unit II

Module 3

Resource Person Directions

Activity 6: Knowing What Lessons To Teach

Equipment and Materials:

Trainee: Activity Folder U2-M3-A6

Resource Person: Activity Folder U2-M3-A6

Directions:

Trainee: Follow the instruction given in Activity 6.

Resource Person:

1. Be available to answer questions about this activity.
2. When a trainee begins Part II, review the trainee's completed form and the item the trainee has selected for the child to learn.
3. Review trainee's work, once he has completed Part II.

Mode of Instruction

Individual
Small Group
Resource Person <input checked="" type="radio"/> is <input type="radio"/> is not needed

Module 3

Resource Person

Activity 7: Finding Out If Your Lesson Worked

Equipment and Materials:

Trainee: Activity Folder U2-M3-A7

Resource Person: Activity Folder U2-M3-A7

Directions:

Trainee: Read through Activity 7 by yourself.

Resource Person: Be available to answer questions.

Mode of Instruction

Individual

Small Group

Resource Person ^{is} is not needed

Unit II

Module 3

Field Supervisor Directions

Activity 8: Evaluating A Lesson Observed

Purpose Of The Activity

To give the trainee experience in observing and evaluating lessons.

To help the trainee begin to see the lesson from the child's point of view.

To help the trainee see the relationship between objective and outcome.

Procedure To Follow

1. Read trainees' directions for the field assignment.
2. Set up a time with each of your trainees when the two of you can observe a lesson in her center together.
3. Read over the observation form in Activity 8.
4. Take notes while you are observing the lesson. Take thorough notes so that you can remember exactly what went on. This will be important in evaluating the trainees' observation forms.

Unit II

Module 3

5. After the lesson, give the trainee some time to fill out her observation form. **DO NOT HELP THE TRAINEE FILL OUT HER OBSERVATION FORM.** You may answer general questions about the form, but do not tell her exactly what to write. It is important that she exercise her own judgement and skill.
6. Go over the trainee's observation form.

Question 1: The trainee should have no trouble answering the first question. If she cannot answer the question, check to see if she has written an objective for the lesson. If she has an objective, help her answer Question 1 from the objective she has written.

Question 2: If the trainee has not put the objective into proper form, have her repeat Activity 1. If she has written an objective in proper form but it misses the point of the lesson,

- A. ask her how she arrived at that objective.
- B. tell her why you think her objective is inappropriate.
- C. ask her to write a more appropriate objective.

If she still cannot come up with an adequate objective, have her repeat Activity 1.

Unit II

Module 3

Question 3: Question B is the important part of this question. If the answer to question A is "Yes", the trainee should indicate that most of the children were able to do what the objective asked them to do as proof. If the answer to question A is "No", the trainee should indicate that most of the children were not able to do what the objective asked them to do. This is the only acceptable proof of whether or not the children learned what the teacher wanted them to learn. If the trainee cannot answer question B, or if the answers to A and B do not match, have the trainee repeat Activity 6, and then do this assignment over again. If, in your opinion, the trainee's evaluation of what went on in the lesson was wrong, have her repeat Activity 6, and then do this assignment over again.

Question 4: If the trainee was able to answer Question 3, there should be no trouble in answering question 4A.

If the answer to 4A is "Yes", the answer to 4B should also be "Yes". It is rare that any lesson achieves 100% success.

If the trainee is unable to answer question 4C, explain to her how it should be answered and arrange to repeat the entire assignment with a different lesson.

Unit II

Module 3

Question 5: A simple "Yes" or "No" will do. If the teacher is unwilling to respond, don't press it, it's not that important. If the teacher answers "Yes" but you and the trainee answer "No", or if the teacher answers "No" and you and the trainee answer "Yes", point out to the trainee how important it is to be able to tell whether or not your lesson worked. Do not say anything that directly states or implies that the teacher is wrong or inadequate. Simply say that in order to help children learn as quickly as they can, a teacher must be able to tell if a lesson works or not. It is hoped that this may help trainees begin to see teachers as fallible and to question things that go in in their centers.

Unit II

Module 3

Field Supervisors Direction

Activity 9: Writing A Lesson Plan

Purpose of the Activity:

To help trainees synthesize what they have learned about the different parts of a lesson plan.

To start preparing trainees for mastery level activity.

Procedure To Follow:

1. Read trainee's directions for the field assignment.
2. While trainee is completing the assignment, be available to confer about specific problems she may encounter.
3. When trainee has completed the assignment, check it to:
 - A. Make sure she has written something in every block of the lesson plan sheet.
 - B. Make sure the objective is in correct form and is appropriate to the topic of the lesson.
 - C. Make sure the breakdown of the lesson content follows from the objective.
 - D. Make sure the materials and techniques the trainee chooses will teach what the trainee wants to teach.

Unit 11

Module 3

E. Make sure the trainee has included adequate plans to assess her lesson.

If the trainee has not written a correct objective, have her repeat Activity 2.

If the trainee has not made an adequate breakdown, have her repeat Activity 3.

If the trainee has not chosen appropriate materials and techniques, have her repeat Activity 4.

If the trainee has not made adequate plans to assess her lesson, have her repeat Activity 7.

You can expect trainees to have some difficulty writing a lesson plan. Do not send them back to repeat activities if some minor adjustment will take care of the problem.

4. When trainee has completed the assignment to your satisfaction, make sure she has access to copying facilities to that she can make enough copies for everyone in the class.

Unit 11

Module 3

Resource Person Directions

Activity 10: Evaluating A Lesson Plan

Equipment and Materials:

Trainee: Activity Folder U2-M3-A10
Lesson Plan from Activity 9

Resource Person: Activity Folder U2-M3-A10

Directions:

Trainee: Read Activity 10 by yourself. Use your lesson plan from Activity 9 to answer the list of questions in this activity. Write your answers on the Checklist Answer Sheet which is on page

Resource Person: Be available to answer questions while trainees are completing the Checklist Answer Sheet. Be sure to check their answers against their lesson plan when they have finished.

