

## CHLD 201: Child Development Practicum I

### Developmentally Appropriate Math/Science Activity

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| <b>Learning Outcomes</b>         | 4. Demonstrate the knowledge and ability to design, implement, evaluate and adapt respectful, cohesive early childhood environments and evidence-based practices and curricula that are developmentally, individually, and culturally appropriate.  |
| <b>DEC Recommended Practices</b> | C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom<br>C26 Recommended instructional strategies are used with sufficient fidelity, consistency, frequency, and intensity to ensure high levels of behavior occurring frequently. |
| <b>NAEYC</b>                     | 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches.<br>4d Reflecting on their own practice to promote positive outcomes for each child.<br>5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.                              |

You have been observing and assisting with the learning activities conducted in the classroom. For this assignment you are to create, implement, and evaluate a developmentally appropriate math/science lesson that utilizes evidence-based practices.

#### To prepare for this activity:

- Ask the teachers for direction in planning a math/science activity appropriate for a small group of the children that complements a class project that they have been implementing.
- Get to know the children.
  - Complete the **Early Childhood Classroom Interests Tool** for preschool classrooms. Make sure to use the Preschool Classroom form, not the infant-toddler form. It is at the bottom of the link.
    - Center for Early Literacy Learning. (n.d.). Center for Early Literacy Learning (CELL). *Early Childhood Classroom Interests Tool*. North Carolina: Orleana Hawks Puckett Institute. Available from [http://www.earlyliteracylearning.org/ta\\_pdf/ec\\_classrm\\_ints\\_tool.pdf](http://www.earlyliteracylearning.org/ta_pdf/ec_classrm_ints_tool.pdf)
  - Review the children’s portfolios looking for information about them. (development/family’s home language/culture)
  - Discuss the children’s strengths and challenges with the cooperating teachers.
  - Ask about any adaptations that may be needed.
- Plan the activity for a target group of children (the participants may vary)
  - Reflect on learning from previous courses about developmentally appropriate practices for preschoolers.
  - Study the Illinois State Board of Education: Division of Early Childhood Education. (2013). Illinois Early Learning Project. *Illinois early learning*

*standards* for math and science to help select your activity. Available from:  
<http://illinoisearlylearning.org/standards/index.htm>

- Use the “**Heartland Community College Lesson Plan Form**” to plan an activity based on your knowledge of the children and best practices. Use the “**Heartland Community College Lesson Plan Guidelines**” and “**Heartland Community College Lesson Plan Grading Rubric**” to clarify how you are expected to complete the form.
- Share the plans with the classroom teachers and make changes according to their recommendations.
- Gather and prepare any materials/props that will be needed.
- Practice!

### **Conducting the Activity:**

- Conduct the activity at an appropriate time as directed by the classroom teachers.
- Entice a group to participate with one of these methods:
  - Join the already occurring play. This may help you determine the appropriate time to transition them into your activity.
  - Bring your materials into the room or out on to the playground in a conspicuously large or colorful container/bag/decorated box. Curiosity will bring the children to you.
  - The Drop and Do technique can be effective. (Set your materials/props up on a blanket/low table/appropriate site and start playing alone or interacting with interested onlookers. Others will be motivated to join.)
  - Arrive in an appropriate costume (Mother Goose if you are doing Nursery Rhymes / Chef’s hat and apron if you want them to cook, etc.)
  - Invite targeted children to join the play. Give them an object, prop or toy to hold and become instantly involved.
- Attempt to follow your plans but remember that good teachers are always willing to monitor and adjust as the situation evolves.
- Be prepared to repeat the activity several times as the children say, “Do it again” or as other children get interested and join in.
- Encourage the teachers to provide you some immediate feedback if time and the situation allows.
- This activity will be evaluated (by your supervising instructor or your cooperating teacher) with the “**Evaluation of Teaching Activity Form.**”

### **After you leave the center:**

1. Write your **evaluation** (consequences or outcomes for the children) on the reflection section of your lesson plan.
  - Were the children successful in meeting the objectives outlined in your plan?

- In what ways was the activity developmentally, individually, and culturally appropriate?
- Were all of the children able to participate in the activity?
- How did you adapt this activity to improve the outcomes for the children?
- Include your ideas about how you can adapt this activity in the future to improve the positive outcomes for each child.
- Did you notice any variations in engagement? What factors contributed to this variation?

2. Write your reflections on your teaching skills. Reflect and self-assess if you met your expected outcomes and include the following items:

- How were your verbal and nonverbal skills (volume, clarity, effectiveness)?
- What did you feel were the strengths of your implementation?
- Were your choices appropriate for this group of children/
- What could you do better to gain full participation from more of the children?

**Submit a copy of:**

- a. your lesson plan
- b. your evaluation
- c. your reflection
- d. the “Evaluation of Teaching Activity Form” if completed by someone other than your instructor