

Teaching Practices in Early Childhood Education

Name

Institution



Part A

There are various curricular in early childhood education including core knowledge, high scope, tools of the mind and creative curriculum. However, this section focuses on using a high scope curriculum to create a learning opportunity for children in a kindergarten class. High scope curriculum allows educators to prepare instructions that provide learners with the opportunity to construct their learning by interacting with physical objects and materials of different shapes, texture and colors (Epstein et al., 2012). Just like in any other curriculum, high scope requires the teacher to define objectives for any learning opportunity provided in the class. In this case, the three objectives for the instructions include;

1. To help kindergartners acquire fine motor skills, excellent communications skills, social skills and cognitive skills by providing opportunities to interact with objects and ideas.
2. To promote active learning by directly involving kindergartners in the learning process.
3. To improve the student-teacher relationship by providing each kindergartner with personalized scaffolding support.

Worth mentioning there is a need for adaptations to both the environment and the curriculum in order to achieve the above objectives. Firstly, the curriculum should allow kindergartners to choose their favorite objects from a variety of materials that vary in sizes, textures and colors, and also determine what they want to do with the selected materials. According to Epstein et al. (2012), such adaptation promotes active learning among the kindergartners. Secondly, I would provide learners with enough space and time for interacting with materials, which would allow the kindergartners to perfect on their motor skills. As a teacher, I would make adaptations to the curriculum by using mirroring and imitation, especially when the kindergartners are playing with objects. Epstein et al. (2012) state that imitation and

mirroring involve mimicking the actions of the learners using similar materials or toys, which support scaffolding support. As a result, the scaffolding support strengthens student-teacher relationship (Epstein et al., 2012).

Certainly, high scope curriculum supports learning activities that give students the opportunity to explore and discover new ideas by themselves (Epstein et al., 2012). For instance, a high scope curriculum supports the Plan Do Review process when creating special learning opportunities. One example of a special learning opportunity is where a teacher engages kindergartners in matching physical objects in different shapes and sizes with objects drawn on a piece of paper. Firstly, the teacher provides each kindergartner with a small basket containing objects of different shapes. Secondly, the teacher gives each learner a piece of paper that is divided into different columns where each column represents a specific shape. For example, the first column might depict a picture of a rectangular object while the second one might portray a diagram of a circle. Thirdly, the teacher asks the students to pin the paper on the ground with the diagrams facing upward. Finally, the teacher asks the learners to place the physical objects in their appropriate columns depending on their shapes. The above plan helps the kindergartners to develop motor skills and cognitive skills as they transfer physical objects from the basket to their appropriate columns in the pieces of papers. Additionally, the plan promotes active learning because the kindergartners are directly involved in the learning processes. The teacher would strengthen the student-teacher relationship by providing scaffolding support during the learning activity.

Part B: Lesson Plans

Teachers can utilize technology to assist preschoolers in understanding three different concepts including cause-and-effect relationships, understanding change and comprehending the

idea of a system. However, I would focus on creating three lessons that would help students to acquire the concept of the idea of a system. In particular, these lessons assist preschoolers in understanding that a whole or a system consists of distinct related parts that depend on each other or affect each other.

Lesson 1

Lesson title: Using different shapes to draw a person.

Materials: A computer and drawing-for-children software program.

Instructions:

- i. Open the drawing-for-children software and show the students where different shapes are located, such as circles, stars, squares, rectangles, diamonds, hearts and triangles among others. Additionally, show students how to change the colors of shapes.
- ii. Tell the preschoolers that a person's body consists of different related parts, which depend on each other to make a whole thing.
- iii. Start with a black square for the body of a boy.
- iv. Add a red circle for the boy's head.
- v. Use two white stars for the boy's two eyes.
- vi. Add a diamond shape for the nose.
- vii. Select brown rectangular shapes for legs, arms and feet.

The above lesson plan depicts how I would intentionally plan for preschoolers learning by showing them how to draw a boy's body using shapes contained in the drawing-for-children software. The students will engage in every step described in the above lesson plan to get the same results as the teacher. The materials required in the above lesson plan include a computer and software known as drawing-for-children. Lastly, I would know that my students have

understood the key concepts if the majority of them are able to draw a person using different shapes and colors interchangeably.

Lesson 2

Lesson Title: Construct simple words using letter symbols.

Materials: A computer, whiteboard and drawing-for-children software.

