



Northampton Community College



Early Childhood Education Learning Experience : Plan, Implement and Reflect

Title of Experience: Cooperative Game – “Can You?” Individual Group 6 # of children

Student Name: CM

Date / Lab Week: 2.3.2010 / Lab Week 3

Age Group: 2-3 years

Course: EARL 256G Internship

Center / Room: Hannig Center / Toddler Room

Cooperating Teacher Signature: LP

Purpose:

~ Plan and implement learning experiences which are responsive to children’s culture, abilities, and interests; and stimulate, support, direct and stretch their construction of meaning.
~Assess the effectiveness of the experience for children and your implementation of the AWL Teaching Skills and Strategies. (Standard 4)

Directions: Complete electronically. Review plan with CT Prior to engaging with the children. Complete (1) Preparing and (2) Planning for Implementation prior to engagement with children. Complete (3) when experience is over. Have CT complete (4).

1. Preparing

Connecting to Children:

Interests, prior knowledge and experiences.

Children are interested in animals. They usually request our “Animal Action” CD.

Abilities and family context.

Children engage in locomotor skills, both indoors and outdoors. They like to climb, jump, hop on two feet, and of course, run.

Connecting to the Program :

Current topics, focus, projects or curriculum areas.

The current topic is focused on “movement”. Toddlers are exploring different ways that they can move from one place to another.

Connecting to Curriculum

Goal Area: Represent and Express Ideas Inquire and Solve Problems
 Connect to Family, Community, and Culture Build Relationships and Understanding of Self

Language of Learning: Verbal Visual Arts Movement Music Math

Early Learning Standard(s): *RC 1.6; PM 10.4 (PA-ELS of 2007)*

Child Outcome(s): *Using elements of movement*

Connecting to Self

Skills and Strategies being practiced.

*I will focus on **Support** (co-construct; use words for actions), **Direct** (focus attention; redirect), **Stimulate** (new location), and **Stretch** (extend questions).*

Techniques for improvement.

I will observe Coop Teacher to improve the following strategies:

Direct: *Enforcing rules*

Stretch: *Asking extend questions*

2. Planning for Implementation

Describe the space : indoors, outdoors, size, materials, universal design, aesthetic considerations, ERS criteria.

Outdoor area

Book: "From head to toe" by Eric Carle

Describe individualization of materials and space, for cultural, linguistic, or ability variation.

"Can You?" challenges will be given in English and Spanish to provide access to all children (there is one toddler whose home-language is Spanish)

Describe strategy for inspiring and engaging the children: Getting the experience started.

Before we go outside, I will introduce the book to the children. I will show them a few pages and encourage them to talk about the animals they see. I will ask them what sounds they make and how they move. When we go outside, I will explain the game "Can You?" by saying:

"I have a special game today about moving our bodies in different ways. It is called "Can You?" I will show you what I can do, and then you can try to do it. Would you like to try it? I can wave my arms back and forth. Can you? I can fly like a bird. Can you?"

I will ask if anyone else would like to do something that we can all follow.

Describe plans for interacting: supporting, directing and stretching the children's learning.

I will **support** children by:

- o Joining them in play
- o Using words to describe their actions

I will **stretch** children's learning by:

- o Asking open-ended questions like: How else can you....? How could you act like a ____ ?

I will **stimulate** children by:

- o Providing new materials
- o Listening to story about Animals to engage children

I will **direct** children by:

Redirecting, mediating if needed

Using "Can You?" challenges and demonstrating the actions

Describe Closure: clean-up, reflection and transition.

No clean up required. Children will use the outdoor play ground after finishing the game.

Types of documentation

Photos Observation Records Work Samples
 Children's Words Video Records Audio Records Other? _____

3. Assessing and Reflecting

Children:

Describe the learning experience from a child's perspective.

-Children represented their own ideas of how an animal moves. When they were not sure about how an animal moves, they looked around and then moved like their friends were moving.

-Most of the children could move body parts in symmetrical manner (both hands, both feet), but not one at a time (moving an elephant's trunk using one hand).

