Acknowledgments

The Association for Childhood Education International (ACEI) is pleased to present *Educating Young Children: A Basic Guide for Training Teachers and Caregivers*. The release of this guide has been supported by the ACEI Special Interest Forum focused on training and technical assistance. The guide is considered a basic training for early care and education teachers and caregivers and ACEI hopes that the guide will be translated from English into many languages to increase usability around the world.

ACEI acknowledges Dr. Sue Wortham, who authored this guide. Dr. Wortham provided many trainings for teachers through World Children’s Relief from 2002-09. Dr. Wortham has been an active member of ACEI through the years and has been a keen supporter of ACEI’s Global Guidelines for Early Care and Education, upon which the guide is based.

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The design team members who worked on updating this guide hope to release a part 2 in the future. Please contact editorial@acei.org if you have an interest in participating in the development of a part 2 of this guide.
Introduction

The foundation of this guide can be traced to 2001, in Les Cayes, Haiti, where a small non-governmental organization (NGO) named World Children's Relief was working to provide teacher training for preschool teachers in community schools located in remote rural areas.

After visiting the schools and homes in the Les Cayes area to learn about the needs of the schools and students, Dr. Sue Wortham developed a teacher training guide. During the three years of implementation in Haiti, Drs. Sue and Marshal Wortham put the guide through a process of continuous improvement. Eventually, they implemented the training in rural schools in Burkina Faso, Senegal, and Sierra Leone.

The early care and education training in the guide is based on Global Guidelines for the optimal care and education of young children. The content of the training generally follows the Global Guidelines for Early Childhood Education and Care in the 21st Century (Global Guidelines) and the ACEI Global Guidelines Assessment. The topics are basic to preschool teacher training around the world and include principles of child development, developmental curriculum, and a constructivist approach to learning. Other relevant topics are classroom management, teaching strategies, and assessment of children’s learning.

Although the teacher training was originally designed for preschool teachers, administrators in all four countries where the training was conducted wanted all of their teachers, especially primary grade teachers, to participate. As a result, the training also addresses the transition from pre-primary school (children ages 3 to 5) to the first three grades in primary schools (kindergarten through grade 2).

The training material is intended to be adapted to different cultures and languages. Trainers within a country should adapt the material to fit the unique characteristics of their specific contexts. For example, Bloom’s Taxonomy is discussed in one session to guide participants in understanding different levels of understanding. During a training session in Senegal, an instructional director and teacher trainer demonstrated how a similar model they used in Senegal paralleled and complemented Bloom’s hierarchy of learning levels.

Training sessions are designed to be conducted within a five-day period of time. Again, this time frame is intended to be adaptable to different circumstances and local needs.

Another flexible area of the training is the use of materials found in students’ living areas. The geographic areas served in the original training locations had no commercial materials to use for hands-on activities. Local items gathered in the natural environment were used for art and learning activities.

The training consists of an intensive overview of content, including child development theory, stages of child development, classroom management, curriculum, and learning environments. Local teachers and school directors alike have participated in the Preschool/Primary Grades Training Sessions. The design of the guide easily lends itself to a training of trainers (TOT) model. This model allows for the training of a core group of teachers who then become trainers themselves and train other teachers. This model also allows for follow-up evaluations with ongoing adaptations to meet local contexts. Participants may be selected to become trainers by their respective program directors or coordinators.
Global Guidelines Key Philosophies

1. Children are both the present and the future of every nation; they have needs, rights, and intrinsic worth that must be recognized and supported.

2. Every child should have the opportunity to grow up in a setting that values children, provides conditions for a safe and secure environment, and respects diversity.

3. Knowledge about human development is more substantial now than at any time in history. The new century offers opportunities to consolidate recent gains and respond to new challenges that lie ahead.

4. Children must receive appropriate nurture and education within and outside their families from birth onward if they are to develop optimally.

5. Attention to the health, nutrition, education, and psychosocial development of children during their early years is essential for the future well-being of nations and the global community.
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Learning Outcomes: Overview

Training Session 1: Principles of Child Development
1. Participants will reflect upon and articulate theories of child development in the early childhood years.
2. Participants will investigate and discuss how young children learn using a constructivist approach.
3. Participants will identify and apply domains of development in the early childhood years.

Training Session 2: Curriculum Framework – Preschool/Kindergarten & Transition to Primary Grades
1. Participants will define curriculum and identify components of a framework for curriculum design based on developmental domains.
2. Participants will read, interpret, and discuss Level I & II of a Preschool/Kindergarten Curriculum Framework.
3. Participants will demonstrate how children can engage in early literacy.
4. Participants will read, interpret, and discuss Transitional Curriculum.
5. Participants will demonstrate how curriculum based on developmental domains evolves into content areas in the primary school years.
6. Participants will design simple activities based on preschool/kindergarten curriculum objectives.

Training Session 3: Child-Centered Curriculum
1. Participants will identify and explain characteristics of a child-centered curriculum.
2. Participants will use constructivist principles to select activities and strategies appropriate for child-centered curriculum.
3. Participants will design child-centered curriculum using a holistic approach and taxonomies for the cognitive, psychomotor, and affective domains of learning.

Training Session 4: Classroom Organization and Management
1. Participants will identify the characteristics of a classroom organized around constructivist principles.
2. Participants will design daily routines that align with learning outcomes.
3. Participants will identify and utilize positive classroom management techniques.

Training Session 5: Teaching Strategies and Assessment
1. Participants will create, implement, and use a learning cycle for planning, delivering, and assessing instruction.
2. Participants will align activities and strategies with lesson outcomes in the Preschool/Kindergarten Curriculum Framework.
3. Participants will design appropriate assessments that align with lesson outcomes in the Preschool/Kindergarten Curriculum Framework.
4. Participants will establish a system for documentation and program assessment that will ensure quality indicators or standards are met.
Basic Training Session 1:
Principles of Child Development

Learning Outcomes
1. Participants will reflect upon and articulate theories of child development in the early childhood years.
2. Participants will investigate and discuss how young children learn using a constructivist approach.
3. Participants will identify and apply domains of development in the early childhood years.

Key Theories, Terms, & Phrases
Early childhood    Development
Cognitive-developmental theory    Stages of cognitive development
Sensorimotor stage    Preoperational stage
Concrete operational stage    Formal operational stage
Constructivism    Developmental domains

Activities
1.1.a Read “Developmental Theories and Learning in Child Development.”
1.1.b After reading “Developmental Theories and Learning in Child Development,” follow the prompts, write responses, and discuss the readings.
1.2 Review and discuss the chart highlighting “Piaget’s Stages of Cognitive Development.”
1.3 Engage one or more children in Piagetian conservation tasks and reflect upon the child’s/children’s stages of development. Be prepared to record your findings and report to your fellow participants.
2 After reading “Constructivism,” follow the prompts, discuss the concepts, and analyze how young children learn using a constructivist approach.
3 Read, reflect upon, and discuss “How Young Children Mature and Develop.”

Resources
Copy of Educating Young Children: A Basic Guide for Training Teachers and Caregivers
Writing implement    Two sticks or rope of the same length
Two 2-inch/50-mm balls of clay    Ten same-size small counters
Space for conservation activities

Assessments
1.1 After reading “Developmental Theories and Learning in Child Development,” and completing Activity 1.1.b, reflect upon the content and give/write about an example that demonstrates the nature of development in the early childhood years from your experience working with a young child.
1.2 After reviewing “Piaget’s Stages of Cognitive Development,” complete the list of prompts. Briefly define each term listed. Give an example of each.
1.3 Participants will successfully engage one or more young children in Piagetian conservation tasks, reflect upon the experience, and report the results.
2 Participants will generate a list of examples about how young children learn using a constructivist approach and identify various principles of learning that are present in the examples.
3 After reading, reflecting, and discussing “How Young Children Mature and Develop,” participants will define development and give examples for each developmental domain. Participants will identify one or more activities that integrate several domains.
Learning Outcome 1: Participants will reflect upon and articulate theories of child development in early childhood years.

Activity 1.1.a: Read “Developmental Theories and Learning in Child Development”

DEVELOPMENTAL THEORIES AND LEARNING IN CHILD DEVELOPMENT

Theories of cognitive, sociocultural, and experiential learning theory are the basic training topics for Session 1, Learning Outcome 1.

Cognitive Theory

Cognitive theory looks at how children think, how children are influenced by their thought processes, and how children behave as a result of their thinking. Jean Piaget (1896-1984), remains an influential theorist in early childhood cognitive development.

The cognitive-developmental view of development has had a major influence on the understanding of how children acquire and use knowledge. Jean Piaget, a Swiss child specialist, studied the development of very young children, especially his own three children. His studies of cognition led him to propose that children have different types of understanding at different stages in their development. Further, and more important, according to cognitive-developmental theory, the child has an active role in development. The child's interaction with the environment and exposure to new information results in intelligence. The emphasis is on the child's thought processes when learning is occurring.

The child’s knowledge is constructed gradually as continued experiences permit an expanded understanding of the information encountered. For example, the very young child might first identify all four-legged animals as “dog.” Later, the child will realize that each type of four-legged animal is different and has a different name, such as “cow,” “horse,” or “goat.” Finally, the child learns that all of these belong to the category of “animal.”

Piaget discovered that children have an internal ability to learn. For centuries, we had believed that everything a child learns is taught by an adult, teacher, or older child. Piaget was the first to understand that the children also learn on their own through their own experiences.

Piaget proposed that children pass through a fixed sequence of stages in their thinking. Within each stage, both the quantity of information and the quality of information increases. Knowledge is acquired and changes over time when children take in new information and include that new information into the existing knowledge structure. To use the examples of animals again, each time the child encounters new information about four-legged animals, he/she takes in information about animals. The new information is then incorporated with existing information. This expanded understanding enlarges the child’s concept about animals. Each time the child has an experience with animals, more is understood about the nature of animals. The same process occurs with birds, trees, flowers, and everything the child experiences each day.

The child is learning concepts, organized thinking patterns that represent the child’s knowledge. For infants, concepts are very concrete; older children can develop understanding of more sophisticated and abstract concepts. As children expand their understanding of concepts, they not only acquire new knowledge, but also reorganize existing concepts. Thus, a child first learns about individual four-legged animals, and later reorganizes and understands them as members of the category animal. In this process, the child is constructing knowledge, not memorizing knowledge; therefore, Piaget’s theory is also called a constructivist approach to development and learning.
In the early childhood years, the child moves through the sensorimotor and preoperational stages of development. The sensorimotor stage begins at birth and continues until about 18 months. The infant constructs knowledge by using physical actions and the senses. For example, the infant learns about an object by using a hand to bring it to his/her mouth. The infant explores the object using the senses of touch and taste. In the preoperational stage of development, a major milestone is the ability to use symbolic thinking. The child is able to use thinking and words to symbolize a real object or person. Thus, the child is able to say “mama” and has a mental picture of the mother. Or the child can picture a banana or other frequently eaten food. Later, the child is able to symbolize at a more abstract level. In this stage, the child is controlled by perception. For example, a young child might believe that a cloud is alive because it can move through the sky. Older children will enter the concrete operational stage, when they will be able to use written symbolism, the most abstract form of a concept. The child is able to understand that the word “banana” stands for the fruit or the word “chair” stands for chairs that are present in the home.

