



Week 5 – Tuesday Agenda

- 5:30 ESOL Practice - Reading – Vocabulary
- 6:00 Group activity – Listening and speaking game
- 6:15 Lecture on communication
- 6:30 Break
- 6:40 Webbing of communication activities
- 6:55 Video - Starting From Square One (20 minutes/creativity section)
- 7:15 Debrief on video
- 7:30 Break - Nutrition break included in this time
- 7:40 Creative Arts activities
- 8:10 Small group discussion of creative activities – share ideas on physical, cognitive, creative and communication skills being developed.
- 8:25 Large group - share findings.
- 8:40 Introduction of Homework assignments



Week 5 – ECE 200

LESSON: CDA - Competency Goal 2 – Communication and Creative

Campus Wide Competency:

Critical Thinking:

- Students will apply relevant criteria and standards when evaluating information
- Students will use appropriate reasoning to evaluate problems, make decisions, and formulate solutions.

Oral Communication:

- Students will listen carefully and respond to questions appropriately.
- Students will demonstrate increased confidence in oral communication skills.

Written Communication:

- Student demonstrates clear organization of his/her thoughts in written form.

Course Competency:

- Students will acquire/refine their skills and knowledge base in order to promote children's physical and intellectual competence
- Students will learn to plan and respond to issues of inclusion
- Student will plan activities that promote children's communication and creative skills.

Washington State Skill Standard:

Critical Work Function D: Develop and Implement Curriculum

D2	Gather and utilize curriculum resources and learning materials.
D3	Provide developmentally appropriate practices.
D4	Create and document curriculum plans.
D5	Evaluate and modify curriculum plans.

CDA Standards:

- Communication: Has realistic expectations for each child's understanding and use of speech based on knowledge of language development and the individual child.
- Creative: Provides opportunities that stimulate children to play with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities.

Overall Lesson Objectives:

Students will gain understanding of how to create an environment that encourages communication development through the use of their bodies, words, and materials.

Materials:

Handout: H1/Web template

Video: "Starting From Square One" – Turn the Page Press

Preparation: Students will review reading vocabulary with the assistance of the ESOL/ABE instructor.

Seminar: Pages 304 to 320 - Reintroduction of the vocabulary word "Phonological Awareness" will be discussed. Brief discussion again on the importance of how to help children whose home



language is other than English. Have students discuss the information gathered from their readings on how to best assist children.

Small groups will look at questions in book and discuss how each one would have been answered. (Optional if time allows)

Review of functional area Communication:

Drawing a picture game:

1. Divide the students into groups.
2. One student from each group comes to the blackboard and gets ready to draw the picture
3. Give one picture to each group to see except the student who is ready to draw.
4. Other students describe the objects in the picture, and the students who didn't see the picture draws it according his/her classmates' description.
5. The group who finishes drawing in the shortest time, and whose picture is most similar to the original, is the winner.

Lecture: CDA instructor will discuss the importance of helping children develop effective communication skills.

Verbal:

Exchange of sounds, gestures and expressions

Responding to cues and developing conversations

Use of "Active Listening" and genuine interest – allowing time for children to formulate what they want to say

Getting down low at child's eye level when talking or listening to them

Use of open ended questions

"Parent-eesse" all cultures use this with infants

Honoring family home language in classroom

Emergent Literacy – use of books, songs, rhymes and finger plays to promote phonological awareness, language and literacy.

Non Verbal:

Responding to children with smiles, hugs, or support.

Remaining close to observe and notice children's play and be there to support ideas.

Guided Practice: Using handout students will work together to create a web of activities/examples they can do in the classroom to promote children's communication skills.

Examples:

Infants: imitate coos or actions/read books and point to simple objects/talk to the children about what they are doing or what will come next...

Toddlers: use mealtimes to help children talk about their day/ask the child to tell them about what they see/use songs, finger plays and rhymes to play with language...

Preschool: Have children act out a favorite story/oral dictation/conversations about events that are important to the child...



Video: Starting From Square One - first 20 minutes

Review Functional area Creative:

Group will discuss the video and how to promote creativity in the classroom.

Instructors will introduce planned creative activities and break students into small groups.

Small groups: Participation in creative activities prepared by instructor

Coffee filter art

Shaving Cream

Legos

Large group: Guided Instruction – connection to each project and what children are learning. Help students make connections to the different skills children are developing. Discuss how the different skills are interrelated in the areas of physical, cognitive and creative development. Encourage students to discuss other skills they might see developing in each activity.