Mode of Instruction

Individual

Small Group

Resource Person is is not needed

Resource Person Direction

Activity 11: Practicing Teaching A Lesson

Equipment and Materials:

Trainee: Activity Folder U2-M3-A11

Copies of the Lesson Plan to hand out to the class.

Resource Person: Activity Folder U2-M3-A11

Video Camera

Video Tape Recorder

-Video Monitor

Video Camera Operator

Directions:

Trainee: Hand out copies of your lesson plan from Activity 9 to everyone in the class. Teach your lesson to the class. After you have taught your lesson, let the class help you find out if you taught your lesson well or not. Use the observation sheet at the end of Activity 11 to evaluate the lesson.

(OVER)

Mode of Instruction

Individual	
Small Group	
Resource Person	is not needed

Unit. II

Module 3

Resource Person: Make sure the video equipment is set up and working properly. Make sure the trainees are as calm as possible about being video taped. When trainees discuss a lesson that's been taught, **MAKE SURE THE DISCUSSION IS CONSTRUCTIVE, NOT DESTRUCTIVE.**

OBSERVATION FORM FOR ACTIVITY ELEVEN

NAME: _____

DATE YOU OBSERVED: _____

1. What was the lesson about?

2. Write an objective for the lesson.

3. A. Did the children learn what the teacher wanted them to?

Yes _____ No _____

B. How do you know?

4. A. Did the lesson work?

Yes _____ No _____

B. If the lesson worked, were there one or two children who did not learn what the teacher wanted them to learn?

Yes _____ No _____

C. If there were one or two children who did not learn, what did the teacher do about it?

Unit II

Module 3

Observation Form (cont.)

5. Did the teacher feel that the lesson worked?

Yes

No

Unit II

Module 3

Field Supervisor Directions

MASTERY FIELD ACTIVITY

Activity '12: Teaching A Lesson

Purpose of the Activity:

To see if trainee can implement the lesson plan s/he wrote in this module.

Procedure to Follow:

1. Read trainee's directions for the field activity.
2. If trainee requests it, schedule a time to observe them for practice.
3. Schedule a time for observing the trainee teaching her/his lesson plan to the children in his/her center.
4. Use the observation sheet on the next page as criteria for mastery of the activity.
5. 85% mastery is acceptable*

* If trainee has not mastered the activity, go over with her/him what was wrong, give him time to practice and reschedule another time to observe for mastery.

OBSERVATION FORM FOR ACTIVITY TWELVE

MASTERY ACTIVITY

NAME: _____

DATE YOU OBSERVED: _____

1. What was the lesson about? _____

2. Write an objective for the lesson _____

3.A. Did the children learn what the teacher wanted them to?
_____ Yes _____ No

B. How do you know? _____

4.A. Did the lesson work? _____ Yes _____ No

B. If the lesson worked, were there one or two children who did not learn what the teacher wanted them to learn?
_____ Yes _____ No

C. If there were one or two children who did not learn, what did the teacher do about it?



Unit II

Module 3

Trainee Directions

Module 3: Planning Lessons For The
Personal And Social Develop-
ment of Young Children

Trainee:

Instructor:

Field Supervisor:

How Many?

Class Sessions			
Field Visits			

UNIT II

Module 3

TRAINEE ACTIVITY RECORD

Module 3: Planning Lessons For The Personal
And Social Development of Young
Children

Name: _____

Date Started: _____ Date Completed: _____

Activity	Equipment and Materials	Completed	Time	Comments, Problems or Special Plans
1. Overview	Activity Folder U2-M3-A1			
2. Writing Behavioral Objectives	Activity Folder U2-M3-A2			
3. Analyzing Objective For Lesson Content	Activity Folder U2-M3-A3			
4. Choosing Materials and Techniques	Activity Folder U2-M3-A4			
5. Observing Objectives, Materials and Techniques At Work	Activity Folder U2-M3-A5			
6. Knowing What Lessons To Teach	Activity Folder U2-M3-A6 Notebook and Pencil			
7. Finding Out If Your Lesson Worked	Activity Folder U2-MerA7			
8. Evaluating A Lesson Observed	Activity Folder U2-M3-A8			
9. Writing A Lesson Plan	Activity Folder U2-M3-A9			
10. Evaluating A Lesson Plan	Activity Folder U2-M3-A10			
11. Practicing Teaching A Lesson	Activity Folders U2-M3-A11 Copies of Lesson Plan To Hand Out To The Class			
12. Teaching A Lesson	Activity Folder U2-M3-A12 Lesson Plan From Activity Activity 9			

Unit II

Module 3

GLOSSARY

1. Lesson - A lesson is anything that happens during the school day that is led by the teacher.
2. Lesson Plan - A lesson plan is a way of preparing beforehand what you want to teach, how you want to teach it, what things you need to teach, and how you can find out if the children learned what you taught them.
3. Objective - A simple sentence that gives you a clear idea of what you want to do in your lesson.

Unit II

Module 3

Trainee Directions

Activity 1: Overview Introduction to Module, "How To Write
A Lesson Plan and Follow Through"

Equipment and Materials:

Activity Folder U2-M3-A1

Directions:

Read the Overview by yourself.

Mode of Instruction

Individual
Small Group
Resource Person is is not needed

Unit II

module 3

ACTIVITY 1

This module is about how to write a LESSON PLAN. Writing a LESSON PLAN is like writing little notes to yourself so that you can remember exactly what you're supposed to do. LESSON PLANS help you to remember:

1. exactly what you want to teach
2. exactly how you're going to teach it.
3. exactly how you're going to know if the children learned it.