Sociocultural Theory

Cognitive and social development theories make up the sociocultural theory proposed by Lev Vygotsky (1983-1934). Like Piaget, Vygotsky also believed that children construct their own knowledge. Whereas Piaget proposed that children construct knowledge from encountering experiences in the environment, Vygotsky believed that social interaction also plays a significant role in learning. Vygotsky, a Russian psychologist, was also constructivist. He believed both physical and social interactions are necessary for development. The social environment includes the child’s family, school, community, culture—all of the social contexts that are reached by the child. The child learns from siblings, peers, parents, teachers, and other members of its social community. In school, the teacher and other children play a role in the knowledge that the child is able to construct.

The child’s learning process follows the following descriptions:

- Concrete to abstract - The infant learns through physical movements and the senses. Young children learn best when they are actively engaged with nature, conversations, books, pictures, etc. They still need to interact with real objects. Thinking becomes more abstract when children are able to learn words and to write, as reading and writing are an abstract process of thinking. With abstract thinking, children can learn from reading as well as from the environment.

- Simple to complex - At first, an infant’s understanding is very simple. As new experiences are encountered, the baby learns more and more. The preschool child can understand that a word or picture can stand for something real. A toy truck is symbolic of a real truck. Words can be used to symbolize a thought. Older children can understand ideas and concepts that are more complicated. Children over 8 years can write to express what they understand and explain their ideas more comprehensively. Gradually, they can consider more than one way of solving a problem or understanding information.

- Experiencing to representing - This sequence occurs in preschool and primary grades as well as with older students. The child first has real experiences with an object or person. For example, the children might be learning about houses in the community. They might represent their understanding by drawing their perception of a house on the chalkboard, whiteboard, computer, or on paper. They also might get materials from the environment to make a model of a house. This can extend to many kinds of knowledge that they learn in the classroom. When preschool children are learning colors they might draw objects that can be that color. Their representations on paper demonstrate what they understand. Other types of representations are describing using words and, for older children, writing about what they understand.

These sequences have implications for how we teach in school. As we will see later on, we use this information in the preschool to plan for instruction and guide children in using their own thinking skills.
Experiential Learning Theory

Experiential learning theory is built on the work of several theorists, including Piaget. David Kolb (1939 - ), the theorist credited with the term “experiential learning,” explains that experiences, environmental factors and emotions influence the learning process. The components of the experiential learning cycle are concrete experience (the doing stage), reflective observation (the observing stage), abstract conceptualization (the thinking stage), and active experimentation (the experimenting or testing phase). Concrete experiences give information for reflection. Based on these reflections, information is assimilated and abstract concepts are formed. The information and concepts are tested; by testing ideas, information is gathered through experience and the stages cycle back again. Although Kolb’s model for experiential learning is most often used with adults, it applies to learning by individuals at different levels. Experiential learning theory supports learning through play, learning in nature, learning through projects, and multigenerational learning.

Activity 1.1.b: After reading “Developmental Theories and Learning in Child Development” follow the prompts, write responses, and discuss the readings.

Complete the following assessment

1. I read the content provided in the guide.
   _____Yes  _____No  A question or something you want to know more about is
   ____________________________________________
   ____________________________________________

2. A concept presented in the reading that I have been thinking about is ___________________
   ____________________________________________
   ____________________________________________

3. An example that highlights the nature of development from my experience is _____________
   ____________________________________________
   ____________________________________________

Assessment 1.1: After reading “Developmental Theories and Learning in Child Development,” and completing Activity 1.1.b, reflect upon the content and give/write about an example that demonstrates the nature of development in the early childhood years from your experience working with a young child.

- Concrete to abstract

- Simple to complex

- Experiencing to representing
Activity 1.2: Review and discuss the chart highlighting “Piaget’s Stages of Cognitive Development.”

<table>
<thead>
<tr>
<th>STAGE</th>
<th>AGE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensorimotor</td>
<td>Birth to 18 months</td>
<td>The infant acquires knowledge through physical actions.</td>
</tr>
<tr>
<td>Preoperational</td>
<td>2-7 years</td>
<td>The young child can use symbolic thinking through the use of words. (The child can talk about people and experiences.) The child’s symbolic thinking is also intuitive (The child’s thinking is controlled by physical perceptions).</td>
</tr>
<tr>
<td>Concrete Operational</td>
<td>7-11 years</td>
<td>The young child can use symbolic thinking through the use of words. (The child can talk about people and experiences.) The child’s symbolic thinking is also intuitive (The child’s thinking is controlled by physical perceptions).</td>
</tr>
<tr>
<td>Formal Operational</td>
<td>Begins at 11 years</td>
<td>The child adds logical thinking to symbolic knowledge. The child can now reason about events. Logical thinking replaces intuitive thinking.</td>
</tr>
</tbody>
</table>

Assessment 1.2: After reviewing “Piaget’s Stages of Cognitive Development,” complete the list of prompts below. Briefly define each term. Give an example of each.

- Sensorimotor stage
- Preoperational stage
- Concrete operational stage
- Formal operational stage
Activity 1.3: Engage one or more children in Piagetian conservation tasks and reflect upon the child's/children’s stages of development. Be prepared to record your findings and report to your fellow participants.

CONSERVATION TASKS

You will be participating in conducting conservation tasks with two children. One should be about 4 years of age and the other should be about 7 or 8 years of age. The conservation tasks used with the children demonstrate the cognitive level they have achieved. Conservation is acquired in the concrete operational stage. The child who has achieved conservation understands that if you take two items that are identical and change the dimension of one, they are still the same. The preoperational child is controlled by what they see and think the dimension of the item is larger, longer, more, etc. than it was in the original position. Piaget used conservation tasks to open a window on a child’s thinking. He used the tasks with preschool children to determine where they were in their progress toward concrete operations.

There are three types of conservation tasks that are commonly used with children

- Conservation of size
- Conservation of length
- Conservation of number.

Use these three tasks when you work with children.

Conservation of size

Directions:

Divide a chunk of clay into two identical balls approximately 2 inches or 50 millimeters in size.

Show the child the 2 balls of clay

Ask the child: “Are these 2 balls the same size, or is one larger?”

If the child answers that they are both the same, proceed to the next step. If the child says one is larger, ask the child to change the balls so that they are the same. Ask again to confirm that the child believes they are the same size.

The next step is to roll one of the balls into a sausage shape while the child observes.

Ask the child again, “Are these two the same size or is one larger? If the child believes the sausage shape is larger, conservation has not been achieved. If the child recognizes that they are still the same, conservation has been achieved.

Conservation of length

Directions:

Take two sticks or ropes that are exactly the same length. Lay them down so that they are parallel, as follows:

____________________________________
____________________________________

Ask the child, “Are these two the same, or is one longer?” If the child says they are the same, move to the next step. If the child says one is longer, have the child adjust the sticks so that they are the same.
Then, move one of the sticks forward as follows:

____________________________
______________________________

Ask the child again, “Are these two the same or is one longer?” If the child responds that they are both the same, conservation of length has been achieved.

Conservation of number

Directions:

Take 10 same-size objects, divided into two equal sets of five. Arrange the objects into two equal rows, as follows:

* * * * *
* * * * *

Ask the child, “Are both of these sets/groups the same, or does one have more?” If the child responds that they are the same, proceed to the next step. If the child responds that one has more, have the child organize them so that they are the same. Move one of the sets so that it is wider apart, as follows:

* * * * *
*   *   *   *

Ask the child: “Are both of these sets/groups the same, or does one have more?” If the child has reached conservation, he/she will recognize that the size, length, or number is the same in the two items or groups regardless of changes that are made in location.

Assessment 1.3: Participants will successfully engage one or more young children in Piagetian conservation tasks, reflect upon the experience, and report the results.

Discuss your findings from engaging one or more young children in three types of conservation tasks.

- Conservation of size

- Conservation of length

- Conservation of number
Learning Outcome 2: Participants will investigate and discuss how young children learn using a constructivist approach.

Activity 2: After reading “Constructivism,” follow the prompts, discuss the concepts, and analyze how young children learn using a constructivist approach.

CONSTRUCTIVISM

Constructivism is based on the notion that learners (children, youth, adolescents, adults) construct their own knowledge and understanding by their experiences in the world, and learning is enhanced when they reflect upon their experiences.

Constructivism as a Theory of Learning Proposes That:

- Knowledge is constructed and shaped by experiences in the world.
- Learning is an active process that is sometimes called “hands on – minds on.”
- Problem solving and discovery are emphasized.
- Learning is influenced by an individual’s prior experiences and culture.
- Learning occurs when a concept is taken in and incorporated with existing knowledge.
- Learning, knowing, and understanding are personal interpretations.
- Authentic tasks and assessments are used for meaning making.
- Content is learned in an integrative manner – following whole to part.
- The whole child (physical, cognitive, social, emotional) is involved in learning.

Role of the Caregiver or Educator in a Constructivist Classroom:

- The educator seeks and values learners’ interests, questions, and perspectives.
- The educator emphasizes active learning and hands-on activities.
- The educator adapts the curriculum to meet learners’ needs and develop learners’ strengths.
- The educator allows learners to represent what they know and are able to do in many ways.
- The educator assesses in an authentic, ongoing manner.

Benefits of Constructivism as an Instructional Strategy:

- Learners can build on their strengths and pursue their personal interests.
- Learners can build on their prior knowledge and experiences to discover and problem solve.
- Learners can develop a love for lifelong learning.

Discussion: Discuss the principles of learning in a constructivist approach.
Assessment 2: Participants will generate a list of examples about how young children learn using a constructivist approach and identify various principles of learning that are present in the examples.

Look at each characteristic for constructivist teaching and learning. Using information that you have learned, describe each characteristic and give an example representing what each characteristic means in the classroom. Generate a list of examples about how young children learn using a constructivist approach.

1. The child is an active learner.

2. The child learns through many experiences with a concept through taking in (assimilating) and incorporating (accommodating) new information with existing knowledge.

3. Both physical and social interactions are necessary for development and learning.

4. The child’s family, school, community, and culture are significant for learning.

5. Choose an example of your own and talk about your views.
Learning Outcome 3: Participants will identify and apply domains of development in the early childhood years.

Activity 3: Read, reflect upon, and discuss “How Young Children Mature and Develop.”

HOW YOUNG CHILDREN MATURE AND DEVELOP

In the first part of this session, we discussed constructivist theory from the perspectives of Piaget, Vygotsky, and the cognitive-developmental theory of how young children learn. Important to this discussion was the idea that young children take a major role in their own learning. In this session we are going to explore development of the whole child; development includes not only cognitive development, but also physical, social-emotional, and language development. Development involves systematic and cumulative change over time. Research identifies three conditions that must be met before the change is considered developmental for an individual: (1) change must take place in an orderly manner, (2) change must modify behavior in a consistent manner, and (3) change must result in a higher level of functioning. Some changes in development can be measured and these are considered quantitative. Some changes are more difficult to measure, but they are still recognizable; these changes are considered qualitative. There is a difference between development and maturation. Maturation is a biologically driven, innate program of change based on an individual’s genetic makeup. In this section, the following domains are highlighted: cognitive, physical, language, and social-emotional. In addition, this section presents information about integration of the domains of learning.