Review of homework and questions.

- Read pages 321 to 331 - Answers to questions
- Book Project
- Communication paragraph

Wednesday: Paragraph on Communication

Thursday:

Presentation of book projects in class

Complete paragraph on communication

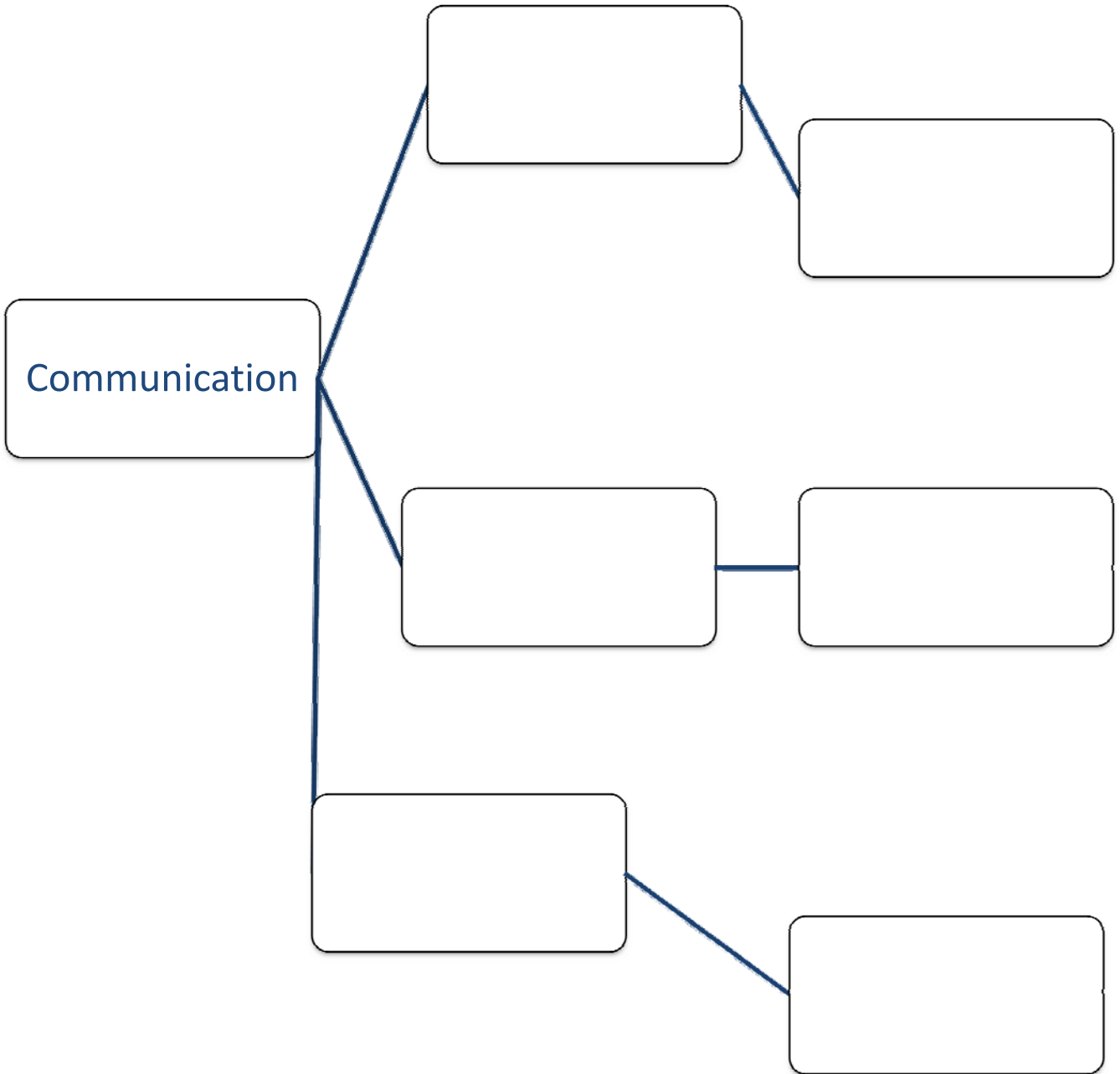
Create creativity web

Computer lab for resource item collection



C. Benteu/R. Rogers – revised 2010

H1 – Communication Web





C. Benteu/R. Rogers – revised 2010