There are two good reasons for writing lesson plans. First, they remind you what you want to do so that you won't be distracted by other things going on in your classroom. Second, they help tell other people exactly what it is you want to teach and how you want to teach it. If you are absent, and a substitute teacher takes your place, you will want her to teach your children the things you would teach. You will want her to teach them exactly the way you would teach them. Writing lesson plans is the only way to tell other people what you want to teach and how you want to teach it.

PARTS OF A LESSON PLAN

There are five parts of a lesson plan:

1. The Objective: An objective is a single sentence that tells you who is being taught, what is being taught,

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and how you will know if it has been taught. For example: The child will know his address when asked the question "Where do you live?".

2. What the Children have to know: You will need to make a list of the things the children will have to know in order to complete the lesson. For example, if you want a child to know his address, first he will have to know that houses have numbers on them. He will have to know that all addresses are different -- that nobody in the world, except for the people in his family, have the same address as he does. Some children may not know this. You will have to make sure they learn it.
3. Materials and Techniques: You will have to make a list of the materials and techniques you will use to teach your lesson.
4. Evaluation: You will have to write down exactly how you are going to find out if your lesson worked or not.
5. Notes: You should leave yourself some space to write down any special things you have to remember about the lesson.

At the end of this module, you will write your own lesson plan. For the mastery level activity, you will teach a lesson from your lesson plan to a class of preschool children.

Module 3

Trainee Directions

Activity 2: Writing Behavioral Objectives

Equipment and Materials:

Activity Folder U2-M3-A2

Directions:

Go through this activity by yourself. Follow other directions given in the activity.

Mode of Instruction

Individual
Small Group
Resource Person <input checked="" type="checkbox"/> is needed
<input type="checkbox"/> is not needed

ACTIVITY 2

An objective is a simple sentence that gives you a clear idea of what you want to do in your lesson. An objective tells you:

1. Who is being taught.
2. What is being taught.
3. How you will know if it was taught.

For Example:

The child will know his address when asked the question, "Where do you live?"

This is a good objective. It tells you:

Who is being taught;

The child will know his address when asked the question,
"Where do you live?"

What is being taught;

The child will know his address when asked the question,
"Where do you live?"

The address is being taught.

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How you will know if it was taught;

The child will know his address when asked the question,
"Where do you live?"

You will ask the child the question, "Where do you live?"
If he can answer the question, the lesson has been
taught. If he cannot answer the question the lesson has
not been taught.

Here is another objective:

The child will be able to say his full name when asked
the question, "What is your name?"

Again, we will underline the parts of the objective:

Who is being taught;

The child will be able to say his full name when asked the
question, "What is your name?"

What is being taught;

The child will be able to say his full name when asked
the question, "What is your name?"

How you will know if it was taught;

The child will be able to say his full name when asked
the question "What is your name?"

Now here is another objective:

The child will know the sound of his own voice when asked the question, "Can you tell which voice is yours on the tape?".

UNDERLINE WHO IS BEING TAUGHT:

The child will know the sound of his own voice when asked the question, "Can you tell which voice is yours on the tape?".

UNDERLINE WHAT IS BEING TAUGHT:

The child will know the sound of his own voice when asked the question, "Can you tell which voice is yours on the tape?".

UNDERLINE HOW YOU WILL KNOW IF IT WAS TAUGHT:

The child will know the sound of his own voice when asked the question, "Can you tell which voice is yours on the tape?".

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Here's another example of a good objective. Underline the three parts of the objective the way you did before.

OBJECTIVE: The child will know his right foot from his left foot when asked the questions, "Can you tap your right foot? Can you tap your left foot?"

UNDERLINE WHO IS BEING TAUGHT:

The child will know his right foot from his left foot when asked the questions, "Can you tap your right foot? Can you tap your left foot?"

UNDERLINE WHAT IS BEING TAUGHT:

The child will know his right foot from his left foot when asked the questions, "Can you tap you right foot? Can you tap your left foot?"

UNDERLINE HOW YOU WILL KNOW IF IT WAS TAUGHT:

The child will know his right foot from his left foot when asked the questions, "Can you tap your right foot? Can you tap your left foot."

REMEMBER: AN OBJECTIVE MUST TELL YOU:

1. WHO IS BEING TAUGHT;
2. WHAT IS BEING TAUGHT;
3. HOW YOU WILL KNOW IF IT HAS BEEN TAUGHT;

EXERCISE A2A

On this page there are two columns. In each column, there are parts of objectives. Match the parts so that you have ten complete objectives when you finish. Write the complete objectives out in the space below the columns.

COLUMN A

1. The child, when asked the question, "What do you like to do?"
2. The child knows parts of his face
3. when asked the question, "Can you tell which voice is yours on the tape?"
4. The child knows the difference between short and tall
5. can name three other children in his class when asked the question, "Who comes to school with you every day?"

COLUMN B

1. "The child
2. can name his friends
3. The child when asked to pick out the red block on a color wheel.
4. can name three things he likes to do
5. The child can name the members of his family
6. when asked the question, "Can you raise your right arm? Can you raise your left arm?"

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Module 3

6. The child can tell his right arm from his left arm
7. knows the color red
8. The child, when asked the question, "Who are your friends?"
9. will know what he looks like
10. when asked the question, "Who is in your family?"
7. when asked the questions, "Can you show me your nose? Can you show me your mouth? Can you show me your eyes?" etc.
8. The child, when asked to pick out his picture from a bunch of other pictures
9. The child will know the sound of his own voice
10. when asked the questions, "Can you point to the picture of the tall building? Can you point to the picture of the short building?"

WRITE THE COMPLETE OBJECTIVES HERE:

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Module 3

CHECK YOUR OBJECTIVES WITH YOUR RESOURCE PERSON.

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EXERCISE A2B

Now, here is a list of ten objectives. Some of them are complete. Some of them are incomplete. Put a check mark next to the ones that are complete. Explain what's missing from the ones that are not complete. Fix them if you can. Use the space below each one for corrections.

