

## Unit Focus

In Unit 2, students work in the Little Hands Program to gain hands-on experience working directly with children. Students have the opportunity to work in “Little Hand” nursery three days a week. They will take on the role of a leader (teacher) or a helper and be responsible for teaching small and large groups using their lesson plans to organize learning activities such as science, language, math, games, music, and storytelling. Students will problem solve to address various issues they encounter as they work in the nursery school.

Students will also learn how to draft observations and narrative summaries. They will learn and practice a variety of observation techniques and will implement these skills once Little Hand Program begins. Students will have an opportunity once per week to create mini evaluations that address observations related to physical, intellectual, emotional and social development. The focus will be on keeping observations professional and factual while avoiding inferences and assumptions.

The PBA will have students present one of their created lessons to the students of Little Hand Nursery and be evaluated by the teacher. The student will also be tasked with creating a narrative for the Little Hand Nursery program.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Connecticut Goals and Standards</b> <i>Family and Consumer Science: 12</i></p> <ul style="list-style-type: none"> <li>Apply standard employability skills in community and workplace settings; <i>1.9</i></li> <li>Demonstrate communication skills that contribute to positive relationships; <i>3.18</i></li> <li>Choose effective conflict prevention and management techniques; <i>3.20</i></li> <li>Identify strengths that promote growth and development during childhood; <i>9.10</i></li> <li>Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests; <i>10.10</i></li> <li>Implement a safe and healthy learning environment for children; <i>10.11</i></li> <li>Demonstrate techniques for positive interactions with children; <i>10.12</i></li> </ul>	<p><b>T1</b> Demonstrate professionalism through exhibiting attentiveness, growing from feedback, and adhering to industry standards (safety). <b>T2</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><b>U1</b> Early childhood teaching is a continuous process of planning and observing in which teachers think carefully about what they do and why they do it. <b>U2</b> When intentional teachers observe children, they compare each child’s behavior to the goals for that activity. <b>U3</b> A narrative summary clarifies what is observed given a set of developmental indicators relying on facts (not opinions or inferences).</p>	<p><b>Q1</b> How am I engaging students in learning? <b>Q2</b> As I am observing, what is easy or hard for students? How can I accommodate and provide support for individual differences? <b>Q3</b> What do I do when the lesson isn't going according to plan? <b>Q4</b> What is this child doing? Which developmental benchmark is it aligned to? How can I describe the action clearly and accurately?</p>	

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>Apply professional practices and standards related to working with children. <i>10.13</i></li> </ul> <p><b>Common Core</b> <i>English Language Arts: 11-12</i></p> <ul style="list-style-type: none"> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <i>CCSS.ELA-LITERACY.W.11-12.3.D</i></li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. <i>CCSS.ELA-LITERACY.SL.11-12.1.B</i></li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b> <i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. <i>MM.3.3</i></li> </ul> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> <li>Perseverance: Students will be able to identify problem(s) and use appropriate strategies to continue toward a desired goal. <i>MM.4.2</i></li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><b>K1</b> How to handle difficult situations with children - classroom management and directing behavior.</p> <p><b>K2</b> Why early childhood teachers observe and record children’s behavior.</p> <p><b>K3</b> Methods used to record observations: checklists, rating scales, anecdotal records, frequency counts, running records, learning stories, time samples, jottings, work samples and photographs.</p> <p><b>K4</b> Vocabulary: Discipline, procedure, routine, random scribble, controlled scribble, pre-schematic stage, schematic stage, dawning realism, fine motor skills and large motor skills.</p>	<p><b>S1</b> Troubleshoot lesson problems and determine an appropriate fix</p> <p><b>S2</b> Observe and record children’s behavior (Physical, intellectual, social and emotional development) as they are engaged in a learning center</p> <p><b>S3</b> Draft narrative summary based on quality criteria</p> <p><b>S4</b> Present a formal lesson plan that successfully meets the objectives in an engaging fashion.</p>