Cognitive Development

Cognitive development involves thinking and using thinking to learn. Piaget described cognitive development in terms of stages of development. The preschool child between ages 2 and 5 is in the preoperational stage of development. Children in this stage can use symbolism or pretending. They are able to represent objects and events mentally. They can use art experiences to represent houses, trees, flowers, and people. They can engage in pretend play. However, they are controlled by their perceptions. They focus on appearances. They are limited in that they center on one characteristic and see things from their own egocentric point of view.

For example, if the child is given two rows of objects as follows, they understand that the two rows have the same number of objects.

```
0 0 0 0 0
0 0 0 0 0
```

However, if the second row is spread out as follows, they believe the second row has more objects.

```
0 0 0 0 0
0 0 0 0 0
```
Physical Development

Physical development refers to the development of motor skills, which can be divided into large motor skills and fine motor skills. Large motor skills are the physical abilities that use the large muscles for movement. Fine motor skills are physical skills in the hands and fingers. Large motor movement develops before fine motor development. Young infants and toddlers are able to use their arms and legs before they can grasp objects with their fingers. Preschool children become agile at climbing, running, and jumping. As they achieve more coordination and control, they gain some mastery in throwing and catching a ball. Preschoolers can use fine motor control over hands and fingers and can develop skills in drawing, cutting, coloring, and pasting. They can put on and take off clothing items.

Language Development

Language development is the young child’s ability to speak and communicate with others using language. As children have more opportunities to talk, they are able to use longer and more complete sentences. They learn the rules of their language and learn the proper word order to ask questions. They make errors in how they use language, but sort these errors out as they expand their language and add to their vocabulary continuously.

The preschool years can provide the foundation for literacy, the ability to read and write. By hearing stories and participating in the reading of storybooks children gradually understand the meaning and process of reading and writing. With repeated experiences seeing words written down, they begin to understand that words are made of individual letters and to recognize letters and words.

Social-Emotional Development

Social-emotional development begins early in life. In the preschool years, the child learns to become part of a social group. The social group can be the family or the group of children in the classroom. One major accomplishment is the ability to play with siblings and friends. They must learn the behaviors that their parents and adults at school expect them to use. Another major accomplishment is the use of prosocial behaviors, such as sharing, cooperating, and helping others. Experiences in the group settings of school provide young children with many opportunities to learn good social skills. Parents and teachers have a major role in teaching children social skills. They will also learn social skills from other children. Children can learn both negative and positive social skills from their environment and interactions with their siblings and peers. Adults can guide children in using positive social behaviors rather than negative behaviors.

Development Is Integrated

Each domain of development is influenced by the other domains. As a child develops language, social skills are influenced by the child’s ability to express himself/herself and communicate feelings. As cognitive development enhances, the child can use advances in thinking to understand the feelings of others. Physical development affects how the child engages in school activities. Developing fine motor skills enables the child to talk about their work or play.

Each domain of development progresses at its own speed. One child may be more advanced in social development than physical development. Another child might be able to draw and make well-formed letters, but at the same time be developing more slowly in learning the names of fruits and vegetables. There are lags and spurts in every child’s development. Children who are seemingly making little progress in learning might suddenly make rapid advances. Development is individual to each child.
Assessment 3: After reading, reflecting, and discussing “How Young Children Mature and Develop,” participants will define development and give examples for each developmental domain. Participants will identify one or more activities that integrate several domains.

Define the developmental domains. Give examples of how each domain influences learning based on your experiences. Identify an activity that develops knowledge and skills in the domain. Identify an integrated activity that uses all domains of learning.

- Physical Development

- Cognitive Development

- Language Development

- Social-Emotional Development

- Integrated Learning Activity
Basic Training Session 2: Curriculum Framework—Preschool/Kindergarten & Transition to Primary Grades

Learning Outcomes
1. Participants will define curriculum and identify components of a framework for curriculum design based on developmental domains.
2. Participants will read, interpret, and discuss Level I & II of a Preschool/Kindergarten Curriculum Framework.
3. Participants will demonstrate how children can engage in early literacy.
4. Participants will read, interpret, and discuss Transitional Curriculum.
5. Participants will demonstrate how curriculum based on developmental domains evolves into content areas in the primary school years.
6. Participants will design simple activities based on preschool-kindergarten curriculum objectives.

Key Theories, Terms, & Phrases
Curriculum  Fine motor/gross motor  Framework
Artistic    Aesthetic    Values
Transition  Transitional curriculum  Seriation
Classification Identification  Grouping

Activities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read and reflect upon “Curriculum” and “Curriculum Framework.”</td>
</tr>
<tr>
<td>2</td>
<td>As a group, study the Framework for Preschool/Kindergarten Curriculum. As the leader conducts a discussion section-by-section of the framework, participants will discuss, ask for clarification of items that may not be understood, and elaborate on each member’s knowledge, skills, and understandings.</td>
</tr>
<tr>
<td>3</td>
<td>Read and discuss “How to Develop a Language Experience Story.”</td>
</tr>
<tr>
<td>4</td>
<td>Read and discuss “Transitions in Development and Curriculum” and “Transitional Curriculum.”</td>
</tr>
<tr>
<td>5</td>
<td>Participants will read, reflect upon, and discuss ways curriculum based on developmental domains evolved into content areas in the primary grades.</td>
</tr>
<tr>
<td>6</td>
<td>Engage in identification, seriation, or classification activities with a child or small group of children at different levels of the Preschool/Kindergarten Curriculum.</td>
</tr>
</tbody>
</table>

Resources
Copy of Educating Young Children: A Basic Guide for Training Teachers and Caregivers
Writing implement
Chalkboard or large tablet
Chalk or marker
Assorted objects from nature
Shapes in different sizes and colors
Learning Outcome 1: Participants will define curriculum and identify components of a framework for curriculum design based on developmental domains.

Activity 1: Read and reflect upon “Curriculum” and “Curriculum Framework.”

**CURRICULUM**

The term “curriculum” includes many different aspects of teaching and learning included in planning for instruction, instructing, and assessing the instruction. Curriculum is sometimes discussed in terms of the knowledge, skills, and dispositions children are expected to come away with after learning new content. Educators spend a lot of time reflecting on curriculum and the most appropriate ways to organize and deliver content to achieve maximum growth and development for the learners. Caregivers and teachers of young children incorporate the environment, resources, and classroom organization and management into their curriculum.

**CURRICULUM FRAMEWORK**

A curriculum framework is a plan based on desired outcomes for learners. In programs for Preschool/Kindergarten through Primary Grade learners, the curriculum framework is based on what children should know, be able to do, and understand, and may involve values, ideas, and feelings (e.g., likes to engage in learning activities). A curriculum framework considers the interests, strengths, and needs of the whole child and its components are based on identified goals, objectives, and outcomes for children (e.g., cognitive, physical, social, emotional, language, aesthetic).
Assessment 1: Define curriculum. What is curriculum in the context of your program? Identify components of a framework for curriculum that would meet the goals and objectives of your program.

Directions: Complete the following prompts.

1. Define curriculum.

2. What is curriculum in the context of your program?

3. List the components of a curriculum framework for your program.

Learning Outcome 2: Participants will read, interpret, and discuss Level I & II of a Preschool/Kindergarten Curriculum Framework.

Activity 2: As a group, study the Framework for Preschool/Kindergarten Curriculum: Levels I and II. As the leader conducts a discussion section-by-section of the framework, participants will discuss, ask for clarification of items that may not be understood, and elaborate on each member's knowledge, skills, and understandings.

Below you will find a “Framework for Preschool/Kindergarten Curriculum” at Levels I and II.

FRAMEWORK FOR PRESCHOOL/Kindergarten CURRICULUM: LEVEL I

Social/Emotional Development

1. Engages in independent play
2. Engages in parallel play
3. Plays with peers
4. Recognizes the needs of others
5. Shows sympathy for others

Cognitive Development

- Science
  1. Identifies sounds verbally
  2. Identifies animals in the environment
  3. Identifies fruits and vegetables in the environment
  4. Points to different objects upon request
  5. Seriates objects by size
  6. Seriates objects by length
  7. Understands big/little, long/short
  8. Identifies up to three colors (red, yellow, blue)
• Mathematics
  1. Counts by rote from 1 to 5
  2. Demonstrates the concept of numbers through 5
  3. Orders numerals 1 to 5
  4. Matches numerals to groups of objects through 5
  5. Understands first and last
  6. Counts by rote to 10
  7. Demonstrates the concept of numbers through 10
  8. Orders numerals 1 to 10

Language Development

  1. Produces language that is mostly intelligible
  2. Recognizes and verbally names common objects
  3. Responds correctly to simple instructions
  4. Uses sentences of four to five words
  5. Asks questions
  6. Talks with others about experiences

Motor Development

• Gross (Large) Motor
  1. Catches a ball with both hands
  2. Hops on both feet
  3. Throws a ball 5 feet with accuracy
  4. Balances on one foot
  5. Skips
  6. Throws, catches, and bounces a large ball
  7. Walks on a marked circle
  8. Walks using tiptoes
  9. Walks using heels

• Fine (Small) Motor
  1. Strings beads
  2. Eats with a spoon or fork
  3. Works a three- or four-piece puzzle
  4. Cuts with scissors
  5. Manipulates crayons, pencils, etc.
  6. Makes constructions with found objects or blocks
  7. Manipulates clay

Artistic (Visual and Performing Arts)/Aesthetic Development

  1. Makes art
  2. Talks about making art
  3. Expresses himself/herself through art
  4. Creates/explores with art
  5. Chants, sings, and plays rhythm instruments
  6. Moves, dances freely
  7. Scribbles, forms representations using circles and/or lines
FRAMEWORK FOR PRESCHOOL/KINDERGARTEN CURRICULUM: LEVEL II

Social/Emotional Development

1. Converses with other children and adults
2. Plays cooperatively with peers
3. Cooperates in classroom routines
4. Takes turns and shares
5. Replaces materials after use
6. Engages in group activities
7. Sings with a group
8. Listens while peers speak
9. Resolves conflicts positively when working or playing with other children

Cognitive Development

• Science
  1. Identifies likenesses and differences in two or more objects (shape, size, color)
  2. Discriminates differences (opposites) in:
     a. Sound (loud/soft)
     b. Amount (full/empty)
  3. Identifies spatial relationships:
     a. Far/near
     b. In/out
     c. Front/back
     d. High/low
     e. Top/bottom
     f. Over/under
  4. Identifies and discriminates time relationships:
     a. Before/after
     b. Earlier/later
     c. Morning/noon/night
     d. Today/tomorrow
     e. Yesterday/today
  5. Classifies objects by more than one property
  6. Classifies by condition:
     a. Hot/cold
     b. Wet/dry
  7. Identifies colors (green, orange, purple, brown, black, white)
  8. Classifies foods (fruits, vegetables, meat, etc.)
  9. Identifies and classifies common objects by shape (circle, rectangle, triangle, oval, square)

• Mathematics
  1. Counting and numeration
     a. Counts to 50
     b. Writes numbers for sets 1 to 10
     c. Uses ordinal numbers through 5 (first, second, third, fourth, fifth)
  2. Number Operations
     a. Groups objects into sets of equal number
     b. Compares elements of unequal sets (more than, less than)
     c. Combines (adds) the total number in two small groups
     d. Separates a group (up to 10) into two small groups (subtracts)
3. Measurement
   a. Understands dimensions (big/ little, long/ short)
   b. Measures using simple tools (hands, length of string, ruler)
   c. Compares differences in dimension (taller/ shorter, longer/ shorter)

4. Money
   Identifies coins

5. Geometry
   Shapes
     a. Identifies basic shapes (circle, rectangle, triangle, oval, square)
     b. Classifies common objects by shape

6. Patterns
   a. Notices and copies simple patterns
   b. Notices color and shape patterns in the environment
   c. Constructs patterns using shapes, colors, etc.