EXAMPLES:

- A. The child will know his address when asked the question, "Where do you live?"

COMPLETE X

WHAT IS MISSING:

HOW IT SHOULD BE DONE:

- B. The child will know his full name.

COMPLETE _____

WHAT'S MISSING: How you will know if it has been taught,

HOW IT SHOULD BE DONE:

The child will know his full name when asked the question, "What is your name?"

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QUESTIONS:

1. The child can name three things he likes to do when asked the question, "What do you like to do?"

COMPLETE _____

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

2. Knows the parts of the face when asked the questions, "Can you show me your nose? Can you show me your mouth? Can you show me your eyes?" etc.

COMPLETE _____

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

3. Knows the sound of his voice

COMPLETE _____

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

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4. The child, when asked the questions, "Can you point to the picture of the tall building? Can you point to the picture of the short building?"

COMPLETE _____

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

5. The child can name three other children in his class when asked the question, "Who comes to school with you every day?"

COMPLETE _____

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

6. The child can tell his right arm from his left arm when

COMPLETE

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

7. The child can name his friends,

COMPLETE _____

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

8. Pick out red on a color wheel.

COMPLETE _____

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

9. The child will know what he looks like when asked to pick out his picture from a bunch of other pictures.

COMPLETE _____

WHAT'S MISSING

HOW IT SHOULD BE DONE:

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10. Names his family

COMPLETE _____

WHAT'S MISSING:

HOW IT SHOULD BE DONE:

CHECK YOUR ANSWERS WITH YOUR RESOURCE PERSON.

Unit II

Module 3

EXERCISE A2C

Now here's a list of ten topics. Write a complete objective for each topic. When you have finished, check your objectives with your resource person. Use the space on the next page to write your objectives.

TOPICS:

1. Teaching child's full name.
2. Teaching names of other children in the class.
3. Teaching the child what he looks like.
4. Teaching the color blue.
5. Teaching address.
6. Teaching the difference between fat and thin.
7. Teaching names of several teachers in the school.
8. Teaching parts of the face.
9. Teaching the difference between right and left.
10. Teaching parts of the body.

Unit II

Module 3

EXERCISE A2C

WRITE YOUR OBJECTIVES HERE:

CHECK WITH YOUR RESOURCE PERSON WHEN YOU HAVE FINISHED.

Unit II

Model 3

Trainee

Activity 3: Analyzing Objectives For Lesson Content

Equipment: Activity Folder U2-M3-A3

Go through this activity by yourself. Follow the directions given in the activity.

Mod. of Instruction

Individual
Small Group
Resource Person is <u>not</u> needed

ACTIVITY 3

A Small Review of Activity 2:

Objectives should tell you:

1. Who is being taught;
2. What is being taught;
3. How you will know if it's been taught;

Here's an objective:

The child can name the members of his family when asked the question, "Who is in my family?"

CAN NAME THE MEMBERS OF HIS FAMILY is what is being taught.

Now take a clean sheet of paper. Write down the words "Can name the members of his family" on top of the page. What you must do is to take this phrase apart, word by word in order to find out what a child must know in order to be able to name the members of his family. We will do this together.

About two lines down on the left hand side of your blank page, write:

Can Name:

Now you must ask yourself questions: What does a child have to know in order to be able to name something or someone?

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Module 3

Well, a child should know what a name is. A child should know that people have names. A child should know that different people have different names. On your blank sheet of paper, next to Can Name: write:

Can Name: Does the child know what a name is?
Does the child know that people have names?
Does the child know that different people have
different names?

Now skip a line on your paper. On the left hand side, write:

The Members:

Now you must ask yourself questions: What does a child have to know about "members"?

Well, the child will have to know that his family is made up of several people. He will have to know that the people who make up his family are different from the people who make up other children's families. He will have to know what a "sister" is. He will have to know what a "brother" is. He will have to know what a "mother" and a "father" are.

Next to The Members. Write:

The Members: Does the child know that his family is made up of several people?

Does the child know that the people in his family are different from the people in other children's families?

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Does the child know what a sister is?
Does the child know what a brother is?
Does the child know what a mother is?
Does the child know what a father is?

Now skip a line on your paper. On the left hand side, write:

Of His Family:

Now you must ask yourself questions. What does a child need to know about his family?

Well, he should know what a family is. He should know the difference between his family and any other group he belongs to (like his preschool class). He should know what makes some people "members of his family" while other people are not "members of his family".

Next to:

Of His Family:

Write:

Of His Family: Does the child know what a family is?
Does the child know the difference between his family and his preschool class?
Does the child know what makes some people "members of his family" while other people are not "members of his family"?

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Module 3

When you have finished, you should have a page that looks like this:

Can name the members of his family.

Can Name: Does the child know what a name is?
Does the child know that people have names?
Does the child know that different people have different names?

The Members: Does the child know that his family is made up several people?
Does the child know that the people in his family are different from the people in other children's families?
Does the child know what a sister is?
Does the child know what a brother is?
Does the child know what a mother is?
Does the child know what a father is?

Of His Family: Does the child know what a family is?
Does the child know the difference between his family and his preschool class?
Does the child know what makes some people "members of his family" while other people are not "members of his family"?

A child will have to know all these things before he can name the members of his family when asked the question, "Who is in your family?".

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You will have to find out if the child already knows these things or not. If he does not know them, you will have to teach him.

Let's look at another objective:

The child will know the parts of the face when asked the questions, "Can you show me your mouth?, Can you show me your nose? Can you show me your eyes?".

UNDERLINE THE PART THAT TELLS WHAT IS BEING TAUGHT

The child will know the parts of the face when asked the questions, "Can you show me your mouth? Can you show me your nose? Can you show me your eyes?"

THE PARTS OF THE FACE is what's being taught.