Instructions:

- i. Open the drawing-for-children software and show the students different letter symbols that represent all the alphabets.
- ii. Tell the preschoolers that any word is composed of different related parts, which in this case are letters.
- iii. Write simple words on the whiteboard for the preschoolers to see, such as cat, pet, and pot among others.
- iv. Tell the students to construct the words shown on the whiteboard using the letter symbols contained in the software. For instance, pick letter symbols “c” and “a” then “t” when constructing the word “cat”.
- v. Tell the students to remove any letter from the constructed words and read the word. For instance, remove letter symbol “c” from the word “cat”.
- vi. Tell the preschoolers to note how different parts or letter symbols affect each other when they are combined together or separated apart.

I would intentionally plan for preschooler learning by engaging them in the above lesson where they would learn different parts of various words and how they affect or depend on each other. The preschoolers will be engaged in constructing simple words using letter symbols. The

materials required in the above lesson plan include a computer, a whiteboard and a drawing-for-children software. I would know if the preschoolers have understood the key concepts when the majority of students construct words that perfectly match the words written on the whiteboard. Additionally, I would assess the preschoolers' ability to identify how different letter symbols affect the meaning of words when either combined together or separated apart.

Lesson 3

Lesson title: Learning different parts of a computer.

Materials: A real computer, computer cut-outs, glue and a piece of cardboard.

Instructions:

- i. The teacher tells the preschoolers that a computer consists of different parts including a monitor, a keyboard, a mouse and the CPU.
- ii. Show the preschoolers different parts of a computer as represented by different cut-outs.
- iii. Assemble different computer cut-outs using glue and place them on a cardboard.
- iv. Tell the preschoolers to compare the assembled cut-outs with a real computer.
- v. Take a real computer and remove just one part such as the monitor and ask one of the preschoolers to type a word.
- vi. Ask the preschoolers about what they notice after one part of a computer is removed.
- vii. Tell the preschoolers that the computer could not function properly and they could not see the typed word because one part, the monitor, was removed from the computer.
- viii. Reassure the preschoolers that a computer is composed of related parts that affect each other.

The preschoolers will be engaged in observing and identifying how different parts of a computer depend on each other for a computer to function. The materials needed in the above

lesson plan include a real computer, computer cut-outs, a glue and a piece of cardboard. I would know if the preschoolers have understood the key concepts when the majority of students are able to acknowledge that a computer cannot function properly when one or more parts are removed.

Part C: Emotional Scenarios

In the case of Manual and Damien, there are different types of emotions experienced by these children. These emotions include anger, selfishness, apathy and interest. For instance, Damien is angry after Manual takes his shovel and this gives him a reason to cry. Damien is selfish because he does not want Manual to play with his shovel. Conversely, Manual depicts interest in playing with Damien's shovel but exhibits apathy by failing to respond to Damien's cry. As a teacher, I would use conflict resolution strategies to assist Manual and Damien in acknowledging their feelings and those of others. According to Wheeler (2004), I should acknowledge each child's emotions and say something to make them become aware of the impact of their own emotions. In this case, I would say "Manual, your curiosity has really made Damien become angry by taking his shovel without permission". As a teacher and a conflict resolver, I would ask Damien and Manual to give ideas for the solutions and select the appropriate one altogether. For instance, Damien might say that he needs his shovel back while Manual might say that he wants a shovel too. As a teacher, I would give Damien another shovel so that both children can have the same number of shovels.

In Latoya's case, the involved children experience fear and interest. For instance, Latoya experiences fear, which makes her make no move toward joining other children in the climbing activity. Additionally, Latoya exhibits great interest in climbing the rock, which makes her keep watching other children as they do so. I would approach Latoya calmly and gather more