7. Mathematical Reasoning
   Displaying and analyzing data: sorts objects and displays data through simple numerical representations such as bar graphs and counts the number in each group

Language Development

1. Emergent Listening and Speaking
   a. Invents a story for a picture
   b. Retells a story in correct sequence
   c. Reorganizes pictures to show a correct story sequence
   d. Identifies the concept of word

2. Emergent Reading and Writing
   a. Tells experiences for an experience story
   b. Follows left-to-right progression as an adult reads
   c. Identifies letters in an experience story
   d. Copies words from an experience story
   e. Identifies and names letters of the alphabet
   f. Forms letters of the alphabet

Motor Development

1. Gross (Large) Motor
   a. Catches and throws a small ball
   b. Bounces and catches a small ball
   c. Skips rope
   d. Walks a line forward and backward
   e. Runs, jumps, and hops with ease

2. Fine Motor
   a. Cuts and pastes with skill
   b. Holds and manipulates pencils, crayons, and brushes, etc.
   c. Creates recognizable objects with clay
   d. Creates pictures with art media
   e. Begins to form letters and numbers
3. Artistic (Visual and Performing Arts)/Aesthetic Development
   a. Intentionally makes art
   b. Talks about art as music, dance, picture, sculpture
   c. Expresses himself/herself through art
   d. Creates and replicates creation with art
   e. Chants, sings, and plays rhythm instruments with accuracy
   f. Moves, dances in rhythm
   g. Makes recognizable drawings/paintings/sculpting or forms with clay with simple shapes
   h. Tells stories using the arts (e.g., singing, dancing, drawing)

Assessment 2: Conduct a self-assessment about the knowledge, skills, and understandings you gained as a result of participating in the group activity related to the Preschool/Kindergarten Curriculum Framework.

Self-Assessment

<table>
<thead>
<tr>
<th></th>
<th>Rank</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participated in the discussion by asking relevant questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I participated in the discussion by elaborating on points made by other participants, as well as on my own contributions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know and understand terms used in the Curriculum Framework.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to identify my own strength in one or more areas of the Curriculum Framework.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Outcome 3: Participants will demonstrate how children can engage in early literacy.

Activity 3: Read and discuss “How to Develop a Language Experience Story.”

The leader will create a language experience story and demonstrate how children can engage in elements of early literacy. (See Preschool Curriculum Framework, Level II, Emergent Reading and Writing.)

HOW TO DEVELOP A LANGUAGE EXPERIENCE STORY

A language experience story is a story written on the chalkboard or on a large tablet that engages the children in language and learning about reading. The teacher considers the children’s interests to select a topic to be discussed. The best stories are developed around children’s prior experiences and shared experiences among groups of children. A story can also be written about an interesting picture or an event. Children dictate ideas for an experience story following a learning activity, a field trip, an art experience, or concepts that are being learned. Children’s dictated contributions are written on the chalkboard/tablet using the following guidelines:

• The dictated story should be limited to five statements. Children can take turns until all have had an opportunity to dictate a statement for a story.

• Each statement is recorded exactly as dictated by the child, without correction of errors.

• Each new contribution is started on a new line.

• Punctuation marks can be highlighted in some manner to make children aware of how a sentence begins and ends.

• The teacher rereads the statement as it is being written to draw the students' attention to the relationship between the spoken and written word. When completed, the entire statement is reread with the teacher using a hand to guide the children’s eyes along the words from left to right.

• When the entire story is completed, the entire story is reread; again, the teacher guides the flow from left to right below the written word.

• After the experience story is completed, it can be used many times to demonstrate the elements of beginning reading and writing. Children can identify repeated words, letters, names, etc. They can copy individual words from the story. They can draw pictures to illustrate something in the story.

Assessment 3: List topics appropriate for co-writing a Language Experience Story with a child/children.

The following topics are appropriate for co-writing a Language Experience Story with a child/children in my program:
Learning Outcome 4: Participants will read, interpret, and discuss Transitional Curriculum.

Activity 4: Read and discuss “Transitions in Development and Curriculum,” and “Transitional Curriculum.”

TRANSITIONS IN DEVELOPMENT AND CURRICULUM

Overall growth and development occur more slowly between the ages of 5 and 8 than during earlier years; however, significant developmental changes occur that permit acquisition of reading and writing skills during the primary grades. Because of the normal variations in development, children’s individual timetables have implications for how teachers build in flexibility for curriculum and instruction.

Physical Development

Children in the primary grades continue the process of developing control over their bodies. They are able to sit and work at tasks for longer periods of time. They become skilled in gross motor skills and can use their fine motor skills to learn to write. Because primary-age children are in the process of continuing their development of motor skills, they need to be physically active during the school day. Daily participation in physical games and fine motor activities is essential for the development of body strength and motor coordination. In addition, physical activity helps build a general feeling of well-being.

Cognitive Development

Children between the ages of 5 to 8 are transitioning from preoperational thinking to concrete operational thinking. A major achievement is the acquisition of the mental ability to think about and solve problems. As this mental ability, called metacognition, develops, children become able to develop systems to organize and remember information. They can plan strategies for activities and understand and address how others think and feel. An appropriate primary-grade curriculum is designed with the understanding that cognitive change is gradual and subject to individual variations. These young students still need to actively reconstruct knowledge. Opportunities to use hands-on, manipulative materials allow them to have concrete reference points in their encounters with new information. Written assignments to supplement concrete materials should be designed for emerging writers in various stages. The curriculum in kindergarten, 1st, 2nd, and 3rd grades should facilitate the transition from preoperational thinking to concrete operational thinking and ensure that possibilities for successful learning are maximized for children who are making the transition in cognitive development at different rates.

Social and Emotional Development

A major task for children in primary grades is to be able to work and interact effectively with their peers. Children who are unsuccessful in establishing positive peer relationships tend to have low self-esteem and achieve less in school, and they may have more problems later in life.

Teachers and parents play a significant role in the child’s development of self-control and social skills between the ages of 5 and 8. Adult intervention can be effective in helping children develop social competence through modeling appropriate behaviors, involving students in developing classroom rules, and guiding students in taking responsibility for their own behaviors.
When describing developmental learning needs of the young child in the primary grades, one can point out similarities and differences among them. These students are active learners who reconstruct knowledge through individual involvement with information. They come to school from different backgrounds and experiences. They vary in physical, social-emotional, and cognitive development. They have different learning and socialization styles. They also may have different family experiences that affect their approach to learning.

Curriculum to meet continuing developmental needs in the primary grades accounts for a range in individual development. In addition, it facilitates child-initiated experiences to provide for reconstruction of knowledge. Connections and relationships in learning are stressed through meaningful and purposeful activities. The teacher introduces systematic instruction to ensure that children are mastering skills that will enable them to progress. Through systematic teaching activities, the teacher maintains meaningful instruction and related skills when they are needed to continue learning progress. Because children vary in their development, some students will require more extensive, structured instruction.

Curriculum in the primary grades is transitional because it is moving from a developmental approach to a subject area or content area approach. Individual development is important, but the approach to teaching and learning now stresses achievement in subject areas. These subject areas have evolved from developmental domains; therefore, there is continuity in the transition from development learning to subject area learning. The Transitional Curriculum table illustrates the transition from developmental domains to elementary subject areas.

**Assessment 4: Discuss the meaning of transitions in development and curriculum. Write key points under the headings.**

Describe the meaning of the following terms:

- **Transitional development**

- **Transitional curriculum**
Learning Outcome 5: Participants will demonstrate how curriculum based on developmental domains evolves into content areas in the primary school years.

Activity 5. Participants will read, reflect upon, and discuss ways curriculum based on developmental domains evolved into content areas in the primary grades.

**TRANSITIONAL CURRICULUM**

<table>
<thead>
<tr>
<th>PRESCHOOL DEVELOPMENTAL DOMAINS</th>
<th>PRIMARY/ELEMENTARY SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social-Emotional Development</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td>Language Development</td>
<td>Reading</td>
</tr>
<tr>
<td>Communication</td>
<td>Spanish</td>
</tr>
<tr>
<td>Early Literacy</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>French</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td>Physical Development</td>
<td>Physical Training</td>
</tr>
<tr>
<td>Large Motor</td>
<td>Sports</td>
</tr>
<tr>
<td>Fine Motor</td>
<td></td>
</tr>
</tbody>
</table>
Assessment 5: Give examples of the transition that occurs from preschool/kindergarten to primary grades in curriculum development.

Directions: Choose three domains of learning. Give examples of the transition that occurs from preschool/kindergarten to primary grades in curriculum development.

<table>
<thead>
<tr>
<th>Domain of Learning</th>
<th>Preschool/Kindergarten Example</th>
<th>Primary Grade Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Learning Outcome 6: Participant will design simple activities based on preschool/kindergarten curriculum objectives.

Activity 6: Engage in identification, seriation, or classification activities with a child or small group of children at different levels of the Preschool/Kindergarten Curriculum.

IDENTIFICATION, SERIATION, CLASSIFICATION

Identification
To be able to point to or name common items

Seriation
To be able to organize by size—from large to small or small to large

Classification
To be able to group items with like characteristics or attributes —by color, size, shape, etc. Natural items in the environment that can be classified by some dimension include shells, rocks, leaves.

Preschool/Kindergarten Curriculum

Level I
Seriates objects by size
Seriates objects by length
Identifies up to three colors (red, yellow, blue)
Orders numerals 1 to 5
Matches numerals to groups of objects through 5

Level II
Identifies spatial relationships: in/out
Identifies spatial relationships: front/back
Identifies spatial relationships: top/bottom
Groups objects into sets of equal number
Compares elements of unequal sets: more than/less than
Combines (adds) the total number in two small groups

Sample of Seriation by Size

SERIATES OBJECTS BY SIZE
Assessment 6: Conduct a learning experience based on the concept of seriation with a child or a small group of children. Report the results. Give examples of related activities at a higher level of difficulty.

1. The activity I chose was ________________________________________________________.

2. Directions given to the child/children at Level I:

3. Directions given to the child/children at Level II:

4. This activity can be adapted for Primary Grade children in the following way:
Basic Training Session 3:
Child-Centered Curriculum

**Learning Outcomes**
1. Participants will identify and explain characteristics of a child-centered curriculum.
2. Participants will use constructivist principles to select activities and strategies appropriate for child-centered curriculum.
3. Participants will design a child-centered curriculum using the holistic approach and taxonomies for the cognitive, psychomotor, and affective domains of learning.