Now take another sheet of paper, or you may use the one you used before if you still have room on it.

At the top of this section of your paper, write "THE PARTS OF THE FACE". We will now take this phrase apart word by word to see what a child must know about the parts of the face in order to answer the questions, "Can you show me your mouth? Can you show me your nose? Can you show me your eyes?".

About two lines down on the left-hand side, write the words

The Parts:

Now you must ask yourself what a child needs to know about "Parts"?

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Well, a child should know what a part is. He should know that a part of something is not the whole thing. He should know the parts of the face you want him to know. He should know what a nose is. He should know what a mouth is. He should know what eyes are.

Next to The Parts, write these questions:

Does the child know what a part is?

Does the child know that a part of something is not the whole thing?

Does the child know what a nose is?

Does a child know what a mouth is?

Does the child know what eyes are?

Now skip a line on your paper. On the left-hand side write:

Of The Face:

Now you must ask yourself what a child needs to know about the face.

Well, the child should know that the face is made up of all the parts of the face put together.

Next to Of The Face, write these questions:

Does the child know that the face is made up of the different parts of the face?

Does the child know that when you put the parts together, you've got the whole thing?

Now you should have a page that looks like this:

THE PARTS OF THE FACE

The parts: Does the child know what a part is?

Does the child know that a part of something is not the whole thing?

Does the child know what a nose is?

Does the child know what a mouth is?

Does the child know what eyes are?

of the face: Does the child know that the face is made up of different parts of the face?

Does the child know that when you put the parts together, you've got the whole thing?

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A child will have to know all these things before he can point to the parts of his face.

You will have to find out if the child already knows these things or not. If he does not know them, you will have to teach him.

EXERCISE A3A

Now here's an objective for you to do on your own. Do the same thing with this objective that you did with the other two. Underline what is being taught, break it down into parts, and write out questions for each part.

The child knows his right arm from his left arm when asked the questions, "Can you raise your right arm? Can you raise your left arm?"

You should be able to break what is being taught into two parts. You should have at least two questions for each part.

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WHEN YOU HAVE FINISHED, CHECK WITH YOUR RESOURCE PERSON.

Unit II

Module 3

EXERCISE A3B

Now go back to the objectives you wrote in Activity 1. Pick two that you have not done before. Tell your Resource Person the objectives you have picked. Do the same thing with these two objectives that you did with the other objectives in this activity.

• CHECKING ACTIVITY

As a final checking activity, you will take the topic, "Teaching the difference between fat and thin". Write an objective for this topic. Do the same thing with this objective that you did with the other objectives in this activity.

WHEN YOU HAVE FINISHED, CHECK WITH YOUR RESOURCE PERSON.

Trainee Directions

Activity 4: Choosing Materials and Techniques

Activity Folder U2-M4-A4

Go through this activity by yourself. Follow directions given in the activity. Check with your Resource Person if you have any problems.

Mode of Instruction

Individual
Small Group
Resource Person ^{is} is not needed

Unit II

Module 3

MATERIALS AND TECHNIQUES:

The next step in writing a lesson plan is to make a list for yourself of the materials and techniques you will use to teach your lesson. Based on your breakdown of what is being taught, you will have to choose materials and techniques to teach the children what you want them to learn.

MATCHING MATERIALS AND TECHNIQUES TO YOUR LESSON:

You will need the set of cards marked M3-A3a. Get these cards from your Resource Person. There are four kinds of cards in this set.

The WHITE cards have objectives written on them.

The YELLOW cards have breakdowns of what is being taught.

There is one yellow card for each white card.

The COLOR cards are materials cards. They are just like the cards in your card file. There is one color card for each white card.

The GREEN cards are technique cards. They have teaching techniques written on them. There is one green card for each white card.

Take four piles of cards: a WHITE pile, a YELLOW pile, a COLOR pile, and a GREEN pile. Each pile should have five cards in it. Read through the cards. Match each objective with the breakdown, materials, and techniques that go along with it.

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Module 3

When you have finished, you should have five piles of cards. In each pile, there should be 1 white card, 1 yellow card, 1 color card and 1 green card.

Check with your Resource Person when you have finished.

THE GREEN CARDS:

In your card file, you have already started to collect materials, activities, and environmental conditions. Now you will start collecting techniques. There are five green technique cards in card set M3A-3A. Ask your Resource Person for five blank green cards, and make copies of the technique cards for your own file.

When you have finished making copies of the green cards, look at the color material cards. Check the materials cards in your card file. If there are materials on the color cards from card set M3a-3A that you do not have in your card file, make copies for yourself.

MATCHING MATERIALS AND TECHNIQUES TO YOUR LESSON, PART II:

Sometimes it is necessary to use more than one material or more than one technique in order to teach your lesson.

Ask your Resource Person for the set of cards marked M3A-3B.

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There are four kinds of cards in this set:

The WHITE cards have objectives written on them.

The YELLOW cards have breakdowns of what is being taught. There is one yellow card for each white card.

The COLOR cards are materials cards. They are just like the cards in your card file. There is at least one color card for each white card. There may be more than one color card for each white card.

The GREEN cards are technique cards. They have teaching techniques written on them. There is at least one green card for each white card. There may be more than one green card for each white card.

DIRECTIONS:

Make four piles of cards: a WHITE pile, a YELLOW pile, a COLOR pile and a GREEN pile. There are five white cards and five yellow cards. Match the white cards with the yellow cards that go along with them. Then from the breakdown of what is being taught on the yellow cards, pick materials and technique cards that will cover everything you want to teach. There are more color cards than there are white cards. There are more green cards than there are white cards. You should end up with five piles of cards. Each pile should have one white card, one yellow card, one OR MORE green cards, and one OR MORE color cards.

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Module 3

Check with your Resource Person when you have finished.