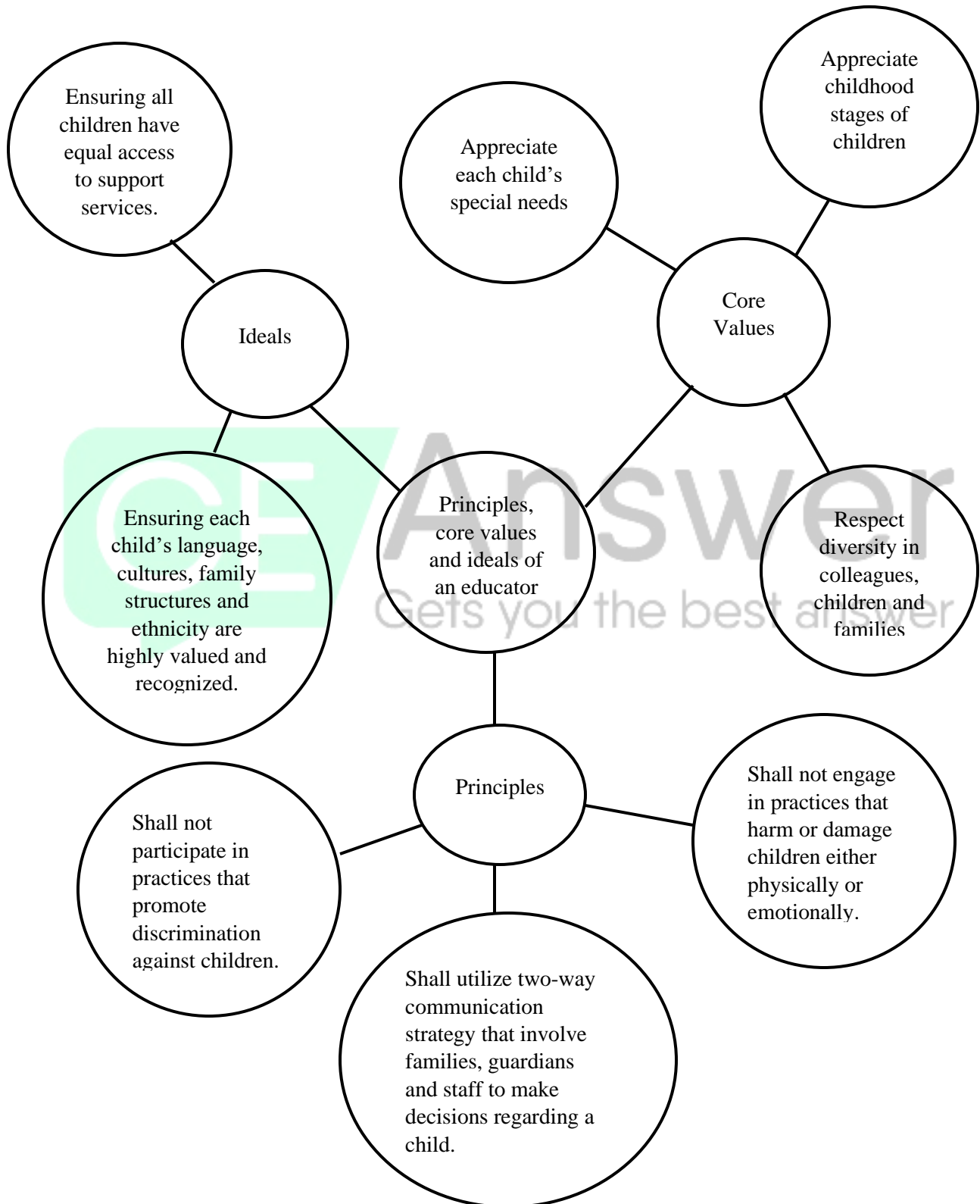
information as to why she is reluctant to join other children. Subsequently, I would ask Latoya some questions such as “What is the problem? Are you feeling nervous to join other children? By so doing, Latoya would acknowledge her emotions toward other children. As recommended by Wheeler (2004), I would give follow-up support to Latoya to encourage her to manage her emotions and cope effectively with that specific situation.

Finally, Tommy must be feeling nervous and overwhelmed to discuss with his friend, Mohammad, about his invitation to a movie. Additionally, Tommy must be experiencing empathy for Mohammad because Mohammad was not invited to a movie. Indeed, Tommy does not want Mohammad to experience social anxiety after being left out in the invitation to a movie. As a teacher, I would assist Tommy, Chuck and Mohammad in identifying their feelings and those of others by restating the emotions of each child and make the others know the impact of those emotions on their relationships. For instance, I would tell Tommy that although he is in a dilemma and experiencing empathy for his friends, turning down an invitation of either Chuck or Mohammad would lead to social anxiety, which would destroy their relationships. According to Wheeler (2004), the appropriate solution for this situation is to encourage all the children involved to discuss their plans and to consider participating in the involved activities altogether.

Part D: Ethics Concept Web

Certainly, early childhood educators need to make daily decisions in the course of their duties, which have both ethical and moral implications (NAEYC, 2011). As such, ethics and morals are fundamental qualities required in every early childhood educator. For that reason, a competent early childhood educator should adopt responsible behaviors to resolve ethical dilemmas in the early childhood settings. According to NAEYC (2011), the key components of responsible and ethical behaviors include core principles, values and ideals. The diagram below

depicts a concept web that portrays ideals, principles and core values of competent early childhood educators.



References

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