**Key Theories, Terms, & Phrases**
<table>
<thead>
<tr>
<th>Characteristics of learning</th>
<th>Child-centered curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructivist principles</td>
<td>Funds of knowledge</td>
</tr>
<tr>
<td>Bloom’s Revised Taxonomy – Cognitive Domain</td>
<td>Krathwohl’s Taxonomy – Affective Domain</td>
</tr>
<tr>
<td>Simpson’s Taxonomy – Psychomotor Domain</td>
<td>Three-Step Lesson</td>
</tr>
</tbody>
</table>

**Activities**

<table>
<thead>
<tr>
<th>1.1</th>
<th>Review “Characteristics of Learning in the Early Childhood Years” by reading the content and using photographs and descriptions to discuss characteristics of learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Read “Child-Centered Curriculum.”</td>
</tr>
<tr>
<td>2.1</td>
<td>Read and discuss “Characteristics of a Child-Centered Curriculum.”</td>
</tr>
<tr>
<td>2.2</td>
<td>Read and apply “Taxonomies for Cognitive, Psychomotor, and Affective Domains.”</td>
</tr>
<tr>
<td>3.1</td>
<td>Read the “The Three-Step Lesson.”</td>
</tr>
<tr>
<td>3.2</td>
<td>Review example of a three-step lesson from the objectives on the Preschool/Kindergarten Curriculum Framework.</td>
</tr>
</tbody>
</table>

**Resources**
*Educating Young Children: A Basic Guide for Training Teachers and Caregivers*
Writing implement

**Assessments**

| 1 | Complete a “Funds of Knowledge” Chart. What knowledge, hobbies, skills, interests, and strengths can teachers, students, and families contribute to the curriculum? |
| 2.1 | Follow question prompts, list roles, and discuss the following questions. |
| 2.2 | Give one example of an activity for each domain. Each example (e.g., activity) should meet a level on each of the three taxonomies. |
| 3 | Groups will conduct a three-step lesson of an objective on the Preschool/Kindergarten Curriculum Framework. |
Learning Outcome 1: Participants will identify and explain characteristics of child-centered curriculum.

Activity 1.1: Review “Characteristics of Learning in the Early Childhood Years” by reading the content and using photographs and descriptions to discuss characteristics of learners.

CHARACTERISTICS OF LEARNING IN THE EARLY CHILDHOOD YEARS

The child is an active learner

Active learning means the child’s learning results from actively engaging with information and materials in the environment. In preschool children, the senses are engaged in all domains of learning—cognitive, motor, and affective. Some examples of children’s active learning are observed while they are moving, listening, speaking, searching, playing, exploring, manipulating, thinking, and creating. Through active learning, the child is trying to make sense of information and objects in his or her environment. The learner acquires new information and skills by himself or herself, rather than being given information or skills by the teacher. When teachers and caregivers create environments for active learners, each child has an interest in what he or she is learning as well as how the learning takes place.

The child learns through many experiences with information and skills

The child learns information and acquires skills through active involvement. Children engage in naturalistic, informal, and structured experiences in order to learn fundamental concepts. When the child is involved in naturalistic or spontaneous activities, he or she uses his or her senses to make sense of the world. When the child is engaged in informal or non-preplanned learning experiences, he or she benefits from “teachable moments”—when a responsive adult or knowledgeable peer mediates the experiences. When the child is engaged in structured learning or preplanned experiences, he or she acquires conceptual information and refines his or her skills through practice.

The child learns through interactions with the environment and other people

The child’s social environment contributes to his or her learning and development. The child attains knowledge from others as he or she interacts in the environment in a collaborative and cooperative manner. A child grows in his or her understanding of ideas and perspectives when behaviors are modeled. The child reinforces the ideas and actions of others and expresses his or her own knowledge based on his or her understanding. Each child has the ability to assist others in higher levels of learning, giving others opportunities to perform at higher levels than they could achieve on their own.

The child’s learning moves from concrete to abstract and from simple to complex

The child generally develops in a predictable manner following a set of principles or characteristics. While there are individual differences, the principles and characteristics follow patterns of development. The child learns when concepts are first presented in a simple, concrete manner; as the child learns the concepts, more complex and abstract representations are provided. Research suggests that, based on the child’s maturation and experiences, learning is more powerful when knowledge is presented in both concrete and abstract terms.
Activity 1.2: Read “Child-Centered Curriculum.”

CHILD-CENTERED CURRICULUM

What is a child-centered curriculum? If we apply what we have learned about child development, we can say that it is centered on the child’s level of development. If we apply our understanding of constructivist curriculum, we understand that the curriculum includes activities that allow the child to act on learning experiences to reconstruct knowledge. The child understands and uses new knowledge in a meaningful way. Child-centered curriculum is based on the premise that children learn differently than adults. Children grow in their self-knowledge, their abilities to express themselves and communicate with others, and their abilities to construct meaning as they engage in real-world, motivating experiences. Real-life problem solving is also a child-centered process.

The curriculum is child-centered in that it meets the learning needs and interests of learners in the cognitive, affective, and motor domains. Learners take responsibilities in classroom activities and have roles in classroom planning. The teacher has a major role in planning and implementing instruction. However, rather than instruction being primarily teacher-directed, the focus includes possibilities for the child to take the initiative, make decisions, and assume responsibility for learning.

Child-Centered vs. Teacher-Directed Classrooms

How do we contrast child-centered classrooms with teacher-directed classrooms in preschool or early primary grades? In a teacher-directed classroom, a teacher presents information and skills that the learner is to learn. The learners then repeat the information presented by the teacher. Learners practice skills in their worksheets or books following the lessons. In this type of instruction, the curriculum is the center and the teacher is responsible for directing learning activities. The learner’s role is to be passive and recognize and remember information, which will be given back to the teacher as a response to an assessment.

In the child-centered classroom or constructivist classroom, the learner is actively engaged in constructing knowledge and deeper understanding of concepts. He or she uses higher levels of understanding. The learner not only remembers information, but also understands and is able to apply the information for a meaningful purpose. The curriculum includes opportunities for children to be involved in authentic, real-world learning events, and project-based approaches to curriculum. In the child-centered/constructivist classroom, children and teachers negotiate the curriculum to achieve higher levels of thinking and skill development.

Funds of Knowledge

A child-centered classroom and a child-centered curriculum consider children’s “funds of knowledge” in planning for instruction, implementing instruction, and assessing instruction. Funds of knowledge include knowledge and skills the child brings with himself or herself to the classroom. Funds of knowledge are acquired from his or her experiences within his or her culture. Funds of knowledge are historically accumulated and passed down from generation to generation. Funds of knowledge are learned in each child’s household from the family’s daily functional activities, cultural practices, and rituals. Identifying each child’s funds of knowledge helps teachers learn about the children in their classrooms in order to design, implement, and assess child-centered curriculum. It is grounded in respect for the child and seeing the child as a capable and competent learner who comes with funds of knowledge to share with others.
To summarize, quality preschool and early-primary programs provide the kind of experiences that promote learning for children. Further, the types of activities selected or constructed are compatible with the developmental levels of the learners, are responsive to their cultures, and are meaningful in their lives as learners. Quality programs incorporate differences in development and accommodate the local culture by incorporating children’s and families’ funds of knowledge.

Assessment 1: Complete a “Funds of Knowledge” Chart. What knowledge, hobbies, skills, interests, and strengths can teachers, students, and families contribute to the curriculum?

Funds of Knowledge Chart: List “funds of knowledge” for teachers, students, and families.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
<th>Families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Learning Outcome 2: Participants will use constructivist principles to select activities and strategies appropriate for child-centered curriculum.

Activity 2.1: Review and Discuss “Characteristics of a Child-Centered Curriculum.”

CHARACTERISTICS OF A CHILD-CENTERED CURRICULUM

The characteristics of a child-centered curriculum are revealed in defining the concept of curriculum as child centered. When curriculum is child centered, it is developed with an orientation to a simple framework of how children learn, what children learn, and why the learning is integrated into their lives.
How Children Learn

Children learn through hands-on experiential learning that frequently involves exploration, repetition, and play. Therefore, play is an important characteristic of a child-centered curriculum. Child-centered curriculum is designed and implemented with a focus on children learning when they are actively engaged, often through play.

What Children Learn

Children learn based on their interests, needs, and abilities. Child-centered curriculum is designed and implemented with a focus on children’s funds of knowledge, their strengths, and their interests, understandings, and needs. Scaffolding accommodates children as they develop and learn along a continuum of capacities.

Why Learning Is Integrated Into Children’s Lives

Children learn when the curriculum is sufficiently flexible to be negotiated by children and teachers working together. Children integrate learning into their lives when it reflects the cultures and values of children’s families and communities. Child-centered curriculum recognizes, respects, and honors children’s voices and captures their ideas, interests, and diverse abilities. Child-centered curriculum is sustainable through partnerships with families and communities. Child-centered curricular concepts are “big ideas” that are transferable across the curriculum and, therefore, integrated into their lives as they make meaning.

Roles of the Child and the Teacher

In designing and implementing a child-centered curriculum, children and teachers have key roles to ensure successful outcomes. A listing of the roles for the child and for the teacher follows:

<table>
<thead>
<tr>
<th>The Role of the Child</th>
<th>The Role of the Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To take responsibility for learning</td>
<td>• To create a learning environment</td>
</tr>
<tr>
<td>• To participate in classroom tasks</td>
<td>• To plan activities for all domains of development</td>
</tr>
<tr>
<td>• To co-construct knowledge with others</td>
<td>• To plan activities that facilitate reconstruction of learning</td>
</tr>
<tr>
<td>• To actively engage in activities with other children and the teacher</td>
<td>• To reflect children’s funds of knowledge in the curriculum</td>
</tr>
<tr>
<td>• To help with classroom planning</td>
<td>• To plan with as well as for children</td>
</tr>
<tr>
<td>• To learn how to use and replace classroom materials</td>
<td>• To work with individuals, small groups, and the whole class in learning activities</td>
</tr>
<tr>
<td>• To persist in learning activities</td>
<td>• To learn how to manage the classroom environment that supports hands-on learning</td>
</tr>
<tr>
<td>• Other (list and discuss)</td>
<td>• Other (list and discuss)</td>
</tr>
</tbody>
</table>
**Assessment 2.1: Follow question prompts, list roles, and discuss the following questions.**

1. **What are the characteristics of a child-centered curriculum?**

2. **What is the role of each child in a child-centered curriculum?**

3. **What is the role of the teacher in a child-centered curriculum?**

4. **What role can be played by families and communities?**
Activity 2.2: Read and Apply “Taxonomies for Cognitive, Psychomotor, and Affective Domains.”

TAXONOMIES FOR COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE DOMAINS

Taxonomies for cognitive, psychomotor, and affective domains are presented in Activity 4. A taxonomy is an organizing system for knowledge that is known and understood in a field. In the field of teaching and learning, three taxonomies are useful in planning for instruction, delivering instruction, and assessing instruction. The three taxonomies addressed are:

- Bloom’s Revised Taxonomy for the Cognitive Domain
- Krathwohl’s Taxonomy for the Affective Domain
- Simpson’s Taxonomy for the Psychomotor Domain

Following the information is a list of application tasks for each taxonomy.

Bloom’s Revised Taxonomy for the Cognitive Domain
By looking at the Bloom’s Revised Taxonomy, we can gain more information about children’s cognitive development and their ability to move from simple/concrete to complex/abstract levels. When we apply Bloom’s Revised Taxonomy to preschool and early primary education, the child comprehends and applies information by engaging with materials that will permit him or her to develop his/her own understanding that goes beyond “remembering” information. Experiences that include learning that moves from concrete to abstract and simple to complex permit the child to make sense of and use new information. The child is the center of the curriculum, and the teacher acts as guide and facilitator while presenting new information and skills. Refer to the following information about Bloom’s Revised Taxonomy.