THE GREEN CARDS:

Ask your Resource Person for more blank green cards. Make copies of the green cards from card set M3-A3b for your own file.

Ask your Resource Person for more blank color cards. Make copies of the color cards from card set M3-A3B that you do not already have in your file.

USING YOUR CARD FILE:

Put out an Activity card from your card file. Do not pick a card that you copied from card set M3-A3A or M3-A3B. Pick one of the cards that you wrote out in Module 2.

At the bottom of the card, you should have a list of outcomes for the activity. Copy these outcomes onto another sheet of paper. Using these outcomes, write an objective for the lesson you would teach using the activity on the card.

Using this objective, write a breakdown of what is being taught. Check to make sure that the breakdown of what is being taught matches the outcomes on your activity card. For example, if the outcomes on your card are: The child will know the parts of the face.

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Module 3

Now here's a topic:

Teaching parts of the body.

Write an objective for this lesson. Underline the part that tells what is being taught. Do a breakdown of what is being taught. Go to the master card file and pick out activities, materials, and techniques that will teach your lesson.

Check back with your Resource Person when you have finished.

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Module 3

Then your breakdown out to be:

- The child should know what a part is.
- The child should know what a nose is.
- The child should know what a mouth is.
- The child should know what eyes are.

When you are sure that the outcomes and the breakdown match each other. check with your resource person.

Now here's another objective:

The child will know the color red when asked to pick out the red block on a color wheel.

Underline the part of the objective that tells you what is being taught. Do a breakdown of what is being taught. Go to the master card file and pick out materials, activities, and techniques that will teach what you want the child to learn. You may have to spend a lot of time reading over the cards from the master card file until you find the cards that work. But, remember, there is more than one right answer. There is more than one combination of materials, activities, and techniques that will teach the child what you want him to learn.

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Module 3

Trainee Directions

Field Activity

Activity 5: Observing Objectives, Materials, and Techniques
at Work

Purpose of the Activity

To help trainees see the relationship between preparation and execution of a lesson.

To reinforce what they have learned about the relationship between behavioral objectives, lesson content, materials and techniques.

Unit II

Module 3

FIELD ASSIGNMENT

ACTIVITY 5

For this assignment, you are to:

1. Observe a lesson taught in your center.
2. Write an objective for the lesson you observe.
3. Underline the part that tells what is being taught.
4. Make a breakdown of what is being taught.
5. Make a list of the materials used in the lesson.
6. Make a list of the techniques used to teach the lesson.
7. Tell how the materials were used by the teacher to teach the lesson.

If you have trouble writing an objective for the lesson, ask the teacher you observed. She may be able to help you.

Check this assignment with your field supervisor.

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Module 3

Trainee Directions

Activity 6: Knowing What Lessons To Teach

Activity Folder U2-M3-A6

Read Activity 6. Follow the directions, given in the Activity.

Mode of Instruction

Individual	
Small Group	
Resource Person	is needed
	is not

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WHERE DO OBJECTIVES COME FROM?

How do you decide what lesson you are to teach? You must be able to tell by watching a child what things he knows and what things he needs to learn. A child does and says things that let you know what he knows and what he needs to learn.

This activity is divided into two parts. Read each part carefully and follow the directions.

PART I - TO BE DONE IN YOUR CENTER

1. For this part of the activity, you are to observe a child in your classroom. You are to observe what the child does and listen to what he says. Make notes about what you think the child needs to learn. Write your observations and your notes on the form on the next page. Bring this form to your next class.

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ACTIVITY 6

NAME OF CHILD: _____

What The Child Does

What The Child Says

What I Think The Child Needs To Learn

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PART II - TO BE DONE IN CLASS

1. From the form you filled out in Part I, pick one of the things that you think the child needs to learn.
2. Check what you have selected with your Resource Person. Make sure you show her the form you did in Part I.
3. Using what you have selected, write an objective for a lesson. Underline the part that tells what is being taught. Make a breakdown of what is being taught. Go to the master card file and pick out materials and techniques that will teach your lesson.
4. Check with your Resource Person when you have finished.

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Module 3

Trainee Directions

Activity 7: Finding Out if Your Lesson Worked

Activity Folder U2-M3-A7

Read through Activity 7 by yourself.

Mode of Instruction

Individual
Small Group
Resource Person is <u>not</u> needed

ACTIVITY 7

A Reminder

An objective tells you:

1. Who is being taught;
2. What is being taught;
3. HOW YOU WILL KNOW IF IT'S BEEN TAUGHT;

Here's an objective:

The child will know the sound of his own voice when asked the question, "Can you tell which voice is yours on the tape?"

UNDERLINE THE PART OF THIS OBJECTIVE THAT TELLS YOU HOW YOU WILL KNOW IF THE CHILD HAS LEARNED WHAT YOU WANTED HIM TO LEARN.

You must be able to tell if a child has learned what you wanted him to learn. A very important part of every lesson is finding out if the lesson worked. If the children learned what you wanted them to learn, then the lesson worked. If the children did not learn what you wanted them to learn, then the lesson did not work. YOU CANNOT BLAME THE CHILDREN IF YOUR LESSON DID NOT WORK.

You cannot blame a child for not learning. If a child is not learning, it is because YOU are doing something wrong. You are responsible for the lessons you teach. That is why it is very important to know if the child learned what you wanted him to learn.

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In the objective on the first page, you underlined the part that tells how you will know if the child has learned what you wanted him to learn. You underlined -- when asked the question, "Can you tell which voice is yours on the tape?" If you were teaching a child to recognize the sound of his voice, your lesson would be incomplete if you did not ask the question, "Can you tell which voice is yours on the tape?". Your lesson must include this question.

If most of the children can answer the question right, then your lesson worked. If most of the children cannot answer the question right, your lesson did not work. You will have to find out why it did not work.

HOW TO FIND OUT WHY A LESSON DOES NOT WORK.

