

CHLD 201: Child Development Practicum I

Morning Meeting with Language Experience Approach

Learning Outcomes	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
DEC Recommended Practices	C3 Routines and transitions are structured to promote interaction, communication and learning by being responsive to child behavior and using naturalistic time delay, interrupted chain procedure, transition-based teaching, and visual cue systems. C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom.
NAEYC Standards	4c Using a broad repertoire of developmentally appropriate teaching/learning approaches. 4d Reflecting on their own practice to promote positive outcomes for each child. 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

By this time in your Practicum Course you will have had numerous opportunities to help the cooperating teachers conduct their lessons and even plan and implement small group activities. Now it is time for you to take on the role of teacher for the whole group for an extended time. You will be guiding the class through a Morning Meeting using a Language Experience Approach (LEA) activity as the body of your lesson.

Prior to your teaching:

- Review Chapter 4: Instructional Planning
- Arrange your lab schedule so that you have observed the Morning Meeting and Activity Time at least once. You need to learn what routines and structure the children will be anticipating. You need to replicate the typical routine for the room.
- Review the steps for using the Language Experience Approach (LEA) as described on the “**Language Experience Approach**” handout.
- Talk to the cooperating teachers about this assignment a few weeks ahead of time so that you have plenty of time to plan.
 - Use the **Heartland Community College Lesson Plan Form** to plan a Morning Meeting that utilizes an LEA activity. Try to choose a topic for your LEA that contributes to any ongoing project in the classroom. 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.

- Incorporate the Illinois State Board of Education: Division of Early Childhood Education. (2013). Illinois Early Learning Project. *Illinois early learning standards* as the standards for the lesson. Available from: <http://illinoisearlylearning.org/standards/index.htm>
- List all the steps involved in your activity in enough detail for others to replicate your plans.
 - openings to focus learners
 - actual body of the lesson (Language Experience (this can be based on something they did earlier in the day or even the day before such as a class visitor or field trip – something memorable)
 - closure
 - transition to next activity
- Share your plans with your cooperating teachers and revise according to their advice
- Gather or prepare all the necessary props/materials.
- Practice!

Teaching:

- You are assuming the lead role for this activity. The cooperating teachers, student workers, other college students will assist you but will depend on you for directions and leadership.
- Share with the children that it is your turn to be the teacher. Speak and act with authority and they will follow your lead. Try to maintain control by keeping them motivated.
- You are responsible to take the lead from transition into, all the way through, and conclusion of the Morning Meeting. It should consist of these major components:
 - Transition from the previous activity to circle location and gain their attention
 - Daily classroom routine (songs, finger plays, etc. to engage the children)
 - Language Experience Approach (follow the provided protocol in the handout)
 - Closure
 - Transition from circle to the next scheduled activity
- This activity will be evaluated (by your supervising instructor or your cooperating teacher) with the “**Evaluation of Teaching Activity Form.**”

After your teaching is completed:

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 lesson 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?

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

- What did you see as your major strengths and challenges in terms of implementation?
- How were your verbal and nonverbal skills (volume, clarity, effectiveness)?
- 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

LANGUAGE EXPERIENCE APPROACH (LEA)

1. Provide the experience

LEA begins with an actual shared experience. (Ex. Field trip, cooking, observing an animal, an event on the playground, something memorable) This will need to be staged earlier in the morning or the previous day. Plan this with the teachers.

2. Discuss the experience.

As children talk about their experiences, they clarify and organize ideas, use more specific vocabulary and extend understanding. Talk until the experience has been thoroughly discussed.

3. Solicit a direct quote from a single child.

Tell the children they are going to help you turn this experience into a story.

Record the dictation on either a chart tablet or sentence strip. Model good penmanship! It is critical that the exact words of the child be written, even if the grammar or construction is incorrect. To do otherwise confuses the beginning reader/writer. The important point is that the teacher's writing shows the connection of the child's language to print. As you write, say each word aloud. Incorporate some Print Concepts and comment as they naturally occur. (note -Do not belabor this part of the process or children will get bored.)

- Where to start
- Spacing between words (child can use their finger/hand/spacer)
- Starting with a capital/tall/big letter
- Left to right directionality
- Return sweep
- Punctuation
- Letters found in children's names
- Letters, words and sentences
- Formation of a letter

4. Read the text from the chart tablet or sentence strips

After the text has been dictated, read it aloud, pointing to each word. Reread the quote and encourage children to choral read with the teacher.

5. Repeat steps 3 and 4 for each child in the group

Progress through the steps as quickly as possible. A large group may require more than one setting or session. Some children may choose not to participate. Some will want to contribute often and need to be reminded that they had a turn. (Take the advice of the cooperating teachers on this step)

6. Read the WHOLE text after all the individual contributors have recorded quotes.

Reread the story and again encourage children to choral read with you.

7. Display the story and read with small groups when interested