<table>
<thead>
<tr>
<th>Levels (Low to High) &amp; Prompt/Question</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Can the learner recall or remember the information?</td>
</tr>
<tr>
<td>Understanding</td>
<td>Can the learner explain ideas or concepts?</td>
</tr>
<tr>
<td>Applying</td>
<td>Can the learner use the information in a new way?</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Can the learner distinguish between the different parts?</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Can the learner justify a stand or decision?</td>
</tr>
<tr>
<td>Creating</td>
<td>Can the learner create a new product or point of view?</td>
</tr>
</tbody>
</table>

Krathwohl’s Taxonomy for the Affective Domain

The affective domain taxonomy was originally written by Bloom, Krathwhol, and Masia in 1964 and later refined by Krathwhol. The five levels identified in the Affective Taxonomy help teachers plan for instruction, implement instruction, and assess learners’ affective levels. Affective learning is important in constructivist, learner-centered classrooms because it addresses children’s interests, attention, responsibility, and ability to listen and respond appropriately with others.

<table>
<thead>
<tr>
<th>Level (Low to High) &amp; Prompt/Question</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving</td>
<td>ask, choose, describe, follow, identify, point to, select</td>
</tr>
<tr>
<td>Is the student willing to attend to a particular phenomena of stimuli with selective attention?</td>
<td></td>
</tr>
<tr>
<td>Responding</td>
<td>answer, assist, conform, discuss, help, label, perform, practice, report</td>
</tr>
<tr>
<td>Is the learning actively participating?</td>
<td></td>
</tr>
<tr>
<td>Valuing</td>
<td>complete, describe, follow, initiate, join, read, work</td>
</tr>
<tr>
<td>Is the learner demonstrating the desire to improve skills and assuming responsibility for learning?</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>adhere, arrange, compare, defend, generalize, integrate, prepare</td>
</tr>
<tr>
<td>Is the learner concerned with bringing together different values, resolving conflicts, and synthesizing values?</td>
<td></td>
</tr>
<tr>
<td>Characterization by a Value or Value Set</td>
<td>act, practice, propose, qualify, solve, use, verify</td>
</tr>
<tr>
<td>Is the learner’s behavior pervasive, consistent, and predictable?</td>
<td></td>
</tr>
</tbody>
</table>


Simpson’s Taxonomy for the Psychomotor Domain

Simpson created the psychomotor domain taxonomy, which includes many motor-skill areas that learners use in the classroom. The seven categories listed by Simpson help teachers plan for instruction, deliver instruction, and assess instruction using the psychomotor domain.

<table>
<thead>
<tr>
<th>Level (Low to High) &amp; Prompt/Question</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>choose, detect, differentiate, isolate, select separate</td>
</tr>
<tr>
<td>Can the learner use sensory cues to guide his motor activity?</td>
<td></td>
</tr>
<tr>
<td>Set</td>
<td>begin, react, move, respond, start, volunteer</td>
</tr>
<tr>
<td>Is the learner using mental, physical, and emotional sets to respond to different situations?</td>
<td></td>
</tr>
<tr>
<td>Guided Response (Early Stages)</td>
<td>construct, fasten, measure, mix, organize</td>
</tr>
<tr>
<td>Is the learner following a model and learning through trial and error and practicing?</td>
<td></td>
</tr>
<tr>
<td>Mechanism (Intermediate Stages)</td>
<td>assemble, display, manipulate, organize</td>
</tr>
<tr>
<td>Is the learner responding in a habitual manner?</td>
<td></td>
</tr>
<tr>
<td>Is the learner performing movements with confidence and proficiency?</td>
<td></td>
</tr>
<tr>
<td>Complex Response</td>
<td>assemble, build, calibrate, construct, dissect, manipulate, sketch</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Adaptation</td>
<td>adapt, alter, change, rearrange, reorganize, revise, vary</td>
</tr>
<tr>
<td>Origination</td>
<td>arrange, combine, compose, create, design, originate</td>
</tr>
</tbody>
</table>


**Assessment 2.2: Give one example for each domain. Each example (e.g., activity) should meet a level on each of the three taxonomies.**

**Task 1: Bloom’s Revised Taxonomy**

Pick one verb for each of the seven levels of Bloom’s Revised Taxonomy. Describe a classroom activity and how the child would use that term to demonstrate his or her thinking at each level of the taxonomy.

**Task 2: Krathwohl’s Affective Taxonomy**

Pick one level of the Affective Taxonomy. Describe a classroom activity and how the child would demonstrate his or her level of learning in the affective domain.
Task 3: Simpson’s Psychomotor Domain

Pick one level of the Psychomotor Taxonomy. Describe a classroom activity and how the child would demonstrate his or her level of learning in the psychomotor domain.

Learning Outcome 3: Participants will design a child-centered curriculum using the holistic approach and taxonomies for the cognitive, psychomotor, and affective domains.

Activity 3.1: Read “The Three-Step Lesson.”

THE THREE-STEP LESSON: STEPS AND EXAMPLE

The purpose of the three-step lesson is to introduce a concept to children and use a sequence of lesson activities that will help the children to learn and demonstrate understanding of the concept.

STEP ONE: Recognition of concept

- In the first step, the purpose is to make the association between the object being shown and its name. The name of the object is introduced by saying, “This is ______.” For example, when introducing the color red, the teacher would have several objects that are red, pick up each one, and say, “This is red.”
- Repeat several times.

STEP TWO: Recognition of contrasts

- Place the red objects with objects of another color or several colors. Ask the child, “Show me one that is red.”
- Repeat the question for other red objects. If the child cannot make the contrast between red and not-red objects, repeat step one and then use step two again.

STEP THREE: Naming the object

- Using the same group of red and not-red objects, point to a red object and ask the child, “What color is this?” Repeat with the other red objects.
- Now point to different objects that are red or not-red. Ask the child, “Is this red?” The child should be able to respond “yes” or “no” correctly. If not, point to different objects and say, “This is red” or “This is not red.”

The three-step lesson should be repeated many times until the children are able to identify and name the color red correctly before introducing another color.
Activity 3.2: Review example of a three-step lesson from the objectives on the Preschool/Kindergarten Curriculum Framework.

SAMPLE: NUMBERS LESSON

CURRICULUM FRAMEWORK OBJECTIVES: Counts by rote from one to five
Demonstrates the concept of numbers through 5

Materials Needed: Numerals 1 through 5, Counters

Three-Step Lesson: Counts by Rote From 1 to 5 and Demonstrate the Concept of Numbers Through 5

STEP ONE
Say the number “1,” as you place it on the floor. Repeat with numerals 2, 3, 4, and 5. Have the children repeat after you as you point to each numeral and say the names of the numbers. Ask a child to say the names of the numbers as they are placed on the floor. Repeat with other children in the class. If a child is unable to do the activity, model it again and have the child say the names of the numbers with you.

STEP TWO
Ask the children to name each numeral. Ask a child, “Which is the number 4?” Repeat with other numerals. Finally, present the child with the numerals in mixed order. Ask the child to place the numerals on the floor in the correct order. Then ask the child to count the numbers correctly.

Again, arrange the numerals in the correct order on the floor. As the numeral is counted, place a counter below the numeral. Repeat with numbers 2, 3, 4, and 5. Repeat several times, having the children count the counters below each numeral.

STEP THREE
Point to a numeral, ask a child to name the numeral and count the counters below the numeral. Then, remove the counters and ask the child to name the numeral 1, and put the correct number of counters below it.

Repeat with the other numerals in sequence of 2 through 5. When the children are confident in their knowledge and understanding of numerals and their corresponding counters, present numerals one at a time in mixed order. Ask the children to name the numerals and put the correct number of counters below each numeral. Repeat with other numerals. As a final step, give the children the set of numerals in mixed order and place the correct number of counters below each one.
Assessment 3: Groups will conduct a three-step lesson of an objective on the Preschool/Prekindergarten Curriculum Framework.

Pick an objective from the Preschool/Kindergarten Curriculum Framework that is different from the two examples given and the one used by the group. Write out a lesson plan for the objective using the format presented in this session.

<table>
<thead>
<tr>
<th>Title of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources and Materials</td>
</tr>
<tr>
<td>Skills Developed</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
<tr>
<td>Taxonomy and Levels</td>
</tr>
<tr>
<td>Step One: Recognition of Concept</td>
</tr>
<tr>
<td>Step Two: Recognition of Contrasts</td>
</tr>
<tr>
<td>Step Three: Naming the Object</td>
</tr>
<tr>
<td>Evaluation and Reflection</td>
</tr>
</tbody>
</table>
Basic Training Session 4:
Classroom Organization and Management

Learning Outcomes
1. Participants will identify the characteristics of a classroom organized around constructivist principles.
2. Participants will design daily routines that align with learning outcomes.
3. Participants will identify and utilize positive classroom management techniques.

Key Theories, Terms, & Phrases
- Constructivist learning environment
- Cooperative learning
- Learning center
- Student-centered/child-centered
- Teacher-directed
- Whole-group activities

Activities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Read and discuss “Organizing the Classroom for Constructivist Learning Activities.”</td>
</tr>
<tr>
<td>1.2</td>
<td>Participants read and discuss “How Learning Centers Are Organized and Used” and pick the type of center they would like to use, listing materials they could locate for that center.</td>
</tr>
<tr>
<td>2</td>
<td>Read “Establishing a Daily Schedule.”</td>
</tr>
<tr>
<td>3</td>
<td>Read and discuss “Positive Classroom Techniques.”</td>
</tr>
</tbody>
</table>

Resources
Copy of Educating Young Children: A Basic Guide for Training Teachers and Caregivers
Writing implement
Paper for Classroom drawing

Assessments

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>After reading “Organizing the Classroom for Constructivist Learning Activities,” participants will list characteristics of a constructivist learning environment.</td>
</tr>
<tr>
<td>1.2</td>
<td>Participants will draw a model of a classroom setting that is organized for constructivist learning activities.</td>
</tr>
<tr>
<td>2</td>
<td>Identify the three major goals of a daily schedule and the components of a daily schedule.</td>
</tr>
<tr>
<td>3</td>
<td>Create a list of belief statements related to classroom organization and management.</td>
</tr>
</tbody>
</table>
Learning Outcome 1: Participants will identify the characteristics of a classroom organized around constructivist principles.

Activity 1.1: Read and discuss “Organizing the Classroom for Constructivist Learning Activities.”

ORGANIZING THE CLASSROOM FOR CONSTRUCTIVIST LEARNING ACTIVITIES

A constructivist classroom reflects the belief that children learn best when they are actively involved in learning through hands-on experiences. Children respond positively to an interesting and orderly environment that is intentionally designed by teachers and caregivers for their learning. Often, the classroom is divided into learning centers or work areas where the teacher and children work with different materials through processes such as manipulation, exploration, and discovery. The furniture and materials in each area are organized so there is a range of activities from teacher-directed activities to student-led activities. Constructivist activities help children learn to act independently and take responsibility for keeping their classroom well organized and clean.

A constructivist classroom allows for a range of teaching styles. In a constructivist classroom, there are times when the teacher will be providing direct instruction for children and times when children will be practicing, applying, and using the new concepts and skills that they have learned. At times, the teacher will be teaching the whole class; at other times, some children will be working on independent activities while the teacher works with a smaller group of children. The classroom is organized for both whole-group and small-group activities.