To find out why a lesson does not work, you should do the following things.

1. Look at the objective for the lesson. Does it contain the three basic parts?
2. Look at what was being taught. How was it taught? What materials and equipment were used?

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3. Try to identify where the children had the most difficulty in the lesson.
4. Why did the children have difficulty.

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Module 3

Trainee Directions

FIELD ACTIVITY

ACTIVITY 8 - Evaluating A Lesson Observed

Purpose of the Activity:

To give the trainee experience in observing and evaluating lessons.

To help the trainee begin to see the lesson from the child's point of view.

To help the trainee see the relationship between objective and outcome.

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FIELD ASSIGNMENT

ACTIVITY 8

Observe a lesson in your center. Fill out the observation form for Activity 8. You will have to watch and see how the teacher finds out whether or not her lesson worked. You will have to watch and see if all the children learned what the teacher wanted them to learn, or if there were one or two children who did not learn. If there were one or two children who did not learn, what did the teacher do about it?

Talk to the teacher you observed. Find out if she thought the lesson worked or not.

If you have trouble filling out the observation form, ask your Field Supervisor for help.

Talk with your Field Supervisor when you have finished this assignment.

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OBSERVATION FORM FOR ACTIVITY EIGHT

NAME: _____

DATE YOU OBSERVED: _____

1. What was the lesson about? _____

2. Write an objective for the lesson _____

3.A. Did the children learn what the teacher wanted them to?

_____ Yes _____ No

B. How do you know? _____

4.A. Did the lesson work? _____ Yes _____ No

B. If the lesson worked, were there one or two children who did not learn what the teacher wanted them to learn?

_____ Yes _____ No

C. If there were one or two children who did not learn, what did the teacher do about it?

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Observation Form (cont.)

5. Did the teacher feel that the lesson worked?

_____ Yes

_____ No

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FIELD ACTIVITY

Activity 9: Writing A Lesson Plan

Purpose of the Activity:

To help trainee synthesize what they have learned about the different parts of a lesson plan.

To start preparing trainees for mastery level activity.

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A NOTE ON NOTES

ACTIVITY 9

The overview of this module explained the five main parts of the lesson plan.

1. The Objective: An objective is a single sentence that tells you who is being taught, what is being taught, and how you will know if it has been taught. For example: The child will know his address when asked the question, "Where do you live?"
2. The Breakdown of what is being taught: You will have to make a list of things a child will have to know in order to learn from the lesson. For example, if you want a child to know his address, he will have to know:
 - that houses have numbers on them.
 - that all addresses are different, that nobody in the world has the same address as he does except the people in his family.

Some children may not know these things. You must make sure they learn them.

3. Materials and Techniques: You will have to make a list of materials and techniques you will use to teach your lesson.
4. Evaluation: You will have to write down how you are going to find out if your lesson worked.

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5. Notes: You should leave yourself some space to write down special things you have to remember about the lesson.

Activity 2 taught you how to write objectives

Activity 3 taught you how to make a breakdown of what is being taught.

Activity 4 taught you how to choose materials and techniques to teach a lesson,

Activity 7 taught you how to find out if the children learned what you wanted them learn.

WHAT ARE NOTES FOR?

Notes are to help you remember special things about your lesson. For example, if you need special equipment for your lesson, you should write yourself a note that tells you where and when to get it.

Or, if you have a handicapped child in your class who won't be able to be a part of the lesson because of his handicap, you should write yourself a note. Your note should say why the child cannot be part of the lesson and how you are going to make sure the child learns what was taught in the lesson.

NOTES ARE FOR SPECIAL CIRCUMSTANCES.

Work on your lesson plan until you are sure that it is good. You will be using your lesson plan in Activity 12.

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FIELD ASSIGNMENT

Writing a Lesson Plan

ACTIVITY 9

Your field assignment is to:

1. Choose a lesson from your card file that helps teach a child about himself.
2. Write a lesson plan for teaching the lesson you picked.
3. Evaluate your lesson plan using the note on notes in this activity.

Choose a lesson that you would like to teach. If you would like to teach a lesson that you do not have listed in your card file, check with your Resource Person to make sure it's all right.

Use the Note on Notes as guidelines for writing your lesson plan. If you have any questions about how to write lesson plans, ask your Resource Person now. If you find that you are having trouble writing a lesson plan, talk to your Field Supervisor about it when she comes to visit you. Use the lesson plan sheet on the next page to write your lesson plan. Use the Note on Notes page to make sure you have everything in your lesson plan that should be there. When you have finished your lesson plan, your field supervisor will go over it with you. She will check your lesson plan by asking questions based on the Note on Notes page.

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LESSON PLAN SHEET

OBJECTIVE

What is Being Taught	Materials	Techniques	Evaluation (How do you know if the lesson worked)	Notes

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Activity 10: Evaluating A Lesson Plan

Activity Folder U2-M3-A10

Read Activity 10 by yourself.

Fill out the checklist at the end of the activity.

Check your work with your Resource Person.

Mode of Instruction

Individual	
Small Group	
Resource Person	is not needed

EVALUATING A LESSON PLANACTIVITY 10

Now you understand how to write a lesson plan. But once you have written a lesson plan, how do you know if it is good or not? It is important to make sure that your lesson plan is complete before you use it to teach a lesson. In this activity we will look at ways to tell if you have written a good lesson plan.

You learned that there are five main parts of a lesson plan:

1. The objectives for the lesson;
2. Choosing what you are going to teach;
3. Choosing how you are going to teach the lesson;
4. Planning how to evaluate the lesson;
5. Notes.

Now here's a list of questions you should ask yourself about each part of the lesson plan. You should not answer these questions off the top of your head. You should go back to the lesson plan from Activity 9 and check for the answers to each question.

QUESTIONS

1. The objectives for the lesson

A. Did you write an objective?

B. Does the objective tell you

who will be taught?

what will be taught?

how you will know if it has been taught?