- Children had an opportunity to try out how it feels to move in different ways (backwards, sideways, spin with arms out)

Describe how the children met/did not meet the expected Outcome for this LEP.

The children used the **process** of playing Cooperative Games. They used the following **elements** of movement:

Action Awareness: They used several locomotor skills (running, hopping, flapping arms, crawling, etc.)("Hopping, hopping rabbit")

Space Awareness: They used shared space while moving like animals; directions (forward); levels (high and medium); pathways (straight and curvy lines)("Hey, look at my snake!")

Effort Awareness: They used force (strong, light, medium); time (fast and slow); flow (free)("I fly fast")

Body Awareness: They built relationship with self (moving body parts like animals)("Can you do like elephant?")

List possible Next Steps?

Use the wheel and try different locomotor movements, using a different Cooperative Game, like Floor Crossings or Red Rover.

Link to Assessment System: System: PA-ELS /Ounce Category: Receptive communication: Physical & Motor Development /Movement-Coordination

Attach documentation of children's learning to this completed form.

Self:**Describe and explain the strength of your planned learning experience: Space, Individualization, Getting started, Interacting, Closure**

I think that using the book to introduce the game worked well. They could see the animals in the book, moving in different ways and making a different body shape, before we played the game. I heard BB call out, "That is like the book!" when I acted like a monkey.

I think that using the space outdoors helped by providing more space as well as a change of setting (stimulate).

Using animal words in Spanish helped LG in fully participating in the experience.

Describe and analyze the documentation

I recorded children's actual words during the game and also took photographs to capture their use of various elements of movement. My CAC seems to be able to use locomotor skills (running, hopping, flapping arms, crawling), shared space while moving like animals; directions (forward); levels (high); pathways (straight); force (strong); time (fast and slow); and built relationship with self (moving body parts like animals).

Analyze progress in developing teaching skills and strategies: : _x_ Support _x_ Direct __ Stretch _x_ Stimulate

Support: I attached words to their actions ("I see your arm is a long trunk of an elephant")

Direct: I redirected them when needed ("J there is room for you in this spot")

Stimulate: I provided new materials (Used tunnel and, hoola hoops during outdoor play)

Stretch: I need to work on this skill by reviewing the manual and observing Miss L when she uses it with children.

Describe next steps in development of teaching skills and strategies

I had planned to use strategies for stretch, but never really used them successfully. Miss L modeled it for me by asking open-ended questions like, "How else can your elephant move?" or "What can you do if you don't know how it moves?"

I will review various stretch strategies and plan my possible interactions ahead of time.

I observed Miss L redirecting LG by saying, "Would you like to kick the ball while you are waiting for your turn with the bike?" I will try to record more observations so that I can redirect within their interests.

4. Feedback**Cooperating Teacher****Comments from your Cooperating Teacher?**

Miss L said that I was able to engage children in my learning experience plan because I was well prepared with materials and inclusion strategies. She would like me to work on Direct further by being firm in enforcing rules to ensure safety. She also wants me to review the strategies of Stretch, and try one at a time to build confidence. She suggested that I should continue to build learning experiences on "animals" to meet my course related goals, because this is what children are interested in.

How will this feedback influence future learning experiences?

I will build plans on "animals" ("Clap Your Hands" book with tape for movement experience). I will review my Teaching Skills and Strategies manual for planning and implementing future labs. My next focus will be on Direct (enforcing rules) and Stretch (asking extend questions).

Instructor

4_ Connecting to Children and Programs	4	3	2	1
4_ Connecting to Curriculum	4	3	2	1
4_ Preparing and Implementing	4	3	2	1
4_ Assessing the Children	4	3	2	1
4_ Reflecting	4	3	2	1
4_ Collaborating with CT	4	3	2	1

Comments: Focus on child development is evident in Assessing and Reflection (process/elements). Examples document children's learning effectively. Reflection on own ability to use interaction skills shows eagerness to improve practice.