A constructivist classroom allows for flexibility in classroom arrangement. Although the teacher will arrange the classroom at the beginning of the year, changes in the room design will reflect ongoing development of the constructivist curriculum. A constructivist curriculum responds to the ongoing needs of the learners, and classroom organization will adapt as activities change. Teachers and learners will use some areas more than others. Some materials will be removed from an area and replaced with other materials. A center may need more or less space depending on how it is being used, the amount of time it is used, and the numbers of individuals who learn in the center.

A constructivist classroom reflects the interests of the children and adults who co-construct knowledge and enhance learning skills together. The purpose for a constructivist classroom is for children to spend less time sitting and watching and more time actively engaged in learning. Two other purposes are to make the classroom child-centered and to provide a positive atmosphere for learning. Child-centered means that room arrangement focuses on the needs and interests of the child as an active learner rather than a passive learner.

Discussion: Give examples of a constructivist classroom. What new organization strategies will you implement?
Assessment 1.1: After reading “Organizing the Classroom for Constructivist Learning Activities,” list characteristics of a constructivist learning environment.

Directions: List characteristics of a constructivist learning environment.

1. 

2. 

3. 

4. 

Directions: Choose one characteristic from the list above and describe what it would look like in your setting in the space below. Share your example with others.
Activity 1.2: Participants will read “How Learning Centers are Organized and Used” and pick the type of center would like to use, listing materials they could locate for the center.

HOW LEARNING CENTERS ARE ORGANIZED AND USED

There are several steps in organizing and using learning centers. The teacher must first look at the overall arrangement of the classroom. Then, decisions are made about how many learning centers will be used and where they will be located.

1. Arranging the Classroom

There is more than one way to arrange a classroom. Basically, there are three considerations; where centers will be located, where large-group activities are best located, and where the teacher’s desk and materials will be located.

The teacher first decides how to organize each center and establishes guidelines for using each center. Three centers are suggested for the preschool classroom: Language Center, Mathematics and Science Center, and Arts and Manipulative Center. There are some basic supplies that might be considered for each center.

<table>
<thead>
<tr>
<th>Language Center - Sample</th>
<th>Mathematics Center - Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story books</td>
<td>Objects for counting (bottle caps, rocks, seashells, sticks, etc.)</td>
</tr>
<tr>
<td>Large chalk board</td>
<td>Numerals to 10</td>
</tr>
<tr>
<td>Individual chalk boards</td>
<td>Numeral cards to 50</td>
</tr>
<tr>
<td>Chalk and erasers</td>
<td>Colored objects (primary and secondary colors)</td>
</tr>
<tr>
<td>Pencils</td>
<td>Assorted buttons for classification</td>
</tr>
<tr>
<td>Children’s writing paper</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art and Manipulative Center - Sample</th>
<th>Science Center - Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crayons</td>
<td>Natural objects</td>
</tr>
<tr>
<td>Newsprint</td>
<td>Living things</td>
</tr>
<tr>
<td>Scissors</td>
<td>Photographs</td>
</tr>
<tr>
<td>Paste</td>
<td>Objects for simple experiments</td>
</tr>
<tr>
<td>Masking tape</td>
<td>Drums</td>
</tr>
<tr>
<td>Clothesline rope and clothespins</td>
<td>Water</td>
</tr>
<tr>
<td>Beads and shoestrings</td>
<td>Beans</td>
</tr>
<tr>
<td>Shoes with shoelaces</td>
<td></td>
</tr>
<tr>
<td>Clothing pieces with zippers and buttons-buttonholes</td>
<td></td>
</tr>
</tbody>
</table>
2. Deciding How Centers Will Be Used

After plans have been made for center design and the classroom has been arranged, the teacher is ready to establish guidelines for the use of the centers. The teacher undertakes a careful analysis of each area to determine when, how, and where the children may use the materials. The teacher also includes instructions on how to remove and return materials correctly. Although not all possible problems can be avoided, the teacher tries to anticipate difficulties students might face while working in the centers and tries to minimize them before children encounter them.

The teacher studies the centers and whole-group teaching area and establishes guidelines or rules for each before the school year begins. After school has begun and the children are involved in center activities, the teacher may solicit their input on how center use can be improved.

Finally, organization of the learning environment includes training the children in learning center procedures. As part of the orientation given to children during the first weeks of school, the teacher teaches them how to use the centers, and then provides opportunities for practicing center procedures under supervision.

3. Preparing the Children

The manner in which students are oriented to the classroom environment and routines during the first weeks of school can be predictive of how well the students will manage their behaviors and activities for the entire year. Planning to introduce children to classroom routines involves making a list of items that children need to know to function effectively in the classroom. What are the procedures children will follow when they arrive at school? How are children to sit when gathering for whole-class activities? What individual responsibilities will be needed in the classroom, such as checking centers, putting materials away, and passing out learning items?

Guiding children in the use of centers in the classroom follows the same steps as classroom routines. The teacher introduces how each center is to be used. This includes how materials are to be used in the center and how they are to be replaced. Children should practice center routines until the teacher feels they can work in a center independently. The teacher has to decide when to introduce centers. Some teachers prefer to introduce one center and limit children to use of that one center until children are comfortable with the required procedure. Then, another center is introduced. Orienting children to the learning centers is never a finished process. Each time new materials and activities are introduced, their proper use should be demonstrated. Each time the teacher shows children how to function independently in a self-directed manner, the overall purpose of helping children to accept responsibility is being served. The teacher wants not only to enhance classroom management, but also to transfer ownership of classroom behavior from the teacher to the children.
Directions: After discussing learning centers, pick the type of center you would like to implement in the classroom. List the materials that you would like to locate for that center, how you will arrange the center, and how the materials will be used.

<table>
<thead>
<tr>
<th>Type and purpose of center:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Classroom area(s) used (e.g., indoors, outdoors)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>List of furniture needed for the center:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>List of materials needed for the center:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>List of labels you can create to label the center and materials in the center.</th>
</tr>
</thead>
</table>
Assessment 1.2: Participants will draw a model of a classroom setting that is organized for constructivist learning activities.

Directions: In the space provided below or on a separate piece of paper, draw and label a model of a classroom setting that is organized for constructivist learning activities.
Learning Outcome 2: Participants will design daily routines that align with learning outcomes.

Activity 2: Read and discuss “Establishing a Daily Schedule.”

ESTABLISHING A DAILY SCHEDULE

The daily schedule is designed to accomplish three major goals:

1. It provides a sequence of plan/do/review, which gives the teacher and children a process to follow to learn, extend their learning through classroom activities, and be able to demonstrate their learning.

2. It provides for many types of interaction: small and large groups, independent child groups, and on-to-one teacher and child groups.

3. It provides time to work in a variety of environments: inside, outside, on walking field trips, and through bringing community representatives into the classroom.

When the daily schedule is well implemented, it can provide a consistent, dependable structure that enables both adults and children to be active and creative.

The daily schedule is divided into several components or blocks of time. There are many ways to arrange these components of the schedule, but they are consistent in purpose. Following is a description of schedule components:

Opening and Planning Time (Whole Group)

The children sit in the large group area to prepare for the day. Opening activities can include singing, discussing the weather, learning about the calendar, etc.

Planning time is used to prepare the teacher and children for the activities of the day. The teacher will introduce each part of the schedule and what will take place during each part of the day. Children are reminded of routines and what they will learn and do during the day.

Learning Time

Learning time can be conducted in one large block of time or in separate, shorter blocks of time. Learning time is subdivided into:

- Language Arts Time
- Physical Activities Time
- Mathematics and Science Time
- Arts time

Some of these learning times can be combined or included on alternate days. Whole-group, small-group, and center activities can be included in learning times.

Cleanup and Review Time (Whole group)

Each learning time period is followed by cleanup and review time. The children gather at the large group space after the room and centers have been organized and cleaned.
After cleanup has been completed and reviewed by the teacher, the class is ready to review the activities of learning time. It is also the final activity of the day. The activities of the day are reviewed by both teacher and children. Review activities can include art pieces, examples of writing, completed learning activities, etc.

**Physical Activities Time**

At some point during the middle of the school day, children should have an opportunity for large motor activities. These activities can be conducted outdoors or in the classroom. Activities can be drawn from the Framework for Preschool/Kindergarten Curriculum or local games. Older children can engage in sports and organized physical activities.

**Arts Time and Center Time**

One period of the day should include art activities. If center activities are used during a separate time of the day rather than integrated into learning periods, the art center should be included either as a center or a separate period in the schedule. Art activities might not be included every day, but once or twice a week.

The daily schedule can take many forms:

- Opening and Planning time
- Learning Time: Language Arts
- Cleanup and Review time
- Physical Activities Time
- Learning Time: Mathematics and Science
- Cleanup and Review Time
- Center Time or Whole Group Arts Time
- Final Cleanup and Review for the school day

**Discussion: Follow the prompts.**

Think about your classroom or observe a classroom.

Describe the daily schedule.

Does it include opportunities for the children to plan their own learning, work in groups, or take responsibility for materials and routines?

Next, describe any changes that might be made in the schedule so that learning is more child centered.
Assessment 2: Identify the three major goals of a daily schedule and the components of a daily schedule.

List the three major goals of a daily schedule.

1.

2.

3.

List the components of a daily schedule. Explain why each component is important.
Learning Outcome 3: Participants will identify and utilize positive classroom management techniques.

Activity 3. Read and discuss “Positive Classroom Techniques.”

POSITIVE CLASSROOM TECHNIQUES

The establishment of a constructivist classroom has processes that encourage appropriate behavior on the part of children. A consistent daily schedule, procedures on how to function in the classroom and centers, and efforts to develop independence and responsibility on the part of the children all contribute to a classroom that operates in a positive manner. When discipline is necessary, positive techniques are more effective than physical punishment. The suggestions that follow are not intended to provide all possible behavior management skills, but rather some strategies to reduce or eliminate disruptive behavior.

Learning Environment

As was discussed earlier, the establishment of the classroom and introduction of daily routines play a major role in positive child behavior. Introduction of centers and how they are to be used, planning for the day, and focusing on appropriate use of classroom materials can prevent management problems. When children forget how to behave in a classroom situation, the teacher makes it a point to reteach and review appropriate procedures and behaviors.

Consistent Sequence of Events

Children need a stable sequence of events each day. This helps them to understand what will happen and how they are to act in each situation in the schedule. Children want to be successful in the classroom, both socially and academically. When they know what to expect each day, they are more inclined to be cooperative and productive. Planning times are especially helpful in keeping children aware of the daily schedule and what they will be doing.

Minimize Waiting

When children are asked to sit and wait for long periods of time, they are more likely to engage in disruptive behavior. It is important to have children engaged in independent activities when working with a small group or individual children. Another reason to minimize waiting is to maximize the child’s learning. When children spend long periods of time sitting and waiting, learning time is being lost. Children who are busy and responsible for completing their work are less likely to be disruptive.

Involve Children in Planning and Making Classroom Rules

Children who are actively involved in classroom routines, planning for a day, and problem-solving when disruptive behavior becomes a problem will be more likely to behave appropriately. When an inappropriate behavior is not easily changed, the whole classroom can be engaged in discussing the problem and what needs to be done to have the classroom function more smoothly.