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- C. Why did you pick that objective? Did you pick it because because of what you know about how children grow and learn?
2. Choosing what you are going to teach.
- A. Did you write down what you are going to teach?
- B. Did what you decided to teach come directly from your objective?
- C. Did you list what the children will have to know in order to learn what you want to teach them?
3. Choosing how you are going to teach the lesson.
- A. Did you write down how you are going to teach the lesson?
- B. How did you decide to teach the lesson that way? Does the way you are going to teach the lesson cover everything you want the children to learn?
- C. Did you write down how you are going to introduce the lesson?
- D. Did you write down how you are going to present what you want the children to learn?
- E. Did you write down how you are going to end the lesson? Does the end of your lesson include a summary of the lesson? Did you write down how you are going to follow the lesson up?

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4. Planning how to evaluate the lesson

- A. Did you write down how you will evaluate the lesson?
- B. Does your plan for evaluating the lesson cover everything you wrote in your objective?
- C. Did you use the guidelines for evaluating a lesson?

You should use these questions to tell if you have written a good lesson plan. If you can answer all these questions, then you can be pretty sure that you have written a complete lesson plan. Keep this list of questions so that you can check yourself whenever you write a lesson plan.

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CHECKLIST ANSWER SHEET

ACTIVITY 10

1. A.

B.

C.

2. A.

B.

C.

3. A.

B.

C.

D.

E.

4. A.

B.

C.

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Activity 11: Practicing Teaching A Lesson

Equipment and Materials:

Activity Folder U2-M3-A11

Enough copies of your lesson plan to hand out to the class.

Directions:

Hand out copies of your lesson plan from Activity 9 to everyone in the class. Teach your lesson to the class. After you have taught your lesson, let the class help you find out if you taught your lesson well or not. Use the observation sheet in Activity 11 to evaluate the lesson.

Mode of Instruction

Individual
Small Group
Resource Person ^{is} is not needed

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PRACTICING TEACHING A LESSON

For this activity, each trainee will teach the lesson she has planned to the other trainees. Each trainee will be video taped while she is teaching her lesson. The reason you will be video taped is so that you can see yourself teaching and evaluate the lesson you have taught. Very few teachers get the chance to see themselves. It is often very helpful to be able to see yourself as the children see you. You will have the chance to see what you did that was good so that you can keep on doing it. You will have the chance to see what you did that might not have been good so that you can correct it. THE VIDEO TAPE WILL NOT BE SHOWN TO ANYONE OUTSIDE OF THIS CLASS WITHOUT YOUR PERMISSION. The video tape is for you to see what you do when you teach. It is to help you become a better teacher. It is not going to be used to evaluate how you teach by anyone but yourself and the other trainees in your class. You may be nervous about it at first, but when you see how valuable it is and how much you can learn about yourself by watching it, you will feel more comfortable about doing it.

If you feel very nervous about being video taped, talk to your Resource Person about it.

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OBSERVATION FORM FOR ACTIVITY ELEVEN

NAME: _____

DATE YOU OBSERVED: _____

1. What was the lesson about? _____

2. Write an objective for the lesson _____

3.A. Did the children learn what the teacher wanted them to?

_____ Yes

_____ No

B. How do you know? _____

4.A. Did the lesson work? _____ Yes _____ No

B. If the lesson worked, were there one or two children who did not learn what the teacher wanted them to learn?

_____ Yes

_____ No

C. If there were one or two children who did not learn, what did the teacher do about it?

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Observation Form (cont.)

5. Did the teacher feel that the lesson worked?

 Yes

 No

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MASTERY FIELD ACTIVITY

Activity 12: Teaching A Lesson

Purpose of the Activity:

To see if trainee can implement the lesson plan she/he wrote in this module.

ACTIVITY 12

For this activity, you will need:

1. Your lesson plan from Activity 10.
2. Your evaluation criteria.
3. Whatever materials you need for teaching your lesson.

You have now had practice teaching your lesson to other trainees. You have also observed yourself on video tape and should, as a result, have a good idea of what you want to do when you teach children your lesson. For this activity, you are to teach a lesson in your preschool center. You are to use your lesson plan from Activity 10 to teach the lesson.

Because there is a big difference between teaching other adults and teaching children, you will have a chance, to practice teaching your lesson before you demonstrate mastery this module. Practicing teaching the lesson is optional. If you do not wish to practice before being checked for mastery, go on to Part B. If you do wish to practice before being checked for mastery, read Part A and then Part B.

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PART A

If you want to practice teaching your lesson, you should do the following:

1. Schedule a time with your teacher to practice teaching your lesson. Make sure you show her your lesson plan.
2. Notify your Field Supervisor of the time and date so that she can observe you.

When you have finished practicing teaching a lesson, your Field Supervisor will go over with you any problems she observed. You should, then practice a little more and schedule with her a time to be checked for mastery. You do not have to practice, before being checked for mastery.

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PART B

When you are ready to be checked for mastery, you should do the following:

1. Schedule a time with your teacher to teach your lesson. Make sure you show her your lesson plan.
2. Notify your Field Supervisor of the time and date.
3. Give a copy of the lesson plan to your Field Supervisor before you begin to teach your lesson.

Remember, if you do not master the module the first time, you may have as many chances as you need to do so. The important thing is that you get the skills needed to teach a lesson which will help a child learn about himself. Your Field Supervisor is prepared to give you whatever help you need for getting those skills.

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PROBLEM-SOLVING

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PROBLEM SOLVING

1. How can behavioral objectives help you do your job better?
2. Can the use of behavioral objectives help you help the children with whom you work?

How?

3. What can you learn from examining objectives to help you in the classroom?
4. How does knowing what to teach help you find out if a lesson worked?
5. How does writing a lesson plan help you help your children?