Set Limits

Classroom rules should be few and simple. Children should be very sure about how they should relate to others and behave in the classroom. One simple limit is that children will not be allowed to hurt others. Another limit is that children will not be allowed to misuse or damage materials. Other rules can determine how many children can use a center at one time. There also should be clear expectations about how children will take turns and share materials.
Discussion. Think of your own classroom or visit a classroom. Observe the teacher’s management techniques. Describe some positive techniques that are being used.

Assessment 3: Create a list of belief statements related to classroom organization and management.

<table>
<thead>
<tr>
<th>Belief Statements: Classroom Organization and Management</th>
</tr>
</thead>
</table>
Basic Training Session 5:  
Teaching Strategies and Assessment

Learning Outcomes
1. Participants will create, implement, and use a learning cycle for planning, delivering, and assessing instruction.
2. Participants will align activities and strategies with lesson outcomes in the Preschool/Kindergarten Curriculum Framework.
3. Participants will design appropriate assessments that align with lesson outcomes in the Preschool/Kindergarten Curriculum Framework.
4. Participants will establish a system for documentation and program assessment that will ensure quality indicators or standards are met.

Key Theories, Terms, & Phrases
Learning cycle  Diagnostic or formative assessment
Authentic assessment  Summative assessment
Differentiate  Reteach
Observation  Record-keeping

Activities
1. Read and discuss “Understanding a Learning Cycle.”
2. Read and discuss “Types of Learning Activities.”
3. Read and discuss “Assessments in Early Childhood.”

Resources
Copy of Educating Young Children: A Basic Guide for Training Teachers and Caregivers
Writing implement
Chalkboard or large tablet

Assessments
1. Draw and label a model of a learning cycle. List and explain each step.
2. Using a category of objectives or learning outcomes from the Preschool/Kindergarten Curriculum Framework, describe three types of activities that could be used to evaluate children’s learning.
3. Design an assessment that aligns with the Preschool/Kindergarten Curriculum Framework.
4. In a group, generate a timeline with a list of goals for documentation and assessment, and the individual responsibility for accomplishing the goals.

Learning Outcome 1: Participants will create, implement, and use a learning cycle for
planning, delivering, and assessing instruction.

Activity 1: Read and discuss “Understanding a Learning Cycle.”

UNDERSTANDING A LEARNING CYCLE

What is a learning cycle? It is a plan for teaching and evaluating that monitors what children have learned and what they are ready to learn next. It is important to note that it is called a learning cycle, not a teaching cycle. This is because the focus is on how children are learning rather than on how the teacher plans for teaching. In other words, the teacher’s planning is based on the needs and successes of the students rather than a predetermined schedule.

In the learning cycle, the teacher begins by introducing a new skill or concept. Learning activities follow so that children can work with and practice the new concept or skill. After a series of lessons and activities, the teacher conducts assessments to see how well students grasp the new information. Students who need more instruction are given more lessons, while students who performed with confidence are given independent activities. The learning cycle can be visualized as five steps, as shown below:

STEP 1: Introductory Lesson

The teacher uses a three-part lesson to introduce new information. This lesson is followed by activities to practice the new information or skill.

STEP 2: Lessons and Learning Activities

On subsequent days, the teacher will conduct additional lessons and learning activities.

STEP 3: Diagnostic or Formative Assessment

The teacher conducts assessments to determine which children have mastered the concept or skill and which children do not yet understand.

STEP 4: Reteach

Students who do not understand are retaught the concept or skill. The “reteach” may be differentiated to meet the needs of the individual students. Students who need concrete work may continue to use manipulatives and supporting materials. Children who do understand can serve as tutors for children who need help or work in centers on independent activities.

STEP 5: Final Assessment

The teacher conducts a final assessment, records results, and moves on to the next objective on the curriculum framework.

The cycle is repeated with another objective or learning outcome.

Discussion: Give examples of the Lesson Cycle.
Assessment 1: Draw and label a model of a learning cycle. Below the model, list and explain each step.

Model

List and Explanation.
1.

2.

3.

4.

5.
Learning Outcome 2: Participants will align activities and strategies with lesson outcomes in the Preschool/Kindergarten Curriculum Framework.

Activity 2: Read and Discuss “Types of Learning Activities.”

TYPES OF LEARNING ACTIVITIES

In a traditional classroom, most teaching activities are used with the whole class. In a quality early childhood program, whole-class instruction is just one option the teacher can select. In Session 4, we learned about the daily schedule. Whole-group activities were indicated for parts of the day. We also learned how learning centers are used to empower children to take responsibility for their own learning. When we consider learning activities, we want to establish a balance between teacher-directed activities and child-directed activities.

Teacher-Directed Activities

A major portion of learning experiences are led by the teacher. The teacher can conduct teaching activities in several ways. Some lessons, especially the three-part lesson, can be used with the entire class. However, the lessons also can be used with small groups, and occasionally, with an individual child.

Small-group lessons are helpful when the teacher wishes to use concrete objects with the children. For example, the teacher might be working with simple addition. The children have had lessons using simple addition and have had some independent activities working on simple addition. Now, the teacher works with small groups so that children can be monitored and guided as they apply what they have learned in solving addition problems. Children who are having difficulty might be able to resolve where they are confused in a small-group activity.

Teachers can also have directed activities prepared for learning centers. Students might have additional activities to complete in a learning center while the teacher is working with a group of children.

Child-Directed Activities

Some of the learning activities can be child-directed, particularly learning center activities and other small-group activities. If there is a choice of learning activities in various centers, children can pick which activity they will complete. When learning centers have been implemented over a period of time, learning games can be constructed for children to use in the centers.

Students also can direct activities in small groups. In the picture above, the girls are participating in a reading activity led by one of the students.

In summary, the teacher combines what is being taught in a learning cycle with the classroom schedule and different types of activities. The activities that are teacher-directed and child-directed are organized into a sequence that reflects the learning cycle. The sequence can be described as (1) introductory lessons, (2) practice activities, and (3) representing or formative assessment activities. New information is introduced, children engage in different types of experiences to learn and use the new information, and then demonstrate or represent what they have learned.

Discussion: Give examples of introductory lessons, practice activities, and representing or formative assessment activities.
Assessment 2: Using a category of objectives or learning outcomes from the Preschool/Kindergarten Curriculum Framework, describe three types of activities that could be used to evaluate children's learning.

<table>
<thead>
<tr>
<th>Category from Preschool/Kindergarten Curriculum Framework</th>
<th>Activities that may be used for assessments: 3 types</th>
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<tbody>
<tr>
<td></td>
<td>1.</td>
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<tr>
<td></td>
<td>2.</td>
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<td>3.</td>
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</tbody>
</table>
Learning Outcome 3: Participants will design appropriate assessments that align with lesson outcomes in the Preschool/Kindergarten Curriculum Framework.

Activity 3: Read and discuss “Assessments in Early Childhood.”

ASSESSMENTS IN EARLY CHILDHOOD

What is an assessment? Why do teachers conduct assessments? How do teachers of young children conduct assessments?

An assessment is an activity that enables the teacher to evaluate a child’s progress in development and learning. We are familiar with using a written test to measure what children have learned; in early childhood, however, we must use other strategies. Because young children cannot yet read and write, they must be assessed using different strategies. Three of the strategies are observation, teacher-designed tasks, and assessment within the learning cycle.

Observation

Observation is the most commonly used strategy for assessing young children. When looking for indicators of development in language, motor skills, or social development, observing children in classroom interactions can reveal behaviors that appear in the Preschool/Kindergarten Curriculum Framework. The teacher also observes when children are engaged in learning center activities or doing independent work. When teaching small-group lessons, the teacher observes to see which children are following directions, can identify colors, can count objects, etc.

Teacher-Designed Tasks

Assessment activities are very similar to teaching activities. Just as the teacher uses activities with real objects to teach a lesson, similar objects can be used to assess the child’s mastery of an object or skill. If the assessment is to determine whether a child can name five colors, then five objects representing the colors are used in the assessment task. The assessments also can be conducted within a small-group activity. A single objective or several objectives can be assessed using a series of activities. The teacher notes which children can carry out the tasks correctly.

Assessment Within the Learning Cycle

When using assessment within the Learning Cycle, the skills or concept being taught are assessed. The teacher uses observation, teacher-designed tasks, and assessment within learning activities. Activities for diagnostic assessment inform the teacher of the child’s progress in learning. The final assessment is to determine if the child has mastered and can use or apply the skill or concept.

Keeping Records of Development and Learning

The teacher needs a method to keep track of children’s progress. The purpose of assessment is to inform the teacher of children’s learning progress. The teacher uses assessment results to plan for instruction. The teacher needs to know which children need more instruction and work, as well as which children master new concepts more rapidly and are ready for more advanced instruction.

A record-keeping method that is useful in early childhood classrooms is a checklist. The objectives for development and learning are translated into a checklist. A checklist contains a list of the objectives and a system for determining when the child has mastered the objective. For example, the mathematics objectives for Preschool-Level-I are as follows:
1. Counts by rote from 1 to 5
2. Demonstrates the concept of numbers through 5
3. Orders numerals 1-5
4. Understands first and last
5. Counts by rote to 10
6. Demonstrates the concept of numbers through 10
7. Orders numerals 1-10

To use these on a checklist, two spaces are added for record-keeping. In this case, the letter “I” is used for the date when the objective/learning outcome is introduced and the letter “M” is used for the when the objective/learning outcome or skill is mastered.

Counts by rote from 1-5          I          M
Demonstrates the concept of numbers through 5
Orders numerals 1-5
Understands first and last
Counts by rote to 10
Demonstrates the concept of numbers through 10
Orders numerals 1-10

The entire Framework for Preschool/Kindergarten Curriculum is developed into a checklist for instruction, assessment, and record-keeping.

When using the Learning Cycle, the teacher records the date that the objective is introduced. If the child has mastered the objective when diagnostic assessments are administered, the “master” box is marked with the date. For children who need more learning activities, “master” will be marked at a later date, either when the final assessment is given or even later for the students who are still unsure. Thus, the checklist serves both as a record of student achievement and as a guide for the sequence of curriculum objectives.

Discussion: Talk about observation, teacher-designed tasks, and record keeping you are using in your classroom. Discuss ways you can enhance and add to assessments for children.
Assessment 3. Design an assessment that aligns with the Preschool/Kindergarten Curriculum Framework.

<table>
<thead>
<tr>
<th>Knowledge or Skill Assessed</th>
<th>Type of Assessment</th>
<th>Level on Preschool/Kindergarten Curriculum Framework</th>
<th>Record-Keeping Strategy</th>
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Learning Outcome 4: Participants will establish a system for documentation and program assessment that will ensure quality indicators or standards are met.

**Activity 4: Review and discuss** *Educating Young Children: A Basic Guide for Training Teachers and Caregivers* Using a cooperative grouping arrangement such as a carousel or group expert’s strategy, participants will review and highlight the key points of each chapter. Content from the review will be synthesized by groups to generate goals for conducting and using assessments for curriculum development and student learning outcomes. Write an example in the space below.

Assessment 4. In a group, generate a timeline with a list of goals for documentation and assessment, and the individual responsibility for accomplishing the goals.

**Group Members:**

**Grade Level(s):**

<table>
<thead>
<tr>
<th>Goal for Documentation</th>
<th>Assessment Dates</th>
<th>Individual(s) Responsible</th>
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